AGENDA FOR THE MEETING OF THE GOVERNING BOARD OF
THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
February 14, 2012
Immediately following the 6:00 pm meeting of the Sierra County Board of Education
Downieville School, Downieville, California

This meeting will be available for videoconferencing at Loyalton Middle School, CA
In the case of a technological difficulty at either school site, videoconferencing will not be available.

Any individual who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Public inspection of agenda documents that are distributed to the Board less than 72 hours before the meeting, will be made available at Sierra-Plumas Joint Unified School District, 305 S. Lincoln Street, Sierraville, CA 96126 and, when feasible, attached to the District's online agenda at http://www.sierracountyofficeofeducation.org (Government Code 54957.5)

A. CALL TO ORDER

B. ROLL CALL

C. APPROVAL OF AGENDA

D. INFORMATION/DISCUSSION ITEMS

1. Correspondence

2. Superintendent's Report

   a. Community Forum
   b. Governor's Proposed Budget
   c. Transitional Kindergarten**
   d. Facilities Report
   e. Inter-District Attendance Agreements as follows: (under separate cover)**

New/Renewal	School Year:	Grade Entering	District of Residence	Receiving District
New	2011-12	1	Sierra	Camptonville
New-Denied	2011-12	3	Camptonville	Sierra

3. Business Report
   a. Board Report-Expenditures by Object 07/01/11 to 1/31/12**
   b. Fifth Month Enrollments for the 2011-2012 School Year**
   c. Sierra-Plumas Teachers' Association Officers:
      • Co-Presidents: Pat Doyle and Joanne Nunes
      • Vice President: Camille Alfred
      • Secretary: Erin Folchi
      • Treasurer: Kim McKinney

4. Staff Reports (5 minutes)

5. SPTA Report (5 minutes)

6. Board Members' Report (5 minutes)

7. Public Comment —This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board whether or not it is listed on the agenda. Five minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter. (Education Code 35145.5; Bylaw 9322; Government Code 54954.3)
   a. Current location
   b. Videoconference location

E. CONSENT CALENDAR

1. Approval of the minutes of the Regular Board meeting held January 10, 2012**
2. Approval of the bill warrants for the month of January 2012**
3. Acceptance of resignation of Cheri VanDaam, effective 1/17/2012 (**under separate cover)
4. Staffing/Approval of Assignment:
   o Augustine Corcoran, Tennis Coach, Downieville School, 2011-12 school year
   o Anthony Vaglivielo, Baseball Coach, Loyalton High, 2011-12 school year
   o Deidra Perry, Site Tech Coordinator, Downieville School, 2011-2012
   o Mark Fisher, Site Tech Coordinator, Loyalton Middle, 2011-2012
   o Joanna Haug, Site Tech Coordinator, Loyalton Elementary, 2011-2012
   o Mark Fisher, Teacher in Charge, Semester 1, Semester 2, Loyalton Middle, 2011-2012
   o Stephen Fillo, Junior High Basketball Coach, Downieville School, 2011-2012
   o Robert Morales, Cook I position, Downieville School, 5.4 hrs daily, effective 1/30/2012

F. ACTION ITEMS

1. New Business

   a. Approval of Completion of Bargaining, 2011-2012 school year, Sierra-Plumas Classified Employees Association^^

   b. Approval of Completion of Bargaining, 2011-2012 school year, Confidential Employees^^

   c. Authorization to fill Cafeteria Worker position, Loyalton Elementary School, 20 hours per week.

   d. Approval of Resolution No. 11-013, Office of Public School Construction Funding Authorization**

   e. Approval of the Student Accountability Report Card (SARC) for 2011-12, Downieville Elementary School**

   f. Approval of the Student Accountability Report Card (SARC) for 2011-12, Downieville Jr. High/Sr. High School**

   g. Approval of the Student Accountability Report Card (SARC) for 2011-12, Loyalton Elementary School**

h. Approval of the Student Accountability Report Card (SARC) for 2011-12, Loyalton Middle School**

i. Approval of the Student Accountability Report Card (SARC) for 2011-12, Loyalton High School**

j. Approval of 2012 Summer School Lunch Waiver Request**

k. Approval of revised 2012 Board of Education Meeting Calendar (reflecting relocation of Loyalton meetings)^^

l. Authorization for Superintendent to enter into an Agreement with CalState TEACH for student teaching**

m. Acceptance of the evaluation criteria for the Superintendent Evaluation^^

n. Acceptance of Retiree Health Benefits Liabilities Report, Alternative Measure Method**

o. Authorization to sell 20ft sections of old, rusty well-iron pipe. The pipe has been declared unusable by the Sierra-Plumas Joint Unified School District. The Board is asked to acknowledge this item as surplus property valued at less than $2,500
Roll call vote required.

BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

p. Approval of Board Policy 2121, Superintendent's Contract, revision^^

q. Approval to DELETE Board Policy 3513.1, Cell Phone Reimbursement^^

r. Approval of Administrative Regulation 3513.1, Cellular Phone Reimbursement, revision^^

s. Approval of Board Policies 4140, 4240, 4340, Bargaining Units, revision^^

t. Approval of 4217.3 Layoff/Rehire, revision^^

u. Approval of Board Policy 6145.2, Athletic Competition, revision^^

v. Approval of Board Policy 6145.2, Athletic Competition, revision^^

w. Approval of Board Policy 6161.1, Selection and Evaluation of Instructional Materials, revision^^

x. Approval of Administrative Regulation 6161.1, Selection and Evaluation of Instructional Materials, revision^^

y. Approval of Exhibit 6161.1, Selection and Evaluation of Instructional Materials, revision**

z. Approval of Board Bylaw 9223 Filling Vacancies, revision**

aa. Approval of Board Bylaw 9320, Meetings and Notices, revision**

G. ADVANCED PLANNING

1. Next Regular Board Meeting will be held on Tuesday, March 13, 2012, at Loyalton Middle School, Room 4, Loyalton, California, following the 6:00 pm meeting of the Sierra County Board of Education.

2. Suggested Agenda items

   a. Second Interim

H. PUBLIC COMMENT

At this time, we open the meeting for any public comments regarding the following Closed Session items:

1. Government Code §54957, Discussion, Certificated Reduction in Particular Kinds of Service

2. Government Code §54957.6, Discussion, Negotiations and Related Matters, Superintendent
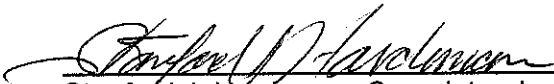
I. CLOSED SESSION

Open Session is now closed. The Board of Trustees will now move into Closed Session to consider the preceding items.

J. RETURN TO OPEN SESSION

1. Report Out

K. ADJOURNMENT

Stanford J. Hardeman, Superintendent

**enclosed
*handout
^^County agenda backup

Subject: CCSESA Focus

Date: Tuesday, January 17, 2012 1:52:05 PM PT

From: CCSESA

To:

CCSESA FOCUS

A weekly update to California County Superintendents of Schools

Tuesday, January 17, 2012

Confusion over Transitional Kindergarten

Although there are many important issues in the Governor's Budget Proposal, perhaps none has generated more immediate confusion and concern than his proposal to eliminate the mandate to provide Transitional Kindergarten (TK). Our analysis is that if a district wants to operate a TK program for students born in November, it appears that will be allowed. Certainly that is what SB 1381 (current law) says. In conversations with the Governor's staff, they have indicated that their proposal would also allow districts the same option, but using a different methodology (early admission per local board policy and then a "continuance" agreement with the parent to allow a second year in kindergarten). Under either option, funding would be provided through the revenue limit system by generating ADA.

If a district prefers not to implement TK, it is difficult at this time to determine whether they will have that option.

It is important to note that despite the Governor's proposal, current law remains unchanged. As provided in SB 1381 (Chapter 705, Statutes of 2010), beginning in the 2012-13 school year a child must be five by November 1 in order to be admitted to kindergarten and districts are required to offer Transitional Kindergarten programs to those students born between November 1 and the old December 2 cut-off date. This is the first year of a three-year phase-in that will revise the birth date for kindergarten eligibility to September 1.

Since these provisions are current law, the Governor cannot change them without the approval of the Legislature. Further, since kindergarten and TK programs would be funded through generating average daily attendance and resulting revenue limit apportionments, the funding does NOT go through the annual state budget. [Note: revenue limit funding for schools is provided through a "continuous" appropriation in state law, and thus is not included in annual budget. When the Governor proposes a change to revenue limits, such as no COLA or an increased deficit factor, it must always be approved through legislation-- the Governor cannot simply veto the funding.] That means the Governor cannot veto the funding for TK.

In short, to put his proposal into effect, the Governor must get the Legislature to approve

legislation to make the necessary changes. Senator Simitian, the author of SB 1381, has already indicated he will strongly oppose such legislation and will work actively to block the Governor's proposal.

Trigger Cuts – School Transportation or Revenue Limits

There is strong interest among the statewide education organizations in having the current year trigger cut revised to eliminate the 50% cut to school transportation and instead impose the reduction as an across-the-board reduction to revenue limits. We expect legislation to be introduced this week to make this change to the trigger cut. Legislators and legislative staff know they need to move quickly, so hearings on the bill should take place soon.

SB 81

Contact: Peter Birdsall, Executive Director Ÿ P: (916) 446-3095 Ÿ C. (916) 719-1315 Ÿ E. pbirdsall@ccsesa.org

		Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Balances through January						**Fiscal Year 2011/12**
Object	**Description**					

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD						
1100	Teachers Salaries	1,403,475.00	1,437,772.00	681,882.70	692,503.44	63,385.86
1120	Certificated Substitutes	40,368.00	5,780.00		14,680.00	8,900.00-
1200	Certificated Pupil Support Sal	9,916.00			2,698.92	2,698.92-
1300	Certificated Superv/Admin Sala	277,032.00	328,055.00	127,378.05	176,307.06	24,369.89
1310	Teacher In Charge/Head Teacher	8,000.00	8,000.00		3,000.00	5,000.00
1900	Other Certificated Salaries	20,566.00	14,900.00	3,733.55	4,590.26	6,576.19
	Total for Object 1000	**1,759,357.00**	**1,794,507.00**	**812,994.30**	**893,779.68**	**87,733.02**
2100	Instructional Aides Salaries	163,208.00	194,782.00	72,648.87	68,321.79	53,811.34
2200	Classified Support Salaries	306,706.00	333,293.00	121,282.15	179,234.52	32,776.33
2300	Classified Sup/Admin Salaries	2,700.00	2,430.00		1,125.00	1,305.00
2400	Clerical & Office Salaries	264,564.00	265,727.00	117,185.51	144,307.14	4,234.35
2900	Other Classified Salaries	23,290.00	23,113.00	11,053.60	10,482.35	1,577.05
	Total for Object 2000	**760,468.00**	**819,345.00**	**322,170.13**	**403,470.80**	**93,704.07**
3101	State Teachers Retirement Syst	139,072.00	139,469.00	64,064.15	69,749.51	5,655.34
3102	State Teachers Retirement Syst	825.00	825.00			825.00
3201	Public Employees Retirement Sy	4,989.00	5,009.00	2,494.40	2,622.21	107.61-
3202	Public Employees Retirement Sy	64,605.00	67,785.00	29,624.90	38,038.28	121.82
3212	Pers Pickup-Classified Employe	12,375.00	12,429.00	5,421.60	6,165.96	841.44
3311	OASDI-Certificated Positions	2,981.00	3,194.00	1,335.65	1,889.31	30.96-
3312	OASDI-Classified Positions	44,331.00	46,620.00	19,594.60	25,753.01	1,272.39
3321	Medicare-Certificated Position	23,769.00	24,242.00	10,966.10	12,895.08	380.82
3322	Medicare-Classified Positions	12,245.00	12,727.00	4,582.70	5,846.01	2,298.29
3401	Health & Welfare -Certificated	400,677.00	411,057.00	194,630.70	201,435.59	14,990.71
3402	Health & Welfare-Classified Po	179,872.00	179,873.00	75,995.85	102,509.75	1,367.40
3501	State Unemployment Insurance-C	28,325.00	28,797.00	13,089.20	16,651.65	943.85-
3502	State Unemployement Insurance-	13,747.00	14,295.00	5,187.02	6,773.84	2,334.14
3601	Workers' Compensation Insuranc	82,530.00	93,324.00	42,972.85	47,426.62	2,924.53
3602	Workers' Compensation Insuranc	40,747.00	46,749.00	17,216.53	22,131.87	7,400.60
3701	Retiree Benefits Cert.	114,613.00	129,645.00		70,774.75	58,870.25
3801	PERS Reduction-Certificated	958.00	962.00	478.85	503.38	20.23-
3802	PERS Reduction-Classified	12,301.00	12,911.00	5,687.30	7,134.82	88.88
3901	Other Benefits, Certificated P			198.80	79.52	278.32-
	Total for Object 3000	**1,178,962.00**	**1,229,913.00**	**493,541.20**	**638,381.16**	**97,990.64**
4100	Textbooks	10,900.00	8,800.00		13,764.36	4,964.36-
4200	Books Other Than Textbooks	12,624.00	13,420.00		13,862.02	442.02-
4300	Materials and Supplies	119,878.00	128,848.00	23,666.32	88,075.28	17,106.40

Selection   Filtered by User Permissions, (Org = 6, Online/Offline = N, Fiscal Year = 2012, Period = 7, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Fund = 01, Object = 1-7, SACS Fund? = N, Fund Page Break? = N, Obj Digits = 1, Page Break? = N)

ESCAPE ONLINE

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006 - Sierra-Plumas Jnt Unif Schl Dist   Generated for Lauriel Wentling (LWENTLING), Jan 27 2012 1:17PM

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Balances through January						**Fiscal Year 2011/12**

Fund **01 - General FD** (continued)

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
4350	Vehicle Maint. M&S	6,500.00	6,500.00	1,228.99	1,684.13	3,586.88
4399	M&S Misc -undesignated	657.00	657.00			657.00
4400	Non-Capital Equipment (Up to $	19,723.00	33,915.00	5,221.55	12,716.32	15,977.13
	Total for Object 4000	170,282.00	192,140.00	30,116.86	130,102.11	31,921.03
5100	Subagreement for Services	592,804.00	580,623.00	318,841.00	298,974.00	37,192.00-
5200	Travel & Conferences	36,811.00	34,824.00	9,448.69	13,385.47	11,989.84
5203	Mileage paid to employee	1,200.00	1,200.00	1,219.58	1,454.68	1,474.26-
5300	Dues & Membership	11,775.00	12,028.00	473.75	3,493.49	8,060.76
5400	Insurance-Fire, liability, etc	57,000.00	57,000.00		51,271.76	5,728.24
5510	Power	122,044.00	122,044.00	77,209.77	30,672.41	14,161.82
5520	Garbage	14,710.00	27,450.00	25,044.75	2,915.25	510.00-
5530	Water	64,800.00	64,800.00	27,226.86	31,049.44	6,523.70
5540	Propane	97,200.00	97,200.00	63,768.29	25,019.34	8,412.37
5590	Miscellaneous Utilities	15,500.00	15,500.00	9,212.74	5,787.26	500.00
5600	Rentals, Leases & Repairs	53,165.00	52,630.00	17,647.31	7,045.70	27,936.99
5800	Services & Operating Expense	54,800.00	54,935.00	900.00	5,222.53	48,812.47
5810	Legal Expenses	21,723.00	21,723.00	17,409.50	590.50	3,723.00
5812	Board Election Expense	3,550.00	3,550.00			3,550.00
5813	Bond Election Expense	20,000.00	20,000.00			20,000.00
5840	Audit Expense	12,000.00	12,000.00	5,000.00	6,500.00	500.00
5860	Solid Waste Tax	15,613.00	15,613.00	10,675.60	5,335.86	398.46-
5870	Property Tax - Plioicene Mobil	328.00	328.00			328.00
5890	Miscellaneous Contracts/Servic	427,656.00	388,522.00	183,238.61	139,560.16	65,723.23
5899	SCOE Interagency Reimburse			6,817.76	3,871.30	10,689.06-
5900	Communications	6,671.00	6,671.00	352.00	3,083.75	3,235.25
5910	Telephone-Monthly Service	18,052.00	19,052.00	13,853.62	6,049.94	851.56-
5920	T Lines	6,400.00	6,400.00	2,700.00	611.47-	4,311.47
5990	Other Communications	225.00	225.00		192.75	32.25
	Total for Object 5000	1,654,027.00	1,614,318.00	791,039.83	640,864.12	182,414.05
6200	BUILDING & IMPROVEMENT OF BUIL	89,000.00	105,500.00	5,242.29	21,280.48	78,977.23
6400	Equipment	11,000.00	134,000.00	21,113.80	9,332.04	103,554.16
	Total for Object 6000	100,000.00	239,500.00	26,356.09	30,612.52	182,531.39
7142	Other Tuition, Excess Cost, an	26,500.00				.00
7310	Direct Support/Indirect Costs					.00
7613	Transfer to State Sch Bldg Fun		149,657.00			149,657.00
7616	Trans fr Gen Fund to Cafeteria	126,238.00	83,394.00			83,394.00

Selection   Filtered by User Permissions, (Org = 6, Online/Offline = N, Fiscal Year = 2012, Period = 7, Unposted JEs? = N, Assets and Liabilities? = N,
Restricted Accts? = Y, Fund = 01, Object = 1-7, SACS Fund? = N, Fund Page Break? = N, Obj Digits = 1, Page Break? = N)

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006 - Sierra-Plumas Jnt Unif Schl Dist   Generated for Lauriel Wentling (LWENTLING), Jan 27 2012 1:17PM

		Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Balances through January						**Fiscal Year 2011/12**
Object	**Description**	**Adopted Budget**	**Revised Budget**	**Encumbered**	**Expenditure**	**Account Balance**
Fund **01 - General FD** (continued)						
	Total for Object 7000	152,738.00	233,051.00	.00	.00	233,051.00
	Total for Expense accounts	5,775,834.00	6,122,774.00	2,476,218.41	2,737,210.39	909,345.20
	Total for Fund 01 and Expense accounts	5,775,834.00	6,122,774.00	2,476,218.41	2,737,210.39	909,345.20
	Total for Org 006, Fund 01 and Expense accounts	5,775,834.00	6,122,774.00	2,476,218.41	2,737,210.39	909,345.20

Selection   Filtered by User Permissions, (Org = 6, Online/Offline = N, Fiscal Year = 2012, Period = 7, Unposted JEs? = N, Assets and Liabilities? = N,
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006 - Sierra-Plumas Jnt Unif Schl Dist   Generated for Lauriel Wentling (LWENTLING), Jan 27 2012 1:17PM

ENROLLMENT BY SCHOOL MONTH
2011-2012

		Loyalton Elementary	Loyalton Middle	Loyalton High	Downieville Elementary	Downieville Jr/Sr High	Sierra Pass Cont	ISP	TOTAL
Ending 2010-2011		172	52	114	26	34	4	2	404
1st Day 2011-2012		184	52	117	30	29	1	0	**413**
2011 CBEDS		176	49	112	27	27	0	0	391
	Month								
September	1	183	53	115	29	29	2	4	415
October	2	181	54	113	30	30	1	6	415
November	3	179	54	111	30	27	4	5	410
December	4	180	56	112	30	26	5	3	412
January	5	181	55	113	29	26	5	5	414
February	6								
March	7								
April	8								
May	9								
June	10								

	S-PJUSD	SDC	Opportunity	Washoe Cnty
P-1 ADA	389.34	0	1.90	17.18
P-2 ADA				
Annual ADA				

Enrollment difference from June 2011 to
fourth month ending December 16, 2011: **+10**

2010-2011 P1 ADA = 399.10
2010-2011 P2 ADA= 393.83
2010-2011 Annual ADA = 389.45

doc/Attendance 2011-2012/Board Summary 2011-2012

UNAPPROVED MINUTES FOR THE REGULAR MEETING OF THE GOVERNING BOARD OF
THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
January 10, 2012
Loyalton Elementary School, Loyalton, California

A. CALL TO ORDER

President Mike Moore called the meeting to order at 6:47 pm.

B. ROLL CALL

PRESENT: Mr. Mike Moore, President
            Mr. Allen Wright, Vice President
            Mr. Jeff Bosworth, Clerk
            Ms. Sharon Dryden, Member
            Mr. Todd York, Member

ABSENT: None

VACANT: None

STAFF: Mr. Stan Hardeman, Superintendent
            Ms. Rose Asquith, Business Manager
            Ms. Hannah Tomatis, Administrative Assistant
            Ms. Marla Stock, Site Administrator
            Ms. Derek Cooper, Site Administrator
            Ms. Marlene Mongolo, SELPA Director

C. APPROVAL OF THE AGENDA
   MSCU/YORK/DRYDEN

D. INFORMATION / DISCUSSION ITEMS

1. CORRESPONDENCE-None

2. SUPERINTENDENT'S REPORT
   a. Loyalton Intermediate School Portable Restroom update – The District is awaiting the final inspection. The fire alarm system and the natural gas system have been upgraded. There is a punch list that has been produced.
   b. State Budget – The state is at a 9.2 billion dollar shortfall. The First Phase of the Trigger Cuts will be impacting health, welfare and education throughout the state. A consequence to us is a cut to our transportation equaling $288,000. If this is put into an ADA formula per student, San Mateo County, for instance, looses one dollar while Sierra County looses $667 per student. The formula hurts all small rural schools. If they were to take and put a $42 reduction in revenue limit per ADA that would meet their Trigger Cut obligations, our District would experience a cut of $17,000. Mr. Hardeman stated that in his opinion the State's formula is inequitable.
   Mr. Hardeman pled with the newspapers to print an editorial for people to write Senator Gaines and Assemblyman Logue.

   The Small School Districts Association suggest options such as:

      1) attach a trailer bill to the Governor's proposal; or

      2) join a consortium for the Environmental Quality Act; or

      3) the California Environmental Quality Act

Transportation is not mandated and we are under no obligation to provide it, but do so in order to support the students and parents to enable their children to get to school.

The discussion continued regarding the implementation of the trigger cuts beginning in February 2012 and also the parameters of providing bus services.

The Governor's proposal for 2012-2013 leaves us an approximate $540,000 cut for transportation. It also eliminates the mandate for Transitional Kindergarten services but the new earlier enrollment dates for new Kindergarten students are still intact.

   c. Administrative Panel for Expulsion Hearings-This panel will continue to be in force and any Expulsion Appeal to the County Board would go to the Plumas County Board of Education.

   d. Inter-District Attendance Agreements were granted due to parent employment in the receiving district.

3. BUSINESS REPORT

There were no comments on the Board Report-Expenditures by Object 07/01/11 to 12/31/11 or the Fourth Month Enrollments for the 2011-2012 School Year.

4. STAFF REPORTS

Marla Stock, Administrator, Loyalton High School
- New tile in the agriculture room
- Taco Feed on Saturday during the Loyalton Middle School Tournament

Derek Cooper, Administrator, Loyalton Elementary & Middle Schools; Downieville School
- Described the schedule for the Loyalton Middle School Tournament
- Interviewed candidates for the cook I position in Downieville School
- Thank you to the teachers, students and Randy Pritchard for an outstanding Christmas program

5. SPTA REPORTS - None

6. BOARD MEMBERS' REPORTS

WRIGHT: Indicated that the interviews for the Cook I position went smoothly and thanked Lauriel Wentling and Sue Roberts for their assistance.

7. PUBLIC COMMENT

President MOORE opened the meeting for public comment at 7:11 pm.
There was no public comment at this location
There was no public comment at the videoconferenced location
President MOORE closed the meeting for public comment at 7:11 pm.

E. CONSENT CALENDAR

The following items were included on the consent calendar:
1. Approval of the minutes of the Regular Board meeting held December 13, 2011**
2. Approval of the bill warrants for the month of December 2011**
3. Authorization to submit the Consolidated Application, Part II, 2011-2012
4. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending December 31, 2011. It is required per Education Code 35186 section *(d) that a school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.* No complaints regarding textbooks and instructional materials, teacher vacancy or misassignment or conditions of facilities were filed with Sierra-Plumas Joint Unified School District during the quarter ending December 31, 2011.
MSCU/YORK/WRIGHT.

F. ACTION ITEMS

1. NEW BUSINESS

   a. Accept 2010-2011 Financial Audit
      MSCU/YORK/WRIGHT

   b. Approval of Board Policy 6170.1, Transitional Kindergarten
      YORK motioned to lay on the table Items b and c. WRIGHT seconded.
      Motion Passed Unanimously

   c. Approval of the Kindergarten Common Core Academic Standards for use in Transitional Kindergarten
      Lay on the table
      YORK/WRIGHT

   d. Review of Administrative Regulation and Board Policy 6145 per Ed Code §35160.5
      MSCU/YORK/WRIGHT

   e. Approval of four additional contract days for Marla Stock to meet CALPADS reporting requirements
      YORK motioned as stated above. WRIGHT seconded.
      Discussion:
      This project will be assigned to the technology coordinator next year and there will be no more additional days.
      Marla Stock commented that the CALPADS system has improved at the state level. State and Powerschool are working together and she believes that it will work efficiently from now on.
      Stan Hardeman explained that to get federal money we must meet the NCLB requirements. The state reports to the federal government the information from CALPADS.
      Mr. Hardeman indicated that the additional cost of additional contracted days would be somewhere around $2000, all inclusive.
      BOSWORTH clarified that he is not recommending not completing CALPADS, but to find another way to get it done.
      Mr. Hardeman explained that he is confident that he has chosen the right person to put this together for this year and to prepare for next year.

BOSWORTH: NO
DRYDEN: AYE
MOORE: NO
WRIGHT: AYE
YORK: AYE
Motion Passed

f. Discussion and Possible Approval of change of location for the Loyalton area meetings of the Sierra-Plumas Joint Unified School District Board of Education to Loyalton Middle School, Room 4, 111 Beckwith Street, Loyalton, CA.
YORK motioned to approve relocation of the Loyalton board meetings to the Loyalton Middle School, Room 4, Loyalton, CA, effective at the next Loyalton board meeting (March 2012). WRIGHT seconded. Motion Passed Unanimously

G. ADVANCED PLANNING

1. The next Regular Board Meeting will be held on Tuesday, 2011, February 14, 2011, Downieville, California, immediately following the 6:00 pm meeting of the Sierra County Board of Education.

2. Suggested Agenda items:

    a. Student Accountability Report Cards
    b. OPEB Report
    c. Close out 2011-12 Negotiations

H. ADJOURNMENT

MSCU/WRIGHT/ DRYDEN
ADJOURNED at 7:26 pm.

_____   _____
Jeff Bosworth, Clerk   Stanford J. Hardeman, Superintendent

Checks Dated 01/01/2012 through 01/31/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00077246	01/11/2012	AVAYA, INC	01-5600		267.15
00077247	01/11/2012	CITY OF LOYALTON	01-5530		4,379.22
00077248	01/11/2012	CURRENT ELECTRIC & ALARM, INC.	01-5600		105.00
00077249	01/11/2012	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530		88.40
00077250	01/11/2012	EINEN GRANDI	01-5890		20.00
00077251	01/11/2012	GRIZZLY INDUSTRIAL, INC	01-4300	508.58	
			Unpaid Sales Tax	32.98-	475.60
00077252	01/11/2012	JUSTIN HUMBERT	01-5890		20.00
00077253	01/11/2012	RACHEL LITTLE	01-5100		132.00
00077254	01/11/2012	MODEL DAIRY, LLC	13-4700		124.05
00077255	01/11/2012	CRM GROUP	35-6200		15,416.65
00077256	01/11/2012	OLIVER WORLDCLASS LABS	01-4400		2,970.83
00077257	01/11/2012	PACIFIC GAS & ELECTRIC COMPANY	01-5510		1,752.42
00077258	01/11/2012	PLUMAS-SIERRA RURAL ELECT.COP	01-5510	481.58	
			01-5899	160.53	642.11
00077259	01/11/2012	SACRAMENTO COUNTY OFFICE OF ED/ ATTN: FINANCIAL SERVICES	01-5200		70.00
00077260	01/11/2012	CRAIG SHERIDAN	01-6200		3,750.00
00077261	01/11/2012	SIERRA BOOSTER	01-5890		15.00
00077262	01/11/2012	SIERRA ENERGY	01-4300		27.23
00077263	01/11/2012	SIERRA VALLEY HOME CENTER	01-4300	2,089.58	
			01-6200	1,706.25	3,795.83
00077264	01/11/2012	SIERRA TRANSPORTATION COMPANY, LLC	01-5100		15,248.32
00077265	01/11/2012	STAPLES, INC.	01-4300	182.00	
			01-5899	60.66	242.66
00077266	01/11/2012	CDE, CASHIER'S OFFICE	13-4700		197.60
00077267	01/11/2012	SUBURBAN PROPANE	01-5540		7,620.95
00077268	01/11/2012	TIMBERLINE AUTO PARTS & POWER EQUIPMENT	01-4300		113.30
00077269	01/11/2012	TRI COUNTY SCHOOLS INS. GR.	01-3701	1,005.38	
			01-9535	15,150.62	
			76-9576	61,591.78	77,747.78
00077270	01/11/2012	VOYAGER FLEET SYSTEMS INC.	01-4300	232.63	
			01-5200	177.54	410.17
00077271	01/11/2012	WESTERN BLUE, AN NWN CO	01-4300	3,083.44	
			01-5890	1,426.42	4,509.86
00077272	01/11/2012	WHITE CAP CONCRETE PUMPING	01-6200		405.50
00077273	01/25/2012	AIRGAS, NCN	01-5600		92.57
00077274	01/25/2012	GECRB/AMAZON	01-4300	448.73	
			01-5890	52.66	
			Unpaid Sales Tax	30.33-	471.06
00077275	01/25/2012	AT&T	01-5890	28.67	
			01-5910	96.93	
			01-8290	2.99-	122.61
00077276	01/25/2012	AT&T	01-5910	33.64	
			01-8290	4.05-	29.59
00077277	01/25/2012	DEREK COOPER	01-5203		234.30
00077278	01/25/2012	CRYSTAL DAIRY	13-4700		123.54

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

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006 - Sierra-Plumas Jnt Unif Schl Dist Generated for Lauriel Wentling (LWENTLING), Jan 27 2012 1:15PM

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00077279	01/25/2012	DOCUMENT TRACKING SERVICES	01-5890		1,170.00
00077280	01/25/2012	HAMBY SURVEYING, INC.	01-5890		300.00
00077281	01/25/2012	HUNT & SONS, INC.	01-5590		1,348.04
00077282	01/25/2012	LIBERTY ENERGY	01-5510		2,797.56
00077283	01/25/2012	MODEL DAIRY, LLC	13-4700		621.20
00077284	01/25/2012	PACIFIC GAS & ELECTRIC COMPANY	01-5510		465.65
00077285	01/25/2012	NCS PEARSON,INC. POWER SCHOOL, INC.	01-5890		1,000.00
00077286	01/25/2012	QUILL CORPORATION	01-4300		624.48
00077287	01/25/2012	RAY MORGAN COMPANY	01-5600	404.05	
			01-5899	5.94	409.99
00077288	01/25/2012	SCHOOLPATHWAYS	01-5800		150.00
00077289	01/25/2012	SHRED IT OF RENO	01-5890		234.00
00077290	01/25/2012	SIERRA HARDWARE	01-4300		47.21
00077291	01/25/2012	SPARKLETTS	01-4300	11.94	
			01-5600	11.94	
			01-5899	7.96	31.84
00077292	01/25/2012	SIERRA-PLUMAS JOINT UNIFIED	01-5890		161.98
00077293	01/25/2012	SIERRAVILLE PUBLIC UTILITY C/O KATHI BURTON & ASSOCIATES	01-5530	184.50	
			01-5899	61.50	246.00
00077294	01/25/2012	SMALL SCHOOL DISTRICTS' ASSN	01-5200		70.00
00077295	01/25/2012	STATE BOARD OF EQUALIZATION	13-8634		64.00
00077296	01/25/2012	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5890		130.00
00077297	01/25/2012	SUBURBAN PROPANE	01-5540	2,321.78	
			01-5899	1,147.70	3,469.48
00077298	01/25/2012	TERMINIX PROCESSING CENTER	01-5890		106.00
00077299	01/25/2012	US FOODSERVICE, INC.	13-4300	246.58	
			13-4700	347.81	594.39
00077300	01/25/2012	VERIZON WIRELESS	01-4300	139.86	
			01-5910	152.84	292.70
00077301	01/25/2012	ALLEN WRIGHT	01-5200		20.81
00077302	01/25/2012	NORTHERN SECTION, CIF	01-5800		923.62
00077303	01/25/2012	NRTHN CALIF. SOCCOR REF. ASSN	01-5800		614.88
00077304	01/25/2012	POSTMASTER, LOYALTON	01-5900		65.50
00077305	01/25/2012	SIERRA COUNTY ARTS COUNCIL	01-5890		1,500.00

		Total Number of Checks	**60**		**159,080.63**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	53	80,410.73
13	Cafeteria Fund	6	1,724.78
35	State School Facility Fund	1	15,416.65
76	Warrant/Pass Though (payroll)	1	61,591.78

The preceding Checks have been issued in accordance with the District's Policy and authorization   E S C A P E   ONLINE
of the Board of Trustees. It is recommended that the preceding Checks be approved.   Page 2 of 3

006 - Sierra-Plumas Jnt Unif Schl Dist   Generated for Lauriel Wentling (LWENTLING), Jan 27 2012 1:15PM

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
		Total Number of Checks	**60**	159,143.94	
		Less Unpaid Sales Tax Liability		63.31-	
		Net (Check Amount)			**159,080.63**

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

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006 - Sierra-Plumas Jnt Unif Schl Dist   Generated for Lauriel Wentling (LWENTLING), Jan 27 2012 1:15PM

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 11-013

Office of Public School Construction Funding Authorization

WHEREAS, the Office of Public School Construction provides various funding programs for school construction; and

WHEREAS, Sierra-Plumas Joint Unified School District Governing Board authorizes Sierra-Plumas Joint Unified School District (SPJUSD) to apply for school construction funding when available and necessary.

NOW THEREFORE, BE IT RESOLVED, that the SPJUSD is willing to seek funding for a viable school construction program that may meet the needs of the District.

BE IT FURTHER RESOLVED, that Superintendent or his/her designee is hereby authorized and empowered to execute in the name of SPJUSD all necessary documents to implement and carry out the purposes of this resolution.

Passed and adopted at a regular meeting of the Sierra-Plumas Joint Unified School District Governing Board held February 14, 2012, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

VACANT:

_____
Jeff Bosworth, Clerk

<div style="border:1px solid">

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

</div>

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Downieville Elementary School	**District Name**	Sierra-Plumas Joint Unified School District
Street	130 School St.	**Phone Number**	530.994.1044
City, State, Zip	Downieville, CA 95936-0396	**Web Site**	www.sierracountyofficeofeducation.org/
Phone Number	530.289.3473	**Superintendent**	Stan Hardeman
Principal	Derek Cooper	**E-mail Address**	shardeman@spjusd.org
E-mail Address	dcooper@spjusd.org	**CDS Code**	46701770000000

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

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. This has compounded the problem, which has resulted in declining enrollment for the schools.

Downieville Elementary School is a small community of two multi-grade classrooms. The first is a Kindergarten through third grade class and the second is a fourth through sixth combination. The school is located at the same site as the Junior-Senior High school. They share their site administrator, office, special education, facility, custodial and kitchen staff. Both classrooms have paraprofessionals (aides) available to the primary teachers. This highly unique school offers the students the opportunity to receive a lot of direct attention from either their certificated instructor or the aide in the classroom. The kids have an opportunity to work at their grade level or move up or down as needed to become successful. Downieville Elementary School has an API of 851.

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

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	2
Grade 1	5
Grade 2	5
Grade 3	8
Grade 4	2
Grade 5	4
Grade 6	2
Total Enrollment	28

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	85.7
American Indian or Alaska Native	0	Two or More Races	0
Asian	3.6	Socioeconomically Disadvantaged	42.9
Filipino	0	English Learners	10.7
Hispanic or Latino	10.7	Students with Disabilities	3.6
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	6	1	0	0	7	1			3	1		
1	5	1	0	0	4	1			2	1		
2	2	1	0	0	7	1			5	1		
3	4	1	0	0	1	1			5	1	0	0
4	4	1	0	0	4	1			6	1		
5	2	1	0	0	3	1			2	1	0	0
6	8	1	0	0	2	1			6	1		
Other	0	1	0	0								

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

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Downieville Elementary is situated in the small rural town of Downieville, California. Due to its small size, Downieville does not have a lot of crime that you would see in much larger suburban areas. This however does not mean that we do not take the safety of our children seriously. The Leadership team of the Sierra-Plumas Joint Unified School District has completed an update of our district/schools Safety Plan this school year.

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

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

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

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

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	6.45	0	3.57	11.49	8.32	6.37
Expulsions	0	0	0	0	0.22	0

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 10/17/2011

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 (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	No apparent problems
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	No apparent problems
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	floor in the restrooms separating. Summer 2012 resurface.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	No apparent problems
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	No apparent problems
Overall Rating	[ ]	[X]	[ ]	[ ]	No apparent problems

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	**2009-10**	**2010-11**	**2010-11**
With Full Credential	3	2	2	37
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	**Non-NCLB Compliant Teachers**
This School	100	0
All Schools in District	84.81	15.19
High-Poverty Schools in District	86.21	13.79
Low-Poverty Schools in District	0	0

*   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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	0.10	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (paraprofessional)	0.20	---
Psychologist	0.10	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.0	---
Resource Specialist (non-teaching)	0.0	---
Other	0.0	---

*   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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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

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

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 2nd Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 3rd Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 5th Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 6th Grade - SRA/McGraw-Hill Adopted 2002	Yes	100%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Math 2 - Saxon Adopted 2008 Math 3 - Saxon Adopted 2008 California Mathmatics concepts, skills - McGraw/Hill Adopted 2009 blem solving 4th, 5th and 6th - McGraw/Hill Adopted 2009	Yes	100%
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	100%
History-Social Science	History: Neighborhoods 2nd Grade - Houghton Mifflin Adopted 2007 History: Communities 3rd Grade - Houghton Mifflin Adopted 2007 History: US History 5th Grade - Houghton Mifflin Adopted 2007 Ancient Civilizations - Holt Adopted 2006	Yes	100%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	18,154	6,917	11,237	56,379
District	---	---	10,695	49,185
Percent Difference: School Site and District	---	---	5.06%	14.63%
State	---	---	$5,455	72,020
Percent Difference: School Site and State	---	---	54.06%	-21.73%

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$32,223	$37,978
Mid-Range Teacher Salary	$49,184	$55,252
Highest Teacher Salary	$66,147	$71,674
Average Principal Salary (Elementary)	$89,501	$87,651
Average Principal Salary (Middle)	$89,501	$92,196
Average Principal Salary (High)	$85,731	$93,352
Superintendent Salary	$113,300	$116,851
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	6%	7%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	53	88	68	52	55	56	49	52	54
Mathematics	63	88	58	43	50	46	46	48	50
Science	0	0	0	60	58	61	50	54	57
History-Social Science	N/A	N/A	N/A	39	45	46	41	44	48

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56	46	61	46
All Student at the School	68	58	0	N/A
Male	73	55	0	N/A
Female	0	0	0	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	0	0	0	N/A
Native Hawaiian/Pacific Islander				N/A
White	62	50	0	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	64	55	0	N/A
English Learners	0	0	0	N/A
Students with Disabilities				N/A
Students Receiving Migrant Education Services				N/A

* 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 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	25	50

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	1	7	10
Similar Schools	N/A		

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	**2009-10**	**2010-11**
All Students at the School	161	111	-84
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

*   "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	19	851	314	803	4,683,676	778
Black or African American	0		4		317,856	696
American Indian or Alaska Native	0		4		33,774	733
Asian	0		1		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	3		48	761	2,406,749	729
Native Hawaiian/Pacific Islander	0		2		26,953	764
White	16	835	251	811	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	11	823	156	782	2,731,843	726
English Learners	3		23	758	1,521,844	707
Students with Disabilities	2		35	620	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)
Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	2
Percent of Schools Currently in Program Improvement	---	33.3

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determined the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

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School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

</div>

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Downieville Junior-Senior High School	**District Name**	Sierra-Plumas Joint Unified School District
Street	130 School St.	**Phone Number**	530.994.1044
City, State, Zip	Downieville, CA 95936	**Web Site**	www.sierracountyofficeofeducation.org/
Phone Number	530.289.3473	**Superintendent**	Stan Hardeman
Principal	Derek Cooper	**E-mail Address**	shardeman@spjusd.org
E-mail Address	dcooper@spjusd.org	**CDS Code**	46701770000000

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

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. This has compounded the problem, which has resulted in declining enrollment for the schools.

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

The school is located at the same site as the elementary school. They share their site administrator, office, special education, facility, custodial and kitchen staff. This highly unique school offers the students the opportunity to receive a lot of direct attention from their certificated instructors. Therefore, it is very difficult for our students to "fall through the cracks". Because of our small size and limited teachers, we are forced to offer several classes with combined grade levels. These combined classes are then rotated every other year. This allows the kids an opportunity to work at their grade level or move up or down as needed to become successful. We are very proud of our continued success in having a 100% pass rate for the required California High School Exit Exam. The high school has an API score of 778.

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

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 7	2
Grade 8	6
Grade 9	6
Grade 10	6
Grade 11	4
Grade 12	6
Total Enrollment	30

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	90
American Indian or Alaska Native	0	Two or More Races	0
Asian	6.7	Socioeconomically Disadvantaged	36.7
Filipino	0	English Learners	3.3
Hispanic or Latino	3.3	Students with Disabilities	3.3
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	11	5	0	0	9	3	0	0	4.1	9	0	0
Mathematics	4.3	8	0	0	10	6	0	0	3.4	8	0	0
Science	5.3	6	0	0	3	4	0	0	6	4	0	0
Social Science	13.3	3	1	0	8	4	0	0	4.4	7	0	0

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Downieville Junior-Senior High School is situated in the small rural town of Downieville, California. Due to its small size, Downieville does not have a lot of crime that you would see in much larger suburban areas. This however does not mean that we do not take the safety of our children seriously. The Leadership team of the Sierra-Plumas Joint Unified School District has completed an update of our district/schools Safety Plan this school year.

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.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	15.22	11.11	10	11.49	8.32	6.37
Expulsions	0	0	0	0	0.22	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 08/08/2010

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 (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	No apparent problems
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	No apparent problems
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	floor in the restrooms separating. Summer 2012 resurface/repair.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	No apparent problems
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	No apparent problems
Overall Rating	[ ]	[X]	[ ]	[ ]	No apparent problems

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	6	5	5	37
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	3	NA	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	**Non-NCLB Compliant Teachers**
This School	80.95	19.05
All Schools in District	84.81	15.19
High-Poverty Schools in District	86.21	13.79
Low-Poverty Schools in District	0	0

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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)	0.1	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (paraprofessional)	0.1	---
Psychologist	0.0	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.0	---
Resource Specialist (non-teaching)	0.0	---
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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature: Bronze & Silver - Prentice Hall Adopted 2002 Literature & Language Arts - Holt Adopted 2003	Yes	100%
Mathematics	Algebra I - Glencoe Adopted 2008 Geometry - Glencoe Adopted 2005 Pre Algebra - Glencoe Adopted 2008 Algebra II - Glencoe Adopted 2008	Yes	100%
Science	Life - Holt Adopted 2001 Biology - Glencoe Adopted 2005 Earth Science - Glencoe Adopted 2005 Physical - Holt Adopted 2001	Yes	100%
History-Social Science	World Geography - Glencoe Adopted 2000 American Government - Prentice Hall Adopted 2000 United States History - Holt Adopted 2006	Yes	100%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$27,412	$9,720	$17,692	$56,379
District	---	---	$10,695	$49,185
Percent Difference: School Site and District	---	---	65.42%	14.63%
State	---	---	$5,653	$72,020
Percent Difference: School Site and State	---	---	212.96%	-21.72%

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
    Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$32,223	$37,978
Mid-Range Teacher Salary	$49,184	$55,252
Highest Teacher Salary	$66,147	$71,674
Average Principal Salary (Elementary)	$89,501	$87,651
Average Principal Salary (Middle)	$89,501	$92,196
Average Principal Salary (High)	$85,731	$93,352
Superintendent Salary	$113,300	$116,851
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	6%	7%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

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For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	45	69	52	52	55	56	49	52	54
Mathematics	15	29	18	43	50	46	46	48	50
Science	57	0	64	60	58	61	50	54	57
History-Social Science	21	59	27	39	45	46	41	44	48

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56	46	61	46
All Student at the School	52	18	64	27
Male	45	0	0	0
Female	57	7	0	0
Black or African American				
American Indian or Alaska Native				
Asian	0	0	0	0
Filipino				
Hispanic or Latino	0	0	0	0
Native Hawaiian/Pacific Islander				
White	59	21	0	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	50	0	0	0
English Learners				
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

* 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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts				57	62	54	52	54	59
Mathematics				51	57	61	53	54	56

* 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 High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	22	32	39	46	15
All Students at the School	0	0	0	0	0	0
Male	0	0	0	0	0	0
Female	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

*   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 2010-11)
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	0	50	50
9	33.3	16.7	16.7

*   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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	3	5	8
Similar Schools	N/A		

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	**2009-10**	**2010-11**
All Students at the School	63	74	-25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

*   "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	23	778	314	803	4,683,676	778
Black or African American	0		4		317,856	696
American Indian or Alaska Native	0		4		33,774	733
Asian	1		1		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	1		48	761	2,406,749	729
Native Hawaiian/Pacific Islander	0		2		26,953	764
White	21	792	251	811	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	12	743	156	782	2,731,843	726
English Learners	1		23	758	1,521,844	707
Students with Disabilities	3		35	620	521,815	595

Adequate Yearly Progress
The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

•   Participation rate on the state's standards-based assessments in ELA and mathematics
•   Percent proficient on the state's standards-based assessments in ELA and mathematics
•   API as an additional indicator
•   Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)
Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	33.3

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

• Specific high school courses
• Grades in specified courses and test scores
• Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	3.3	8.6	0	1.1	2.6	1.3	4.9	5.7	4.6
Graduation Rate	U11			88.5			80.21	78.59	80.44

*   The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	100	100	N/D
Black or African American	0	0	N/D
American Indian or Alaska Native	0	0	N/D
Asian	0	0	N/D
Filipino	0	0	N/D
Hispanic or Latino	0	20	N/D
Native Hawaiian/Pacific Islander	0	0	N/D
White	100	80	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	0	20	N/D
English Learners	0	0	N/D
Students with Disabilities	0	5	N/D

*   "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Some high schools offer 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.

Career Technical Education Participation (School Year 2010-11)

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/articulated between the school/institutions of postsecondary education	0

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	31.8
Graduates Who Completed All Courses Required for UC/CSU Admission	16.7

Advanced Placement Courses (School Year 2010-11)

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

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

• What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determined the need for professional development in reading instruction?
• What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
• How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

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School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

</div>

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Loyalton Elementary School	**District Name**	Sierra-Plumas Joint Unified School District
Street	111 Beckwith Street	**Phone Number**	530.994.1044
City, State, Zip	Loyalton, CA 96118	**Web Site**	http://www.spjusd.org/
Phone Number	530.993.4482	**Superintendent**	Stan Hardeman
Principal	Derek Coopoer	**E-mail Address**	shardeman@spjusd.org
E-mail Address	dcooper@spjusd.org	**CDS Code**	46701776050629

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

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, Beckwourth, Chilcoot, and Vinton. The school is one of five in the Sierra-Plumas Joint Unified School District.

Soccer, volleyball and basketball are offered as extracurricular sports. Little League baseball occurs in the spring and AYSO soccer in the fall. Every year the students and staff work hard on a holiday show which is presented just before the Winter Break.

Back to School night happens shortly after school starts. In the spring, the Science Fair, Art Show, Taco Feed and Open House all occur on the same big night!

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent involvement is an integral part of the program at Loyalton Elementary School. Parent participation is encouraged on the following district level committees: District Advisory Committee, School Attendance Review Board; At the site level, parents participate in the School Site Council and the Grizzly Cubs Parents' Club, our local parent organization.

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 Derek Cooper, Principal.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	28
Grade 1	22
Grade 2	28
Grade 3	32
Grade 4	19
Grade 5	33
Grade 6	25
Total Enrollment	187

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.6	White	82.9
American Indian or Alaska Native	1.1	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	51.3
Filipino	0	English Learners	5.9
Hispanic or Latino	13.9	Students with Disabilities	10.7
Native Hawaiian/Pacific Islander	0.5		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	0	0	18	2	0	0	17	2	0	0
1	20.5	1	1	0	17	1	0	0	16	1	0	0
2	15	1	0	0	17	1	0	0	19	1	0	0
3	17.5	2	0	0	21	2	0	0	20.5	2	0	0
4	26	0	1	0	31	1	0	0	19	1	0	0
5	34	0	0	1	27		1	0	33	0	0	1
6	26	0	1	0	35	0	0	1	25	0	1	0
Other	0	0	0	0								

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

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

At Loyalton Elementary School, student safety is ensured by a thorough inspection on playground equipment every summer and at Winter Break, by the school maintenance supervisor. During the school year, periodic inspection is done by playground supervisors and the principal.

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.

Visitors to the campus are required to sign in at the office and get a visitor pass.

Our School and District Safety Plans have recently undergone major revisions. District and administrative staff worked diligently, over the summer, to coordinate the plans with County, and State Safety officials. The resulting plan was reviewed and discussed with faculty and staff at inservice days before school started. Safety drills were done throughout the month of September and continue to be practiced monthly. The Safety Plan includes contingencies for fire, earthquake, stranger/intruder, pandemic flu or other illness.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	2.02	2.5	0.53	11.49	8.32	6.37
Expulsions	0	0	0	0	0.22	0

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 10/10/2011

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 (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	New sewer line was installed repaired, approximately 25 feet.
Interior: Interior Surfaces	[ ]	[ ]	[ ]	[X]	Stains on floors, replace carpet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[ ]	[X]	[ ]	continue with check off sheets in each room.
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	No apparent problem.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[ ]	[X]	Annual inspection due to age. replace as needed.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	No apparent problems
Structural: Structural Damage, Roofs	[ ]	[ ]	[ ]	[X]	Annual inspection due to the age of the structure. patch roof during summer months.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[ ]	[X]	old equipment. annual inspection, Need to replace all worn out parts this summer.
Overall Rating	[ ]	[ ]	[ ]	[X]	Do to the report results taken from the(F.I.T.) Facilities Inspection Tool. Exemplary does not exist. resulting in NO exemplary marks.

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	**2009-10**	**2010-11**	**2010-11**
With Full Credential	9	9	9	37
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	**Non-NCLB Compliant Teachers**
This School	100	0
All Schools in District	84.81	15.19
High-Poverty Schools in District	86.21	13.79
Low-Poverty Schools in District	0	0

*   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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (paraprofessional)	0.35	---
Psychologist	0.20	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.0	---
Resource Specialist (non-teaching)	0.0	---
Other	0.0	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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 the California Content Standards call for.

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	100%
Mathematics	K-3 - Saxon Adopted 2009 4th, 5th, 6th grade Math - Glencoe Adopted 2009	Yes	100%
Science	Harcourt Science K-6 - Harcourt Adopted 2000	Yes	100%
History-Social Science	History-Social Science Grades K-6 - Houghton Miflin Adopted 2007	Yes	100%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$11,373	$1,847	$9,523	$54,157
District	---	---	$10,695	$49,185
Percent Difference: School Site and District	---	---	10.11%	10.11%
State	---	---	$5,653	$72,020
Percent Difference: School Site and State	---	---	68.45%	-24.80%

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
   Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$32,223	$37,978
Mid-Range Teacher Salary	$49,184	$55,252
Highest Teacher Salary	$66,147	$71,674
Average Principal Salary (Elementary)	$89,501	$87,651
Average Principal Salary (Middle)	$89,501	$92,196
Average Principal Salary (High)	$85,731	$93,352
Superintendent Salary	$113,300	$116,851
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	6%	7%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	53	53	55	52	55	56	49	52	54
Mathematics	54	57	60	43	50	46	46	48	50
Science	53	56	55	60	58	61	50	54	57
History-Social Science	N/A	N/A	N/A	39	45	46	41	44	48

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56	46	61	46
All Student at the School	55	60	55	N/A
Male	49	60	62	N/A
Female	60	61	47	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	40	58	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	57	62	60	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	51	56	53	N/A
English Learners	0	0	0	N/A
Students with Disabilities	15	31	0	N/A
Students Receiving Migrant Education Services				N/A

*   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 2010-11)
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.8	9.7	19.4

*   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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	6	6	6
Similar Schools	1	1	2

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	**2009-10**	**2010-11**
All Students at the School	22	12	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	32	13	6
Two or More Races	N/D		
Socioeconomically Disadvantaged	34		
English Learners			
Students with Disabilities			

*   "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	126	808	314	803	4,683,676	778
Black or African American	1		4		317,856	696
American Indian or Alaska Native	2		4		33,774	733
Asian	0		1		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	20	736	48	761	2,406,749	729
Native Hawaiian/Pacific Islander	1		2		26,953	764
White	99	824	251	811	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	60	782	156	782	2,731,843	726
English Learners	9		23	758	1,521,844	707
Students with Disabilities	17	635	35	620	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	33.3

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determined the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

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School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

</div>

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Loyalton Middle School	**District Name**	Sierra-Plumas Joint Unified School District
Street	605 School St.	**Phone Number**	530.994.1044
City, State, Zip	Loyalton, CA 96118	**Web Site**	www.sierracountyofficeofeducation.org/
Phone Number	530.993.4186	**Superintendent**	Stan Hardeman
Principal	Derek Cooper	**E-mail Address**	shardeman@spjusd.org
E-mail Address	dcooper@spjusd.org	**CDS Code**	46701770000000

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

Loyalton Middle School is located near the communities of Sierraville, Beckwourth, Chilcoot, and Vinton. The school is one of five in the Sierra-Plumas Joint Unified School District. The site at Loyalton Middle School has recently been changed from one of Loyalton's earliest school sites to one of its newest. It is now housed on the north end of the Loyalton Elementary School campus. The school serves students in seventh and eighth grades.

Loyalton Middle School believes in the importance of focusing on and nurturing the entire individual in order to encourage self-respect, lifelong learning, and academic achievement. Our belief is that by nurturing our students on personal as well as academic levels, we create the environment and opportunity for them to acquire the appropriate knowledge and experiences necessary to become citizens in our society.

We believe that all learners need to be rigorously challenged.

We believe in the value of both individual effort and group cooperation.

We believe that our school needs to be a safe, caring place of learning a place that recognizes the unique value of each person who studies or works in our midst.

We want to build and continually nurture a school climate that recognizes the importance of serious work and fun too, a school climate that delights in the wonder, energy, and excitement of students in the middle grades of their public education.

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Loyalton Middle School has a very active sports/activity booster club. This group sponsors tournaments, buys uniforms, and raises money to keep the aging gymnasium in usable shape.

Parents are welcome to visit or observe classes at anytime as long as they sign in at the office. Parent participation is encouraged on the following district level committees: GATE, District Advisory Committee, and the Sierra County Strategic Planning Committee. At the site level, parents participate in the School Site Council. Site council members are needed every year.

Please contact the school office if you are interested.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 7	31
Grade 8	25
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	56

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	82.1
American Indian or Alaska Native	1.8	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	53.6
Filipino	0	English Learners	5.4
Hispanic or Latino	14.3	Students with Disabilities	16.1
Native Hawaiian/Pacific Islander	1.8		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	21.7	2	0	1	20.7	2	1		10	3	0	0
Mathematics	18.7	2	1	0	17.7	2	1		16.7	2	1	0
Science	22	2	0	1	21	2	1		18.3	2	1	0
Social Science	23	2	1	1	22	2	1		18.3	2	1	0

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Visitors to the campus are required to sign in at the office and get a visitor sticker or pass.

Students are supervised by teachers and staff before, during and after school. Loyalton Middle has a closed campus during lunch, with a paid noon supervisor.

Our School and District Safety Plans have recently undergone major revisions. District and administrative staff worked diligently, over the summer, to coordinate the plans with County, and State Safety officials. The resulting plan was reviewed and discussed with faculty and staff at inservice days before school started. Safety drills were done throughout the month of September and continue to be practiced monthly. The Safety Plan includes contingencies for fire, earthquake, stranger/intruder, pandemic flu or other illness

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	36.49	22.81	7.14	11.49	8.32	6.37
Expulsions	0	0	0	0	0.22	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 10/06/2011

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 (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	No apparent problems
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	No apparent problems
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
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	No apparent problems
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	No apparent problems
Overall Rating	[ ]	[X]	[ ]	[ ]	No apparent problems

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	4	5	3	37
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	1	NA	8	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	3	3	3
Vacant Teacher Positions	0	0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
    "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	**Non-NCLB Compliant Teachers**
This School	66.67	33.33
All Schools in District	84.81	15.19
High-Poverty Schools in District	86.21	13.79
Low-Poverty Schools in District	0	0

*   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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	0.0	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (paraprofessional)	0.35	---
Psychologist	0.20	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.0	---
Resource Specialist (non-teaching)	0.0	---
Other	0.0	---

*   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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

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 the California Content Standards call for.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature-Bronze Level - Prentice Hall Adopted 2002 Prentice Hall Literature-Silver Level - Prentice Hall Adopted 2002	Yes	100%
Mathematics	Pre-Algebra - Glencoe Adopted 2009 Algebra - Glencoe Adopted 2009	Yes	100%
Science	Life Science - Holt Adopted 2000 Physical Science - Holt Adopted 2000	Yes	100%
History-Social Science	US History - Independence to 1914 Adopted 2007 World History - Medieval to Early Modern Times Adopted 2007	Yes	100%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$8,761	$2,764	$5,997	$38,837
District	---	---	$10,695	$49,185
Percent Difference: School Site and District	---	---	-43.92%	-21.04%
State	---	---	$5,653	$72,020
Percent Difference: School Site and State	---	---	6.08%	-46.07%

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
   Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$32,223	$37,978
Mid-Range Teacher Salary	$49,184	$55,252
Highest Teacher Salary	$66,147	$71,674
Average Principal Salary (Elementary)	$89,501	$87,651
Average Principal Salary (Middle)	$89,501	$92,196
Average Principal Salary (High)	$85,731	$93,352
Superintendent Salary	$113,300	$116,851
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	6%	7%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	61	62	54	52	55	56	49	52	54
Mathematics	42	42	41	43	50	46	46	48	50
Science	64	74	76	60	58	61	50	54	57
History-Social Science	49	71	41	39	45	46	41	44	48

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56	46	61	46
All Student at the School	54	41	76	41
Male	48	46	82	43
Female	61	35	0	0
Black or African American				
American Indian or Alaska Native	0	0	0	0
Asian				
Filipino				
Hispanic or Latino	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0
White	54	42	79	47
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	55	36	0	38
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

* 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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts				57	62	54	52	54	59
Mathematics				51	57	61	53	54	56

* 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 High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	22	32	39	46	15
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

*   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 2010-11)
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	3.4	17.2	10.3
9	0	0	0

*   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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	6	6
Similar Schools	N/A		

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	**2009-10**	**2010-11**
All Students at the School	7	15	-29
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	6		
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

*   "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	50	767	314	803	4,683,676	778
Black or African American	0		4		317,856	696
American Indian or Alaska Native	1		4		33,774	733
Asian	0		1		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	8		48	761	2,406,749	729
Native Hawaiian/Pacific Islander	1		2		26,953	764
White	40	773	251	811	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	28	759	156	782	2,731,843	726
English Learners	3		23	758	1,521,844	707
Students with Disabilities	8		35	620	521,815	595

Adequate Yearly Progress
The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)
Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	33.3

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determined the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

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School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

</div>

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Loyalton High School	**District Name**	Sierra-Plumas Joint Unified School District
Street	700 Fourth St.	**Phone Number**	530.994.1044
City, State, Zip	Loyalton, CA 96118-0037	**Web Site**	www.sierracountyofficeofeducation.org/
Phone Number	530.993.4454	**Superintendent**	Stan Hardeman
Principal	Marla Stock	**E-mail Address**	shardeman@spjusd.org
E-mail Address	mstock@spjusd.org	**CDS Code**	46701770000000

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

Loyalton High School experiences similar challenges to other small schools in providing a comprehensive educational experience for our students. Students at Loyalton High School can choose from a variety of courses 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 their academic goals and achieving them. The dedicated staff provides a wide array of co- and extra-curricular activities to enrich the lives of our students.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are valuable contributors to the Loyalton High School learning community. As such, the staff encourages and welcomes parental involvement. Parents are invited to participate in annual four-year planning evening sessions where the academic progress of their child(ren) is discussed one-on-one with staff members. Three parents are selected each year to serve on the Loyalton High School Site Council and Loyalton Booster Club is mostly comprised of parents who provide financial and physical support to school programs. 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. The administrators attended a seminar in Sacramento to review methods of increasing parent involvement and a group of staff members participated in an on-site professional development activity to further encourage parental involvement at Loyalton High School. Financial aide and college nights were offered in Spanish to more completely involve Spanish speaking parents in preparation for the child(ren) to continue to higher education.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	35
Grade 10	35
Grade 11	25
Grade 12	25
Total Enrollment	120

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.5	White	78.3
American Indian or Alaska Native	1.7	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	48.3
Filipino	0	English Learners	7.5
Hispanic or Latino	17.5	Students with Disabilities	4.2
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	13	10	0	0	16	9	0	0	15.8	9	0	0
Mathematics	12.1	10	0	0	18	10	0	0	16.1	10	0	0
Science	11.3	8	0	0	13	8	0	0	13.8	4	1	0
Social Science	16	6	0	0	12	6	0	0	13.5	5	1	0

*   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.

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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. Monthly safety drills are performed; students are well aware of safety procedures during safety drills. District personnel are assigned to review health records and report to the staff the special health needs of students. The district has increased the availability of the school nurse over recent years. The addition of a short, daily period in the school schedule has allowed for all students to participate in health and school culture activities that promote a safe school environment.

Suspensions and Expulsions

Rate	School			District		
	2008-09	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**
Suspensions	11.86	12.12	15	11.49	8.32	6.37
Expulsions	0	0.76	0	0	0.22	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August 2011

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 (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ ]	[X]	[ ]	Dripping AC in server room, boys' hallway restroom heater outdated, heater in old Bear Cave needs replacing.
Interior: Interior Surfaces	[ ]	[ ]	[ ]	[X]	Damaged ceiling tiles, flooring worn throughout the school, missing ceiling tiles in several rooms and hallway, areas need painting due to stains or tears.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[ ]	[X]	[ ]	Gophers or moles in fields, several cluttered classrooms, some torn sheet rock, grounds need weed abatement and general cleaning.
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Several outlets need replacing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[ ]	[X]	Need new stalls, need appropriate flooring in hallway restrooms and faculty restrooms, boys' restroom heater needs replacing, one drinking fountain out of service, men's restroom in office gives odor.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Outdated lab supplies removed in 2010, fire alarm checked each year.
Structural: Structural Damage, Roofs	[ ]	[ ]	[ ]	[X]	Ceilings are covered with plastic in the hallway and several classrooms, evidence of roof leaks abounds throughout the school and at entrances/exits. Mold was abated in 2011.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	Single-paned windows leak and are so old that many of them no longer operate as designed, fields with holes due to gophers and moles, need softball field for Title IX compliance,
Overall Rating	[ ]	[ ]	[ ]	[X]	Roof, painting, flooring, locker rooms, parking lot.

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	12	11	11	37
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	2	N/A	N/A	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	**Non-NCLB Compliant Teachers**
This School	88.57	11.43
All Schools in District	84.81	15.19
High-Poverty Schools in District	86.21	13.79
Low-Poverty Schools in District	0	0

*   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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.1	120
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	.5	---
Psychologist	0.0	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.0	---
Resource Specialist (non-teaching)	0.0	---
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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2011

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 the California Content Standards call for.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature & Language Arts - Holt Adopted 2003 Norton Introduction to Literature - W.W. Norton Adopted 2002 Rhetoric at Work in Reading and Writing - Pearson Adopted 2005 Holt Handbook - Holt Adopted 2003	Yes	0
Mathematics	Algebra 1 - Glencoe Adopted 2009 Geometry - Glencoe Adopted 2009 Algebra II McGraw-Hill - Glencoe Adopted 2009 PreCalculus - Houghton Mifflin Adopted 2009	Yes	0
Science	Biology, the Dynamics of Life - Glencoe Adopted 2005 Biology - McGraw-Hill Adopted 2004 Chemistry - Concepts & Applications - Glencoe Adopted 2002 Physics - Principles & Problems - Glencoe Adopted 2005	Yes	0
History-Social Science	Modern World History Patterns of Interaction - McDougal Littell Adopted 2009 Magruder's American Government - Prentice Hall Adopted 2000 Economics - Principles in Action - Prentice Hall Adopted 2007 The American Pageant - Volumes I and II - Houghton Mifflin Adopted 2006	Yes	0
Foreign Language	Spanish: Avancemos! - Holt McDougal, 2010, Levels 1-4	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2007, all reproducible units.	Yes	N/A
Visual and Performing Arts	Color: A Workshop Approach - McGraw Hill, 2005 (classroom set only) Living with Art - McGraw Hill, 2008 (classroom set only)	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.	No	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$15,846	$3,229	$12,617	$42,111
District	---	---	$10,695	$49,185
Percent Difference: School Site and District	---	---	17.97%	-14.38%
State	---	---	$5,653	$72,020
Percent Difference: School Site and State	---	---	123.19%	-41.53%

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
  Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

According to the goals in our Single Plan for Student Achievement, budgeted funds were used to support students in the following programs and positions: Noon Lunch Superviser, Student Assistance Program, Intervention Aides, EIA/EL Aide to assist English Learners with core classes, Library Aide, AVID, GATE, FFA, athletics, and advanced placement and on-line classes. In addition, funding was provided for the purchase of technology to assist in our educational goals. Smartboards were installed in classrooms and a mobile computer lab was made available to classes for use on a sign-up basis. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$32,223	$37,978
Mid-Range Teacher Salary	$49,184	$55,252
Highest Teacher Salary	$66,147	$71,674
Average Principal Salary (Elementary)	$89,501	$87,651
Average Principal Salary (Middle)	$89,501	$92,196
Average Principal Salary (High)	$85,731	$93,352
Superintendent Salary	$113,300	$116,851
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	6%	7%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	48	44	60	52	55	56	49	52	54
Mathematics	31	39	36	43	50	46	46	48	50
Science	69	34	55	60	58	61	50	54	57
History-Social Science	38	23	51	39	45	46	41	44	48

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56	46	61	46
All Student at the School	60	36	55	51
Male	52	28	56	55
Female	67	43	54	45
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian				
Filipino				
Hispanic or Latino	69	38	0	0
Native Hawaiian/Pacific Islander				
White	56	37	54	47
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	56	33	43	46
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

*   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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	53	58	47	57	62	54	52	54	59
Mathematics	57	61	62	51	57	61	53	54	56

*   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 High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	22	32	39	46	15
All Students at the School	53	15	32	38	44	18
Male	58	11	32	42	53	5
Female	47	20	33	33	33	33
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	55	17	28	45	41	14
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	53	20	27	33	47	20
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

*   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 2010-11)
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.8	23.5	38.2

*   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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	7	5
Similar Schools	N/A		

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	**2009-10**	**2010-11**
All Students at the School	-19	-28	76
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-26	-30	75
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

*   "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	94	818	314	803	4,683,676	778
Black or African American	3		4		317,856	696
American Indian or Alaska Native	1		4		33,774	733
Asian	0		1		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	16	790	48	761	2,406,749	729
Native Hawaiian/Pacific Islander	0		2		26,953	764
White	73	822	251	811	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	45	796	156	782	2,731,843	726
English Learners	7		23	758	1,521,844	707
Students with Disabilities	4		35	620	521,815	595

Adequate Yearly Progress
The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	N/A

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	2
Percent of Schools Currently in Program Improvement	---	33.3

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

• Specific high school courses
• Grades in specified courses and test scores
• Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
Dropout Rate (1-year)	0	0	0.8	1.1	2.6	1.3	4.9	5.7	4.6
Graduation Rate	100.0		94.74	88.5			80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	100	100	N/D
Black or African American	0	0	N/D
American Indian or Alaska Native	0	0	N/D
Asian	0	0	N/D
Filipino	0	0	N/D
Hispanic or Latino	20	20	N/D
Native Hawaiian/Pacific Islander	0	0	N/D
White	72	80	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	42	20	N/D
English Learners	8.3	0	N/D
Students with Disabilities	5	5	N/D

*   "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Some high schools offer 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. Loyalton High School has programs in Construction Trades and Agriculture.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	85
% of pupils completing a CTE program and earning a high school diploma	30.6
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	12

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	51.5
Graduates Who Completed All Courses Required for UC/CSU Admission	52.8

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	1	---
Foreign Language	0	---
Mathematics	1	---
Science	1	---
Social Science	2	---
All courses	6	1.8

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determined the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you will see the amount of time each year we set aside for continuing education and professional development. Loyalton High School has been focusing on school-wide literacy improvement for the past four years. During the past few years, we have spent time at PLCs and faculty meetings on school-wide literacy systems such as note taking strategies, writing across the curriculum, academic vocabulary development, and reading. The district also funded teams of teachers to attend a summer conference on explicit direct instruction techniques and a workshop at Placer County Office of Education on improving student engagement in the classrooms. In addition, the district has promoted the use of technology by purchasing smart boards for classrooms and offering multiple in-service programs on their use and the development of classroom activities for the smart boards. The PLCs continue to encourage teacher collaboration for the improvement of subject area teaching and student learning and the development of systems to allow for continual improvement.

SPECIFIC WAIVER REQUEST

SSM-1 (Rev. 01-11-2012) **http://www.cde.ca.gov/re/lr/wr/**

Page 1 of 2

Send original plus one copy to:
Waiver Office, California Department of Education
1430 N Street, Suite 5602
Sacramento, CA 95814

SUMMER SCHOOL MEAL WAIVER DISTRICT INFORMATION

Send electronic copy in **Word** and
back-up material to: waiver@cde.ca.gov

CDS CODE						
4	6	7	0	1	7	7

Local educational agency: Sierra-Plumas JUSD	Contact name and recipient of approval/denial notice: L Wentling	Contact person's e-mail address: lwentling@spjusd.org

Address:	(City)	(State)	(ZIP)	Phone (and extension, if necessary): (530) 994-1044 x 21
PO Box 157	Sierraville	CA	96126	Fax number: (530) 994 - 1045

Period of request: (Summer School Session) From: June 25, 2012 To: Aug. 17,2012	Local board approval date: (Required) Feb14, 2012

LEGAL CRITERIA

1. **Authority for the waiver:** *Education Code (EC)* Section 49548 (a): The State Board of Education, in order to comply with legislation findings expressed in Section 49547, shall restrict the criteria for the issuance of waivers from the requirements of Section 49550 to feed children during a summer school session. A waiver shall be granted for a period not to exceed one year with specific conditions. (New: AB 1392, Statutes of 2005)

2. *Education Code (EC)* **Section to be waived:** 49550 *(whole section)*
    Brief description of the topic of the waiver: State Meal Mandate for meals during summer school sessions.
    49550 (a) Notwithstanding any other provision of law, each school district or county superintendent of schools maintaining any kindergarten or any of grades 1 to 12, inclusive, shall provide for each needy pupil one nutritionally adequate free or reduced-price meal during each school day, except for family day care homes that shall be reimbursed for 75 percent of the meals served.

3. **Desired outcome/rationale.**
    Our agency would like to receive a waiver of the requirement to serve meals to students at this year's summer school session for (___) school sites. We understand that we must meet <u>one of the three conditions</u> of *EC* 49548(a):

    Condition One: There is a Summer Food Service Program for Children (SFSP) within one-half mile (elementary site) or one mile (middle, junior high, or high school) and the SFSP site either: a) begins serving meals one-half hour after the summer session ends, or b) finishes serving meals one hour after the summer session; OR

    Condition Two: Serving meals during the summer school session would result in a financial loss (as specifically defined); OR

    Condition Three: The site operates summer school days of two hours or less (including breaks and recess).

    ATTACH SITE INFORMATION FORM TO COMPLETE WAIVER REQUEST

District or County Certification – *I hereby certify that the information provided on this application is correct and complete.*

Signature of Superintendent or Designee:	Title: Superintendent	Date: Feb. 14, 2012

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY		
Staff Name (*type or print*):	Staff Signature:	Date:
Unit Manager (*type or print*):	Unit Manager Signature:	Date:
Division Director (*type or print*):	Division Director Signature:	Date:
Deputy (*type or print*):	Deputy Signature:	Date:

List all sites for this waiver request. If you check Conditions One or Two, the paperwork can be found here: http://www.cde.ca.gov/re/lr/wr/documents/conditionone.doc for Condition One and http://www.cde.ca.gov/re/lr/wr/documents/updatecondition2.xls for Condition Two. Attach additional sheets if more sites are included.

Site Name: Loyalton High School		
Summer School day at this site begins: 10am and ends: 11am. Total Time: 1(Hrs/Min)		
Meal time at this site for the summer session begins: and ends:		
Check which condition below meets your circumstances:		
Condition ONE ☐	Condition TWO ☐	Condition THREE X

Site Name:		
Summer School day at this site begins: and ends: . Total Time: (Hrs/Min)		
Meal time at this site for the summer session begins: and ends:		
Check which condition below meets your circumstances:		
Condition ONE ☐	Condition TWO ☐	Condition THREE ☐

Site Name:		
Summer School day at this site begins: and ends: . Total Time: (Hrs/Min)		
Meal time at this site for the summer session begins: and ends:		
Check which condition below meets your circumstances:		
Condition ONE ☐	Condition TWO ☐	Condition THREE ☐

Site Name:		
Summer School day at this site begins: and ends: . Total Time: (Hrs/Min)		
Meal time at this site for the summer session begins: and ends:		
Check which condition below meets your circumstances:		
Condition ONE ☐	Condition TWO ☐	Condition THREE ☐

For more details on the conditions, please see the California Department of Education (CDE) website at: http://www.cde.ca.gov/re/lr/wr/othertopics.asp#summermeal.

Summer meal waivers must be received by the CDE Waiver Office no later than 30 days prior to the last regular meeting of the State Board of Education (SBE) and before the commencement of the summer school session for which the waiver is sought. Therefore, please have your completed summer school meal waiver into the CDE Waiver Office by February 10, 2012 or April 13, 2012 at the latest.

If you have questions on the waiver form, timeline or process, please call the waiver office at 916-319-0824. If you have questions regarding the attachments to the waiver or how to meet the waiver criteria, please contact Donna Reedy, School Nutrition Programs Analyst, Nutrition Services Division, at 916-327-5866 or by e-mail at dreedy@cde.ca.gov.

TERMS OF AGREEMENT
PUBLIC SCHOOL DISTRICTS

Field Experience Participant / Student Teaching

CalStateTEACH and the Sierra-Plumas Joint Unified School District

About CalStateTEACH: CalStateTEACH is a multiple subjects credential program of the California State University. Its goal is to provide teacher training to persons who are interested in a school-based, rather than campus-based, approach to learning to teach. CST is an alternative, four-semester credentialing program [10 - 12 hours-per-week in a school-based field-experience in Terms 1 and 2 (Field Experience Participant); 10 - 17.5 hours-per-week in Term 3 (Initial Student Teaching); and full-time student teaching in Term 4 (Final Student Teaching)] operating from regional centers in association with the four CSU campuses at Fresno, Fullerton, Los Angeles, and Monterey Bay.

Purpose of the Agreement:

To engage the Sierra-Plumas Joint Unified School District and CalStateTEACH in a partnership to provide support for the preparation of CalStateTEACH candidates in the District. This partnership will be concentrated in the activities of three individuals: the CalStateTEACH Field Experience Participant / Student Teacher, the faculty representative of the CSU, hereinafter referred to as the assigned Faculty, and a mentor teacher from the School, hereinafter referred to as the Cooperating Teacher or Master Teacher. CalStateTEACH does not demand or require any exclusive arrangement with the District. The District is obligated only to provide appropriate support for CalStateTEACH credential candidate and staff to reach the common goal of placing fully credentialed teachers in California classrooms.

Overview of this Agreement:

CalStateTEACH agrees to provide multiple subjects coursework and the university supervision for each participating candidate, and the District agrees to provide them with a faculty mentor and appropriate support.

CalStateTEACH agrees to do the following:

1. Give highest priority in admissions to qualified applicants whom the District may ultimately wish to offer position(s) as a Multiple Subjects teacher(s).
2. Cooperate to the fullest extent possible to assist the School and District to reach its goals of providing quality educational experiences for its students by conducting all activities with respect to preparing interns in an unobtrusive, efficient, and supportive manner.
3. Provide a subject-matter competence evaluation of the applicant's transcripts, an on-line diagnostic to determine (candidates' subject matter preparation) OR candidate's readiness to pass CSET.
4. Provide assistance to all candidates who are not yet subject matter qualified to reach subject matter competence.

5. Provide each candidate with a high quality program of study which integrates program assignments with the candidate's classroom teaching.
6. Establish and coordinate the work of a Regional Center Advisory Council for the CalStateTEACH program and invite two representatives of the District to participate.
7. Provide each candidate with an assigned Faculty member who will make regular visits to the classroom, evaluate lessons and give specific feedback, confer with the principal and staff as needed, and act as program advisor.
8. Provide orientation materials to both the school cooperating/master teacher and the principal.
9. Communicate regularly with the principal and the school cooperating/master teacher, as well as provide the opportunity for them to give feedback on any aspects of the program and staff.
10. Provide an on-going, faculty-facilitated online forum for all candidates in the group, with regular opportunities for discussion, problem solving, peer interaction and access to the assigned Faculty member.
11. Assist District candidates in processes related to enrollment, financial aid, and ultimately a preliminary credential application.
12. Provide a series of five Saturday seminars for candidates in the Program.

The School and District agree to do the following:

1. For each participating candidate, nominate a fully credentialed teacher who meets the CalStateTEACH qualifications to serve as a cooperating/master teacher. (This should be a current elementary teacher in the School.)
2. Ensure that cooperating/master teachers have sufficient opportunity to observe, coach and guide the candidate.
3. Upon the request of the assigned Faculty, assure the participation of the school principal in specific CalStateTEACH candidate progress reviews or evaluations.
4. Provide additional resources (such as staff development, exemplary classroom observations, additional mentoring) as needed to promote the success of candidates in difficult assignments.
5. Ensure that each candidate has access to a classroom computer or school computer lab for use by his/her students to support teaching and learning, and, if requested, access for personal use in meeting program requirements.
6. If the District wishes to be represented on the CalStateTEACH Regional Advisory Council, assign one District administrative representative and one representative from the District's teacher collective bargaining unit.

_____   _____
Signature of School Principal, District Superintendent,   Date Signed
or Authorized Representative

_____   ___1/11/12___
Signature of the CalStateTEACH Regional Director   Date Signed

Sierra-Plumas Joint Unified School District

Retiree Health Benefits Liabilities

Alternative Measurement Method

July 1, 2011

James Marta & Company
Certified Public Accountants

Accounting, Auditing, Consulting, and Tax

January 26, 2012

Rose Asquith
Sierra-Plumas Joint Unified School District
P.O. Box 157
Sierraville, California 96126

Alternative Measurement Method Report

Dear Ms. Asquith,

Thank you for using James Marta & Company's services. This report contains the results using the Alternative Measurement Method to calculate your Other Postemployment Benefits liability in Accordance with GASB Statement No. 45 *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*. It also contains a detailed explanation of the calculation. All data and assumptions provided by you are included.

The exhibit below provides the specific results of the calculation, which may be used in the preparation of your financial statements. A description of the results and how they were derived are described in the contents of the report.

Specific Results   **Valuation Date: July 1, 2011**

Annual Required Contribution (ARC)	Normal Cost	Amortization Amount	Actuarial Value of Assets	Actuarial Accrued Liability (AAL)	Unfunded Actuarially Accrued Liability (UAAL)
$121,060	$ 70,725	$50,335	$0	$1,175,680	$1,175,680

The specific results in the table above were calculated using the Entry Age Cost Method with Level Percentage of Payroll Normal Costs and UAAL Amortized as Level Percentage of Payroll.

If you should have any questions regarding the methods and assumptions used, please do not hesitate to call.

Sincerely,

James Marta & Company
Certified Public Accountants

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Independent Accountant's Report
on Applying Agreed-Upon Procedures

To the Board and Management
Sierra-Plumas Joint Unified School District

We have performed the procedures enumerated below, which were agreed to by the Board and management of Sierra-Plumas Joint Unified School District (*the "District"*), solely to assist you in calculating the liability for Retiree Health Benefits of the District as of June 30, 2012 in accordance with the Alternative Measurement Method as provided in Governmental Accounting Standards Board (GASB) Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, and to provide information necessary to comply with the requirements of said statement*.* The District's management is responsible for the underlying assumptions, methods, participant data and benefits information used in determining the Retiree Health Benefits liability and related disclosures. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Procedures Performed

1. We obtained from management of the District:

    A. A copy of the retiree health benefits plan offered to employees of the District as of July 1, 2011.
    B. A list of employees and retirees as of July 1, 2011, which included their employment status, gender, number of years employed, and current age.
    C. A schedule of medical premiums, as of July 1, 2011, for single and married retirees under the different plans.
    D. The minimum years of service required for employees to qualify for Retiree Health Benefits.

2. We used the following trend information:

   A. Healthcare cost trend rates were selected based on a combination of national and state trend surveys as well as professional judgment.
   B. Expected long-term inflation rate from the United States Social Security Administration.
   C. Estimated turnover rates from GASB Statement No. 45, paragraph 35b.
   D. Life expectancy data from the National Center for Health Statistics.

3. We calculated the following:

   A. Projected future benefit payments for all employees and retirees in accordance with GASB Statement No. 45.
   B. Normal cost, actuarial accrued liability and annual required contribution using the Entry Age Level Percentage of Payroll Actuarial Cost Method as provided in GASB Statement No. 45 using the Alternative Measurement Method.

4. We prepared the footnote disclosure information required by GASB Statement No. 45.

Management of the District provided certain assumptions necessary to calculate the estimated Retiree Health Benefits liability as of July 1, 2011. Those assumptions include:

   a) estimated retirement age of employees of 60,
   b) estimated long-term discount rate of 2% and
   c) the actuarial cost method used which is the Entry Age Cost Method with Level Percentage of Payroll Normal Costs and UAAL Amortized as Level Percentage of Payroll.

Findings

The total estimated actuarial accrued liability as of July 1, 2011 is $1,175,680 and the annual required contribution is $121,060. For a complete summary of results, assumptions and disclosure information, see appendix A.

We were not engaged to and did not conduct an examination, the objective of which would be the expression of an opinion on the accompanying Retiree Health Benefits Liability of Sierra-Plumas Joint Unified School District as of July 1, 2011. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the Board and management of the District, and is not intended to be and should not be used by anyone other than these specified parties.

James Marta & Company

James Marta & Company
Certified Public Accountants
December 30, 2011

EXECUTIVE SUMMARY

This purpose of this report is to provide information needed to comply with Governmental Accounting Standards Board Statement Nos. 43 and 45 related to Other Postemployment Benefits (OPEB). Sierra-Plumas Joint Unified School District should not use this report for any other purpose without discussing with James Marta & Company.

Key Assumptions

The following key assumptions were provided by management and used in our calculation of the liability for retiree benefits using the Alternative Measurement Method for employers in plans with fewer than 100 plan members:

Actuarial Cost Method – Entry Age
Amortization Method – Level percentage of payroll over a 27 year period
Discount Rate – 2.00%
Healthcare Cost Trend – Healthcare cost trend rates were selected based on a combination of national and state trend surveys as well as professional judgment. The ultimate trend rate was 5.0%.
Payroll Growth Rate – 1.0%
Asset Valuation – There were no assets placed in an irrevocable trust.

OPEB Liabilities

Present Value of Total Projected Benefits - $2,105,254
Unfunded Actuarially Accrued Liability (UAAL) - $1,175,680
Normal Cost - $70,725
Amortized UAAL - $50,335
Annual Required Contribution - $121,060 (Normal Cost + Amortized UAAL)
Pay-As-You-Go Cost - $73,313

DESCRIPTION OF RETIREE BENEFITS PLAN

The District provides certain postretirement healthcare benefits, as established by board policy, to eligible employees who retire from the District on or after attaining age 55 with at least 5 years of service.

Confidential and classified employees with a minimum of 25 years of experience, five (5) years within the District, who have reached the age of 55, may elect in writing to take advantage of their choice of one (1) of the following offers:

A. One (1) year of retiree Health and Welfare Benefits (at the Tiered Rate as required by TCSIG) for Medical, Dental and Vision Plans for the retiree, spouse and family, or

B. $12,064.50 (taxable) for the term of one (1) year.

Certificated employees with a minimum of 25 years of experience including five (5) years with the District, who have reached the age of 55, may take advantage of their choice of one (1) of the following offers:

A. Three (3) years of retiree health and welfare benefits (at the tiered rate as required by health care provider) for medical, dental and vision plans for the retiree, spouse and family, capped at the employer dollar contribution in the year of the unit member's final year of service.

B. A lump sum dollar amount per year (taxable) for the term of three (3) years set at the dollar contribution per paragraph "a" above made by the employer in the year of the unit member's final year of service.

All contracts with District employees will be renegotiated periodically in the future, thus costs and benefits are subject to change. Benefits and contribution requirements for the Other Post Employment Benefits (OPEB) plan are established by various labor agreements.

OTHER POSTEMPLOYMENT BENEFITS AND COSTS

We calculated the present value of projected benefits based on the Alternative Measurement Method for employers in plans with fewer than 100 plan members as allowed by GASB Statement No. 45.

The actuarial assumptions used for this calculation are summarized in Appendix B.

Present Value of Total Projected Benefits

Active:	Pre-65	$ 1,794,151
	Post-65	50,777
Subtotal		$ 1,844,928
Retiree:	Pre-65	$ 142,976
	Post-65	117,350
Subtotal		$ 260,326
Subtotal	Pre-65	$ 1,937,127
Subtotal	Post-65	168,127
Grand Total		$ 2,105,254

The present value of total projected benefits (PVTPB) should be accrued over the working lifetime of employees. The PVTPB is used to develop expense and liability amounts. The PVTPB is divided into two parts 1) amounts attributable to service rendered prior to the valuation date (past service liability) and 2) amounts attributable to service after the valuation date but prior to retirement (future service liability).

Normal Cost

No. of Active Employees	41
Per Capital Normal Cost	
Pre-65	$ 1,768
Post-65	3,484
First Year Normal Cost	
Pre-65	$67,241
Post-65	3,484
Total	$ 70,725

The average age of active, eligible employees is 49. The assumed retirement age is 60. To accrue the liability by retirement, they would accrue the retiree liability over a period of about 11 years.

OTHER POSTEMPLOYMENT BENEFITS AND COSTS
(Continued)

Actuarial Accrued Liability (AAL)

Active:	Pre-65	$	894,137
	Post-65		21,215
Subtotal		$	915,352
Retiree:	Pre-65	$	142,977
	Post-65		117,351
Subtotal		$	260,328
Subtotal	Pre-65	$	1,037,114
Subtotal	Post-65		138,566
Grand Total		$	1,175,680
Funded at July 1, 2011			-
Unfunded AAL		$	1,175,680
1st Year UAAL Amortization			$50,335

The actuarial accrued liability is the amount attributed to an employee's past service. The District can amortize the Unfunded AAL over a period of up to 30 years. The table above shows the amount necessary to amortize the UAAL over a period of 27 years at an interest rate of 2%.

For the year ended June 30, 2012

Annual Required Contribution (ARC)

Normal Cost	$	70,725
UAAL Amortization		$50,335
ARC	$	121,060
Estimated Pay-As-You-Go Cost		73,313
Added Cost of GASB 45	$	47,747

The Annual Required Contribution (ARC) is the sum of normal cost and the UAAL amortization cost. The ARC payments would continue for 27 years, after which time UAAL amortization payments would end. The normal cost remains as long as there are qualified active employees.

OTHER POSTEMPLOYMENT BENEFITS AND COSTS
(Continued)

The projected annual OPEB cost and net OPEB obligation for fiscal years June 30, 2012, 2013 and 2014 is as follows.

	Fiscal year ending June 30:		
	2012	**2013**	**2014**
Annual required contribution	$ 121,060	$ 121,060	$ 121,060
Interest on net OPEB obligation	5,306	3,320	4,202
Adjustment to annual required contribution	(4,949)	(6,968)	(8,819)
Annual OPEB cost (expense)	121,417	117,412	116,443
Estimated contributions	73,313	73,313	68,351
Increase in net OPEB obligation	48,104	44,099	48,092
Net OPEB obligation - beginning of year	117,908	166,012	210,111
Net OPEB obligation - end of year	$ 166,012	$ 210,111	$ 258,203

Plan Description

The District provides certain postretirement healthcare benefits, as established by board policy, to eligible employees who retire from the District on or after attaining age 55 with at least 5 years of service.

Confidential and classified employees with a minimum of 25 years of experience, five (5) years within the District, who have reached the age of 55, may elect in writing to take advantage of their choice of one (1) of the following offers:

A. One (1) year of retiree Health and Welfare Benefits (at the Tiered Rate as required by TCSIG) for Medical, Dental and Vision Plans for the retiree, spouse and family, or

B. $12,064.50 (taxable) for the term of one (1) year.

Certificated employees with a minimum of 25 years of experience including five (5) years with the District, who have reached the age of 55, may take advantage of their choice of one (1) of the following offers:

A. Three (3) years of retiree health and welfare benefits (at the tiered rate as required by health care provider) for medical, dental and vision plans for the retiree, spouse and family, capped at the employer dollar contribution in the year of the unit member's final year of service.

B. A lump sum dollar amount per year (taxable) for the term of three (3) years set at the dollar contribution per paragraph "a" above made by the employer in the year of the unit member's final year of service.

All contracts with District employees will be renegotiated periodically in the future, thus costs and benefits are subject to change. Benefits and contribution requirements for the Other Post Employment Benefits (OPEB) plan are established by various labor agreements.

Funding Policy

The District's Board of Directors will not be funding the plan in the current year. The Board will review the funding requirements and policy annually.

Annual OPEB Cost and Net OPEB Obligation

The District's annual other postemployment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC). The District has elected to calculate the ARC and related information using the alternative measurement method permitted by GASB Statement No. 45 for employers in plans with fewer than one hundred total plan members. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and to amortize any unfunded actuarial liabilities (or funding excess) over the remaining period of 27 years. The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in its net OPEB obligation to the Retiree Health Plan:

Annual required contribution	$ 121,060
Interest on net OPEB obligation	5,306
Adjustment to annual required contribution	(4,949)
Annual OPEB cost (expense)	121,417
Estimated contributions	73,313
Increase in net OPEB obligation	48,104
Net OPEB obligation - beginning of year	117,908
Net OPEB obligation - end of year	$ 166,012

The District's annual OPEB cost, the percentage of annual OPEB cost contributed to the plan and the net OPEB obligation for the current fiscal year is as follows:

Fiscal Year Ended	Annual OPEB Cost	Contribution	Percentage of Annual OPEB Cost Contributed	Net OPEB Obligation
June 30, 2009	$ 113,751	$ 106,016	93%	$ 7,753
June 30, 2010	$ 113,751	$ 45,753	40%	$ 75,733
June 30, 2011	$ 113,751	$ 71,576	63%	$ 117,908
June 30, 2012	$ 121,417	$ 73,313	60%	$ 166,012

Funding Status and Funding Progress

As of July 1, 2011, the actuarial accrued liability (AAL) for benefits was $1,175,680, all of which is unfunded.

The projection of future benefit payments for an ongoing plan involves estimates of the value of reported amounts and assumptions about the probability of occurrences of events far into the future. Examples include assumptions about future employment, mortality and healthcare cost trends. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer as subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedule of funding progress presents multiyear trend information about whether the actuarial value of plan assets are increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The methods and assumptions used include techniques that are designed to reduce the effects of short term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term prospective of the calculations.

The following simplifying assumptions were made:

Retirement age for active employees – Based on the historical average retirement age for the covered group, active plan members were assumed to retire at age 60, or at the first subsequent year in which the member would qualify for benefits.

Mortality – Life expectancies at the calculation date are based on the most recent mortality tables published by the National Center for Health Statistics website (www.cdc.gov). The calculation of OPEB liability for each year is based on the assumption that all participants will live until their expected age as displayed in the mortality tables.

Turnover – The probability that an employee will remain employed until the assumed retirement age was determined using non-group-specific age-based turnover data provided in Table 1 in paragraph 35 of GASB Statement No. 45. In addition the expected future working lifetimes of employees were determined using Table 2 in paragraph 35c of GASB Statement No. 45.

Healthcare cost trend rate – Healthcare cost trend rates were selected based on a combination of national and state trend surveys as well as professional judgment. The ultimate trend rate was 5.0%.

Health insurance premiums – 2010-11 health insurance premiums for retirees were used as a basis for calculation of the present value of total benefits to be paid. An employee is assumed to continue with the same medical plan upon retirement. If an employee waived medical coverage, then such waiver is assumed to continue into retirement.

Medicare Coordination – Medicare was assumed as the primary payer for current and future retirees at age 65.

Payroll increase – Changes in the payroll for current employees are expected to increase at a rate of approximately 1.0% annually.

Discount rate – The calculation uses an annual discount rate of 2%. This is based on the assumed long-term return on plan assets or employer assets.

Actuarial cost method – The entry age actuarial cost method was used. The unfunded actuarial accrued liability is being amortized as a level percentage of projected payroll on a closed basis. The remaining amortization period at July 1, 2011 was twenty-seven years.

<u>Plan for Funding</u>

On an ongoing basis, the District will be reviewing its assumptions, comparing them against actual experience and recalculating the needed funding with the goal of paying for postemployment benefits out of interest earned on designated funds.

<u>Required Supplementary Information: Schedule of Funding Progress</u>

Actuarial Valuation Date	Actuarial Accrued Liability (AAL) Entry Age (a)	Actuarial Value of Assets (b)	Unfunded Liability (UAAL) (a-b)	Funded Status (b/a)	Annual Covered Payroll (c)	UAAL as a % of payroll ([a-b]/c)
7/1/2008	$883,923	$0	$ 883,923	0%	$ 2,487,297	35.5%
7/1/2011	$1,175,680	$0	$ 1,175,680	0%	$ 2,807,181	41.9%

APPENDIX B
EMPLOYEE DATA

The employee data listed below was provided by the management of the District for those that may be eligible to receive future benefits.

As of July 1, 2011, there were 41 active employees and 7 retirees. The average age of active employees was 49 years and the average years of service was 14 years.

Actuarial Accrued Liability, Actuarial Liability, Accrued Liability, or Actuarial Reserve—The portion of the actuarial present value of projected benefits (and expenses, if applicable), as determined under a particular actuarial cost method, which is not provided for by future normal costs. Under certain actuarial cost methods, the actuarial accrued liability is dependent upon the actuarial value of assets.

Actuarial Assumptions—Assumptions as to the occurrence of future events affecting benefits costs, such as mortality, withdrawal, disablement and retirement; changes in compensation, rates of investment earnings and asset appreciation or depreciation; procedures used to determine the actuarial value of assets; characteristics of future entrants for open group actuarial cost methods; and other relevant items.

Actuarial Cost Method or Funding Method—**[1]** A procedure for allocating the actuarial present value of projected benefits (and expenses, if applicable) to time periods, usually in the form of a normal cost and an actuarial accrued liability (sometimes referred to as a *funding method*). **[2]** A procedure for allocating the actuarial present value of future plan costs over time periods.

Actuarial Present Value of Projected Benefits—The actuarial present value of benefits that are expected to be paid in the future, taking into account the effect of such items as future service, advancement in age, and anticipated future compensation (sometimes referred to as the *present value of future benefits)*.

Actuarial Value of Assets or Valuation Assets—**[1]** The value of cash, investments, and other property belonging to a benefit plan, as used by the actuary for the purpose of an actuarial valuation. **[2]** The value of benefit plan investments and other property, used by the actuary for the purpose of an actuarial valuation (sometimes referred to as *valuation assets* or *market-related value of assets.)*.

Amortization Method—A method under a contribution or cost allocation procedure for determining the amount, timing, and pattern of recognition of the difference between the actuarial accrued liability and the actuarial value of assets.

Discount Rate—The rate used to discount projected earnings to determine the present value used in an appraisal.

Entry Age Actuarial Cost Method—A method under which the excess of the actuarial present value of projected benefits of the group included in an actuarial valuation, over the sum of the actuarial value of assets plus the unfunded frozen actuarial accrued liability, is allocated on a level basis over the earnings or service of the group between the valuation date and assumed exit. This allocation is performed for the group as a whole, not as a sum of individual allocations. The actuarial accrued liability is determined using the entry age actuarial cost method. The portion of this actuarial present value allocated to a valuation year is called the *normal cost*.

Normal Cost—The portion of the actuarial present value of projected benefits (and expenses, if applicable) that is allocated to a period, typically twelve months, under the actuarial cost method. Under certain actuarial cost methods, the normal cost is dependent upon the actuarial value of assets.

Open Amortization Period—A period that begins again or is recalculated at each actuarial valuation date. Within a maximum number of years specified by law or policy (for example, thirty years), the period may increase, decrease, or remain stable. With this method, the liability would still be reduced over time, but it would take many times longer to amortize it fully because the amortization period would start over after every valuation. In contrast, a closed amortization period is a specific number of years that is counted from one date and, therefore, declines to zero with the passage of time. For example, if the amortization period initially is thirty years on a closed basis, twenty-nine years remain after the first year, twenty-eight years after the second year, and so forth. With this method, the entire liability would be fully amortized at the end of thirty years.

Pay-as-You-Go—A method of financing a benefit plan under which the contributions to the plan are generally made at about the same time and in about the same amount as benefit payments and expenses becoming due.

Unfunded Actuarial Accrued Liability, Unfunded Actuarial Liability, Unfunded Accrued Liability, or Unfunded Actuarial Reserve—The excess of the actuarial accrued liability over the actuarial value of assets.

Valuation Date—**[1]** The date as of which the liabilities are determined. **[2]** The date as of which the values of the assets and liabilities of the plan are determined. **[3]** The date through which transactions are included in the data used in the unpaid claim estimate analysis.