

AGENDA FOR THE MEETING OF THE GOVERNING BOARD OF
THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
February 12, 2013

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, Room 4, Loyalton, 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 online agenda at <http://www.sierracountyofficeofeducation.org> (Government Code 54957.5)

A. CALL TO ORDER

B. ROLL CALL

C. APPROVAL OF AGENDA

D. PUBLIC COMMENT

At this time, the meeting opens for any public comments regarding the following Closed Session item:

E. CLOSED SESSION

1. Government Code §54957, Discussion, Reduction in Particular Kinds of Service, 2013-2014

Open Session is now closed. The Board of Trustees, Superintendent, Business Manager and Personnel Technician will now move into Closed Session to discuss the preceding item. This session is for discussion purposes only.

F. RETURN TO OPEN SESSION

1. Report Out

G. INFORMATION/DISCUSSION ITEMS

1. Correspondence
2. Superintendent's Report
 - a. District Advisory Committee
 - b. Accountability
 - c. Common Core Standards
 - d. Budget/Local Control Funding Formula**
 - e. Financial Hardship/State Allocation Board Meeting
 - f. Facilities
 - i. Loyalton High School
 - ii. Old Loyalton Middle School Restrooms/Survey
 - iii. Pliocene Ridge
 - iv. Sale of Surplus Property

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- g. Consolidation
- h. Preferred Meals Systems**
- i. Sierra Schools Foundation
- j. Inter-District Attendance Agreement Follow-Up. Requests as follows: (under separate cover)**

New/Renewal	School Year:	Grade Entering	District of Residence	Receiving District
New	2012-13	5	Sierra	Washoe
New	2012-13	10	Sierra	Denied

- 3. Business Report
 - a. Board Report-Expenditures by Object 7/01/12 to 1/31/13**
 - b. Fifth Month Enrollments for the 2012-2013 School Year**
- 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

H. CONSENT CALENDAR

- 1. Approval of the minutes of the Regular Board meeting held January 8, 2013**
- 2. Approval of the bill warrants for the month of January 2013**
- 3. Approval of Janet McHenry, Loyaltan High 2012-2013 WASC Lead, Maintenance Year, \$500 stipend

I. ACTION ITEMS

- 1. Old Business
 - a. Authorization for Superintendent enter into a revised Contract for Professional Services for CRM Group, Kevin Nolen, Roof Replacement Project for Loyaltan High School**
 - b. Teacher Computer Buy/Loan Program (brought to the table from January meeting). The project has been reconsidered; no proposal will be made.
- 2. New Business
 - a. Approval of the Safe Schools Plan, Version 4.0, Published, February 2013^^

- b. Discussion Only: Cooperative Agreement between Sierra-Plumas Joint Unified School District and Sierra County regarding Sierraville School property**
- c. Approval of Loyalton High School Title 1 School Level Parent/Student/School Involvement Policy**
- d. Approval of Single Plan for Student Achievement for Loyalton Elementary School**
- e. Approval of Single Plan for Student Achievement for Loyalton Middle School**
- f. Approval of Single Plan for Student Achievement for Loyalton High School**
- g. Approval of Single Plan for Student Achievement for Downieville Schools**
- h. Approval of 2013 Summer School Lunch Waiver Request**
- i. Discussion Only: Small Area Income and Poverty Estimate (SAIPE)
- j. Discussion and Approval of the Evaluation Criteria for the Superintendent Evaluation**
- k. Authorization for travel and conference rate maximum of \$111 per night to be raised to \$225 per night solely for accommodations for PowerSchool University training
- l. Authorization for Superintendent to approve a Energy Feasibility Analysis to be completed by Climatec Building Technologies Group**
- m. Authorization for Superintendent to enter into an agreement with Haws, Theobold and Auman, PC**
- n. Authorization for Superintendent to submit Plan Requirements for Modernization Project, Loyalton High School**

BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

- o. Approval of Board Policy 1312.3, Uniform Complaint Procedures^^
- p. Approval of Administrative Regulation 1312.3, Uniform Complaint Procedure^^
- q. Approval of Board Policy 5113.1, Chronic Absence and Truancy^^
- r. Approval of Administrative Regulation 5113.1, Chronic Absence and Truancy^^
- s. Approval of Administrative Regulation 5125, Student Records^^
- t. Approval of Board Policy 5145.6, Parental Notifications^^
- u. Approval of Administrative Regulation 6173.1, Education for Foster Youth^^

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- v. Approval of Board Policy 6174, Education for English Language Learners^^
- w. Approval of Administrative Regulation 6174, Education for English Language Learners^^
- x. Approval of Exhibit E 6174, Education for English Language Learners^^
- y. Approval of Board Bylaw 9322, Agenda/Meeting Materials^^
- z. Approval of Board Bylaw 9323.2, Actions By The Board^^

J. ADVANCED PLANNING

- 1. Special Board Meeting to be held on February 26, 2013, at Loyalton Middle School, Room 4, Loyalton, California, following the 6:00 pm meeting of the Sierra County Board of Education.
- 2. Next Regular Board Meeting will be held on Tuesday, March 12, 2013, at Loyalton Middle School, Room 4, Loyalton, California, following the 6:00 pm meeting of the Sierra County Board of Education.
- 3. Suggested Agenda Items
 - a. _____

K. ADJOURNMENT



Stanford J. Hardeman, Superintendent

**enclosed

*handout

^^County agenda backup

LOCAL CONTROL FUNDING FORMULA (LCFF) GOVERNOR'S JAN. 10, 2013, BUDGET RELEASE

DISCLAIMER: BUDGET RELEASE DOES NOT PROVIDE ENOUGH INFORMATION TO ACCURATELY DETERMINE FUTURE FUNDING IF LCFF IS ADOPTED INTO LAW

•FIGURES ARE FOR DEMONSTRATION PURPOSES ONLY						
•NECESSARY SMALL SCHOOL FUTURE FUNDING IS UNKNOWN						
•2012-2013 2ND INTERIM WILL BE BASED ON CURRENT FUNDING FORMULA						
•HOLD HARMLESS AND TRANSITION CLAUSE						
•BASE GRANT SHOULD EQUAL THE UNDEFICITED STATEWIDE AVERAGE REVENUE LIMIT OF \$6,816						
	K	1-3	4-6	7-8	9-12	Total
LCFF BASE GRANT	6,342.00	6,342.00	6,437.00	6,628.00	7,680.00	
Attendance	22.33	73.42	86.47	55.84	123.56	361.62
Basic Grant	141,616.86	465,629.64	556,607.39	370,107.52	948,940.80	2,482,902.21
DW	46%	Don't know grade span-rough estimate				399,747.26
Supplemental unduplicated / 35% per each						2,882,649.47
COLA @ 1.65%						47,563.72
Subtotal before add ons						
CSR add on amt Per ADA (K-3 95.75 @ 712)						68,174
CTE add on amt (9-12 123.56 @ \$215)						26,565.40
CTE Total						
Transportation 2011-2012 Funding Level						475,865
Total LCFF Proposed Funding Process						3,500,817.58
Current Funding	Amount					
2012-2013 RBL deficated	3,033,773					
Tier III Funding	410,000					
CSR	100,000					
Transportation	475,865					
EL	24,000					
AG Incentive	11,065					
Hold Harmless Base	4,054,703					

FUNDING TRANSITIONED INTO LCFF

Cafeteria -

From: Corie Zuck [czuck@preferredmealsystems.com]
Sent: Friday, January 25, 2013 2:24 PM
To: Rose Asquith
Subject: RFP (Sierra Plumas Joint)

Hi Rose,

I received the final word today that we will not be able to provide meal service to your school district. Our programs and policies have changes for 2013 and we have new guidelines involving ADP (average daily participation) and logistics.

Thank you for your initial interest and have a great rest of the school year.

Regards,

Corie

Corie Zuck
Regional Sales Director
Preferred Meal Systems, Inc.
Cell: 415-515-3615
E-mail: czuck@preferredmealsystems.com



Balances through January						Fiscal Year 2012/13
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD						
1100	Teachers Salaries	1,410,527.00	1,388,307.00	668,862.65	687,108.60	32,335.75
1120	Certificated Substitutes	40,368.00	46,420.00		16,090.00	30,330.00
1300	Certificated Superv/Admin Sala	282,602.00	279,449.00	116,437.30	163,012.22	.52-
1310	Teacher In Charge/Head Teacher	18,000.00	28,000.00	5,000.00	8,000.00	15,000.00
1900	Other Certificated Salaries	8,749.00	8,574.00	3,572.50	5,001.50	.00
	Total for Object 1000	1,760,246.00	1,750,750.00	793,872.45	879,212.32	77,665.23
2100	Instructional Aides Salaries	127,399.00	136,017.00	62,343.06	62,488.40	11,185.54
2200	Classified Support Salaries	324,802.00	330,488.00	105,637.26	168,842.63	56,008.11
2220	Classified Support Substitute		18,404.00		18,963.58	559.58-
2300	Classified Sup/Admin Salaries	2,700.00	2,115.00		1,035.00	1,080.00
2400	Clerical & Office Salaries	267,663.00	239,706.00	99,126.61	140,518.13	61.26
2900	Other Classified Salaries	24,905.00	43,090.00	11,150.13	10,255.52	21,684.35
	Total for Object 2000	747,469.00	769,820.00	278,257.06	402,103.26	89,459.68
3101	State Teachers Retirement Syst	135,489.00	136,176.00	62,834.25	68,702.58	4,639.17
3102	State Teachers Retirement Syst	825.00	825.00			825.00
3201	Public Employees Retirement Sy	6,095.00	5,605.00	2,672.30	2,797.89	134.81
3202	Public Employees Retirement Sy	81,250.00	69,161.00	26,279.70	36,918.88	5,962.42
3212	Pers Pickup-Classified Employe	12,884.00	10,128.00	3,860.00	5,800.00	468.00
3311	OASDI-Certificated Positions	3,064.00	3,855.00	1,366.35	1,758.81	729.84
3312	OASDI-Classified Positions	44,934.00	46,559.00	16,987.98	24,778.06	4,792.96
3321	Medicare-Certificated Position	25,440.00	23,441.00	10,638.05	12,563.31	239.64
3322	Medicare-Classified Positions	10,670.00	11,049.00	3,973.03	5,805.38	1,270.59
3401	Health & Welfare -Certificated	390,571.00	388,263.00	190,728.80	197,533.71	.49
3402	Health & Welfare-Classified Po	183,990.00	146,344.00	67,488.19	101,926.08	23,070.27-
3501	State Unemployment Insurance-C	20,699.00	19,215.00	8,732.40	11,325.38	842.78-
3502	State Unemployment Insurance-	8,229.00	8,469.00	3,060.82	4,924.21	483.97
3601	Workers' Compensation Insuranc	99,122.00	91,746.00	41,917.65	46,517.03	3,311.32
3602	Workers' Compensation Insuranc	40,056.00	41,633.00	14,985.04	21,900.58	4,747.38
3701	Retiree Benefits Cert.	121,060.00	121,041.00		66,243.34	54,797.66
3702	Retiree Benefits Class				2,306.74	2,306.74-
3801	PERS Reduction-Certificated		787.00	375.20	392.84	18.96
3802	PERS Reduction-Classified	10,686.00	9,302.00	3,622.55	5,115.84	563.61
3901	Other Benefits, Certificated P	399.00	418.00	209.45	2,220.21	2,011.66-
3902	Other Benefits, Classified Pos				4,613.48	4,613.48-
	Total for Object 3000	1,195,463.00	1,134,017.00	459,731.76	624,144.35	50,140.89
4100	Textbooks	9,266.00	11,615.00	772.73	1,369.09	9,473.18

Selection Filtered by User Permissions, (Org = 6, Online/Offline = N, Fiscal Year = 2013, 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 Lvl = 4, Obj Digits = 1, Page Break? = N)

ESCAPE ONLINE

Balances through January						Fiscal Year 2012/13
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
4200	Books Other Than Textbooks			681.80	5,603.09	6,284.89-
4300	Materials and Supplies	86,917.00	93,848.00	18,016.05	68,605.44	7,226.51
4350	Vehicle Maint. M&S	6,500.00	6,500.00	3,584.14	2,731.71	184.15
4400	Non-Capital Equipment (Up to \$		31,639.00	8,972.96	31,358.23	8,692.19-
	Total for Object 4000	102,683.00	143,602.00	32,027.68	109,667.56	1,906.76
5100	Subagreement for Services	568,724.00	571,243.00	292,607.72	278,635.28	.00
5200	Travel & Conferences	34,300.00	51,526.00	9,098.99	8,855.94	33,571.07
5300	Dues & Membership	5,447.00	6,707.00	756.00	6,623.34	672.34-
5400	Insurance-Fire, liability, etc	51,300.00	51,300.00		47,796.24	3,503.76
5510	Power	91,634.00	91,634.00	51,636.84	33,967.21	6,029.95
5520	Garbage	20,713.00	20,713.00	4,113.75	3,446.25	13,153.00
5530	Water	48,600.00	48,600.00	11,672.37	36,929.10	1.47-
5540	Propane	71,775.00	71,775.00	49,027.47	22,497.53	250.00
5590	Miscellaneous Utilities	15,500.00	15,500.00	8,816.03	6,183.97	500.00
5600	Rentals, Leases & Repairs	30,773.00	30,773.00	4,670.45	20,547.44	5,555.11
5800	Services & Operating Expense	53,000.00	53,000.00	27,150.66	24,649.34	1,200.00
5810	Legal Expenses			316.25	620.25-	304.00
5812	Board Election Expense	3,550.00	3,550.00		379.04	3,170.96
5840	Audit Expense	12,000.00	12,000.00	7,750.00	4,750.00	500.00-
5860	Solid Waste Tax	15,613.00	15,613.00	5,430.45	4,450.97	5,731.58
5870	Property Tax - Pliocene Mobil	328.00	328.00			328.00
5890	Miscellaneous Contracts/Servic	346,504.00	309,830.00	290,592.02	152,765.80	133,527.82-
5899	SCOE Interagency Reimburse			14,366.66	3,658.19	18,024.85-
5900	Communications	5,853.00	5,853.00	1,125.00	1,800.82	2,927.18
5910	Telephone-Monthly Service	16,839.00	16,839.00	11,416.38	2,008.79	3,413.83
5920	T Lines	4,800.00	4,800.00	1,245.12	1,454.88	2,100.00
5990	Other Communications	225.00	225.00			225.00
	Total for Object 5000	1,397,478.00	1,381,809.00	791,792.16	660,779.88	70,763.04-
6200	BUILDING & IMPROVEMENT OF BUIL	190,742.00	212,350.00	357.85	30,466.96	181,525.19
6400	Equipment		16,733.00		16,732.58	.42
	Total for Object 6000	190,742.00	229,083.00	357.85	47,199.54	181,525.61
7142	Other Tuition, Excess Cost, an	35,594.00	16,774.00			16,774.00
7310	Direct Support/Indirect Costs					.00
7616	Trans fr Gen Fund to Cafeteria	78,281.00	78,281.00			78,281.00
	Total for Object 7000	113,875.00	95,055.00	.00	.00	95,055.00

Balances through January						Fiscal Year 2012/13
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
	Total for Expense accounts	5,507,956.00	5,504,136.00	2,356,038.96	2,723,106.91	424,990.13
	Total for Org 006, Fund 01 and Expense accounts	5,507,956.00	5,504,136.00	2,356,038.96	2,723,106.91	424,990.13

ENROLLMENT BY SCHOOL MONTH 2012-2013

	Loyalton Elementary	Loyalton Middle	Loyalton High	Downieville Elementary	Downieville Jr/Sr High	Sierra Pass Cont	Long Term ISP	TOTAL
Ending 2011-2012	172	53	105	29	24	6	3	392
1st Day 2012-2013	158	54	113	27	26	3	8	389
2012 CBEDS	159	53	104	28	24	5	0	373

	Month	Loyalton Elementary	Loyalton Middle	Loyalton High	Downieville Elementary	Downieville Jr/Sr High	Sierra Pass Cont	Long Term ISP	TOTAL
September	1	161	54	110	28	24	6	5	388
October	2	159	53	106	29	24	6	5	382
November	3	157	50	105	28	25	9	8	382
December	4	162	51	106	28	25	8	7	387
January	5	163	53	105	30	26	9	8	394
February	6								0
March	7								0
April	8								0
May	9								0
June	10								0

	<u>S-PJUSD</u>	<u>SDC</u>	<u>Opportunity</u>	<u>Washoe Cnty</u>
P-1 ADA	361.62	0	1.83	16.21
P-2 ADA				
Annual ADA				

Enrollment difference from June 2012 to
fifth school month ending January 25, 2013: +2

2011-2012 P1 ADA = 389.34 2011-2012 P2 ADA = 382.81 2011 -2012 Annual ADA = 380.57
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**ENROLLMENT BY SCHOOL MONTH
2012-2013**

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

January 8, 2013

Loyalton Middle School, Room 4, Loyalton, California

This meeting was videoconferenced to Downieville School, Downieville, CA.

A. CALL TO ORDER

President MIKE MOORE called the meeting to order at 7:42 pm.

B. ROLL CALL

PRESENT: Mr. Mike Moore, President
Mr. Tim Driscoll, Vice President
Ms. Sharon Dryden, Clerk
Mr. Allen Wright, Member
Ms. Patty Hall, 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
Mr. Derek Cooper, Site Administrator
Ms. Marlene Mongolo, Testing/SELPA Director

C. APPROVAL OF THE AGENDA

The agenda was approved with the following change: Item "F 1" will be for discussion only and will be added to the February agenda.

MSCU/DRISCOLL/HALL

D. INFORMATION / DISCUSSION ITEMS

1. CORRESPONDENCE

2. SUPERINTENDENT'S REPORT

- a. Consolidation Plan – Mr. Hardeman has had numerous inquiries and questions regarding the District Office moving to Loyalton. The District is not abandoning the Sierraville building; the District has obligations to the building. Mr. Hardeman met with Mr. Tim Beals, Sierra County Planning, and members of the Sierra County Board of Supervisors where they focused on issues on both sides that need to be resolved.
- b. Child Nutrition (Cafeteria) The District has still found only one vendor that provides frozen meals.
- c. 2013-14 Budget and Staffing – At the next board meeting the District will provide the Board with the recommended reductions for the 2013-14 school year. The District Office, Leadership and District Advisory Committee have given input.

3. BUSINESS REPORT

There were no comments on the Board Report-Expenditures by Object 07/01/12 to 12/31/12 or the Fourth Month Enrollments for the 2012-2013 School Year.

4. STAFF REPORTS

Derek Cooper, Administrator for DVL, LES and LMS reported on the music concert, assemblies, basketball games and new electives (music).

Marla Stock, Administrator for LHS, reported on the graphics on the gym floor and other art additions, basketball and the Cougar Classic Tournament.

Cali Griffin, Teacher, LHS, reported on ALA, computers, California State Farmer's Degree and the start of the gymnastics competition (p.e.).

5. SPTA REPORTS

There were no reports.

6. BOARD MEMBERS' REPORTS

MOORE commented that several Sierraville residents who had wished to attend tonight's meeting but were unable to, had concerns on the impact to the post office and the local restaurants if the District Office moves to Loyalton. Also, Mr. Tim Beals, Sierra County Building and Planning Departments, contacted him and requested the Board's decision be postponed.

DRYDEN affirmed Mr. Cooper's report on the Christmas music program and thanked those involved.

7. PUBLIC COMMENT

President MOORE opened the meeting for public comment at 6:57 pm.

- Comment from the public (move of the District Office): Concern about lack of public notification on the move of the District Office to Loyalton. It was mentioned that the Proposition 40 funds would have been used differently if they knew the District was going to abandon the school. There is a concern that a "stair step" process could affect all of Sierraville. A request was made to postpone the vote to allow community input and for an explanation as to why the decisions are being made.
- Comment from the public (same topic): The speaker was part of the group that put together the plan to use the Prop 40 money. The district had a lot to say as to how the money was spent and as a result, the ADA compliant ramp was installed. The plan always was for it to be a joint use facility. A request was made for more time to consider any action.
- Comment from the public (same topic): A statement was made indicating that Sierraville is the glue that holds the two sides (east and west sides of the school district) together. A request was made to seek more input before making a final decision.

President MOORE closed the meeting for public comment at 7:03 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 11, 2012
2. Approval of the bill warrants for the month of December 2012
3. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending December 31, 2012.
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, 2012.
4. Authorization to submit Consolidated Application, Part II
MSCU/WRIGHT/HALL

F. ACTION ITEMS

1. NEW BUSINESS

- a. Acceptance of 2011-2012 Financial Audit
MSCU/DRISCOLL/DRYDEN
- b. Authorization to fill 1.0 FTE Custodian position, Loyalton High School
MSCU/WRIGHT/DRISCOLL
- c. Adoption of Resolution No. 12-013, School Closure – Loyalton Middle School; Reconfigure Loyalton High School
DRISCOLL/WRIGHT
MOORE stated that he is in favor of this decision. He asked for comments from the public. DRYDEN also asked for any public comment. There were none.

ROLL CALL VOTE:

DRISCOLL: AYE

DRYDEN: AYE

HALL: AYE

MOORE: AYE

WRIGHT: AYE

Motion Passed Unanimously

- d. Adoption of Resolution No. 12-014, Relocate District Administration Office to Loyalton Elementary/Middle School Portable Buildings
WRIGHT/DRISCOLL
DISCUSSION:
DRYDEN opened the discussion stating she had received ph one calls of concern. DRISCOLL referred to the existing Memorandum Of Understanding. Rose Asquith explained that the discussion regarding the District Office move began with the County of Sierra a year ago and the 7-11 Committee was formed six months ago. The Public asked for clarification as to whether the District Office move is based on whether the LMS moves to LHS and whether the greatest cost savings is the movement of the middle school. Ms. Asquith responded that at the present time, moving the District Office will allow immediate savings; the savings from the LMS will be realized in the future. The immediate positive is that more opportunities for the students will be provided.

Sierra-Plumas Joint Unified School District
Minutes of the School District Governing Board
Regular Meeting
January 8, 2013

A comment from the public stated that it is important that the board take into consideration the moral obligation. The Sierraville community feels strongly that the District is abandoning the partnership.

Ms. Asquith explained that the MOU indicates that the District is responsible for the infrastructure within the school and that it is available to the community for use.

MOORE called for the vote.

ROLL CALL VOTE:

DRISCOLL: AYE

DRYDEN: AYE

HALL: AYE

MOORE: AYE

WRIGHT: AYE

MOTION PASSED UNANIMOUSLY

- e. Authorization for Superintendent enter into a revised Contract for Professional Services for CRM Group, Kevin Nolen, Roof Replacement Project for Loyalton High School

WRIGHT/DRISCOLL

DRYDEN: Asked for clarification on Item 3, Fee Scale.

WRIGHT motioned to lay the item on the table for the February meeting until more clarification could be provided. DRISCOLL seconded. Motion passed unanimously.

- f. Adoption of Resolution No. 12-015, Approval for Bridge Financing for Loyalton High School roof project

MSCU/WRIGHT/DRISCOLL

Clarification: The State Allocation Board approved the facility project (roof) at 60 %; they have not apportioned it yet. The matching funds from the state will be requested after we go to the State Allocation Board in February.

ROLL CALL VOTE:

DRISCOLL: AYE

DRYDEN: AYE

HALL: AYE

MOORE: AYE

WRIGHT: AYE

MOTION PASSED

- g. Discussion with possible Direction/Action regarding Out of District Attendance
WRIGHT is concerned that there are students attending other school who live in our district.
Discussion continued about options and ways to account for students in our district.

- h. Assignment of Michael Moore and Patty Hall to the Child Nutrition Committee.
So designated by President Moore.

- i. Approval of Teacher Computer Buy/Loan Program
DISCUSSION ONLY
MOORE requested a proposal be brought to the Board in February.

- j. ~~Student~~ School Accountability Report Card, Downieville Elementary School
MSCU/DRISCOLL/HALL

- k. ~~Student~~ School Accountability Report Card, Downieville Junior/Senior High School, with changes regarding HVAC system and employee FTE.

WRIGHT motion that Items j through n be voted on together and discussion will be on all items.
MSCU/WRIGHT/DRISCOLL

Discussion/Changes:
HVAC system, identify as replacement needed.
School psychologist listed per FTE, per site.
Include support staff.

- l. ~~Student~~ School Accountability Report Card, Loyalton Elementary School
- m. ~~Student~~ School Accountability Report Card, Loyalton Middle School
- n. ~~Student~~ School Accountability Report Card, Loyalton High School
MSCU/DRYDEN/DRISCOLL

G. ADVANCED PLANNING

1. The next Regular Board Meeting will be held on February 12, 2013, Downieville School, Downieville, California, immediately following the 6:00 pm meeting of the Sierra County Board of Education.

Suggested Agenda items:

- a. Title 1 School Level Parent Involvement Policy
2. A Special Board Meeting will be held on February 26, 2013, Loyalton Middle School, Room 4, at 6 pm.

H. PUBLIC COMMENT

The meeting opened for any public comments regarding the following Closed Session item at 8:10 pm:

1. California Education Code §48915 and 48916, Student Stipulated Expulsion Order Revocation, Student 11-12-01

There was no comment. Public comment closed at 8:10 pm.

I. CLOSED SESSION

The Board of Trustees, Mr. Stanford J. Hardeman and Ms. Marla Stock will now move into Closed Session to consider and/or take action upon the preceding item.

J. RETURN TO OPEN SESSION at 8:27 pm.

1. Report Out
WRIGHT motioned that the Student Stipulated Expulsion Order, Student 11-12-01, be revoked.
Seconded by HALL.
MOTION PASSED UNANIMOUSLY

Sierra-Plumas Joint Unified School District
Minutes of the School District Governing Board
Regular Meeting
January 8, 2013

K. ADJOURNMENT

MSCU/DRISCOLL/DRYDEN

ADJOURNED at 8:29 pm.

Sharon Dryden, Clerk

Stanford J. Hardeman, Superintendent

Checks Dated 01/01/2013 through 01/31/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00078122	01/16/2013	A-1 CHEMICAL INC.	01-4300	1,086.23	
			13-4300	251.88	1,338.11
00078123	01/16/2013	GECRB/AMAZON	01-4200		232.72
00078124	01/16/2013	AT&T	01-5920		243.72
00078125	01/16/2013	AVAYA, INC	01-5600		301.26
00078126	01/16/2013	BURNEY'S	13-4300		185.01
00078127	01/16/2013	CAPITOL ADVISORS GROUP, LLC	01-5890		5,000.00
00078128	01/16/2013	CITY OF LOYALTON	01-5530		5,218.50
00078129	01/16/2013	DOWNEVILLE PUBLIC UTILITY DIS	01-5530		40.00
00078130	01/16/2013	EASTBAY TEAM SRV DEPT 5374	01-4300		150.09
00078131	01/16/2013	FLINN SCIENTIFIC, INC.	01-4300		47.16
00078132	01/16/2013	GOLD COUNTRY DISTRIBUTORS	13-4700		47.53
00078133	01/16/2013	SUSAN GRESSEL	01-5200		11.00
00078134	01/16/2013	CAROLINE GRIFFIN	01-5200		592.63
00078135	01/16/2013	JUDY HALL	01-5200		64.84
00078136	01/16/2013	AMY HOLLAND	01-5200		11.00
00078137	01/16/2013	LES SCHAWB TIRE CENTER	01-4350		801.69
00078138	01/16/2013	LIBERTY UTILITIES	01-5510		3,488.71
00078139	01/16/2013	MCCARTHY SIGN CO.	01-4300		3,200.00
00078140	01/16/2013	MODEL DAIRY, LLC	13-4700		366.07
00078141	01/16/2013	MIKE MOORE	01-5200		27.75
00078142	01/16/2013	ROBERT MORALES	13-4300		22.91
00078143	01/16/2013	MOUNTAIN MESSENGER	01-5890		7.50
00078144	01/16/2013	PACIFIC GAS & ELECTRIC COMPANY	01-5510		3,628.89
00078145	01/16/2013	PLAZA TIRE & AUTO SERVICE	01-4350		204.29
00078146	01/16/2013	PLUMAS-SIERRA RURAL ELECT.COP	01-5510	340.96	
			01-5899	113.65	454.61
00078147	01/16/2013	RELIABLE AUTO GLASS	01-4350		202.70
00078148	01/16/2013	SCHOOL PATHWAYS LLC	01-5800		150.00
00078149	01/16/2013	SIERRA DISPOSAL	01-5520	515.25	
			01-5899	10.00	525.25
00078150	01/16/2013	SIERRA HARDWARE	01-4300		107.62
00078151	01/16/2013	SIERRA VALLEY HOME CENTER	01-4300	577.57	
			01-6200	51.53	629.10
00078152	01/16/2013	SIERRA-PLUMAS JOINT UNIFIED	01-5890	246.76	
			13-5800	9.00	255.76
00078153	01/16/2013	SIERRA TRANSPORTATION COMPANY, LLC	01-4350	300.00	
			01-5100	11,652.90	
			01-5800	2,083.20	14,036.10
00078154	01/16/2013	SIERRAVILLE PUD	01-5530	92.25	
			01-5899	30.75	123.00
00078155	01/16/2013	SUBURBAN PROPANE	01-5540	1,645.40	
			01-5899	97.67	1,743.07
00078156	01/16/2013	TIMBERLINE AUTO PARTS & POWER EQUIPMENT	01-4350		4.50
00078157	01/16/2013	TRI COUNTY SCHOOLS INS. GR.	01-3901	1,005.38	
			01-3902	2,439.48	

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

Page 1 of 3

Checks Dated 01/01/2013 through 01/31/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00078157	01/16/2013	TRI COUNTY SCHOOLS INS. GR.	01-9535	13,348.14	
			76-9576	56,989.98	73,782.98
00078158	01/16/2013	US FOODSERVICE, INC.	13-4300	79.53	
			13-4700	899.44	978.97
00078159	01/16/2013	U.S. BANK	01-4300	408.41	
			01-4400	538.61	947.02
00078160	01/16/2013	VOYAGER FLEET SYSTEMS INC.	01-4300	176.97	
			01-5200	15.01	
			01-9210	212.05	404.03
00078161	01/16/2013	WESTERN NEVADA SUPPLY COMPANY	13-4300	164.09	
			Unpaid Sales Tax	11.09-	153.00
00078162	01/16/2013	WHITE'S SIERRA STATION, INC	01-4350		647.73
00078163	01/16/2013	YOUNG'S CARPET ONE	01-5890		1,443.51
00078164	01/30/2013	AIRGAS, USA, LLC	01-5600		86.41
00078165	01/30/2013	AT&T	01-5890	29.50	
			01-5910	108.47	137.97
00078166	01/30/2013	IRVING CHRISTENSEN	01-8681		3,668.85
00078167	01/30/2013	CURRENT ELECTRIC & ALARM, INC.	01-5600		180.00
00078168	01/30/2013	DICK BLICK ART MATERIALS	01-4300		255.40
00078169	01/30/2013	STEPHEN FILLO	01-4350		17.09
00078170	01/30/2013	GOLD COUNTRY DISTRIBUTORS	13-4700		242.90
00078171	01/30/2013	HUNT & SONS, INC.	01-5540	1,631.84	
			01-5590	3,041.19	
			01-5899	543.95	5,216.98
00078172	01/30/2013	INLAND SUPPLY	01-4300		584.13
00078173	01/30/2013	KBA COACH.COM	01-4300		104.00
00078174	01/30/2013	MARIAN LAVEZZOLA	01-5600		200.00
00078175	01/30/2013	LIBERTY UTILITIES	01-5510		2,032.15
00078176	01/30/2013	RACHEL LITTLE	01-5100		134.80
00078177	01/30/2013	MODEL DAIRY, LLC	13-4700		327.98
00078178	01/30/2013	NEVADA POWER PRODUCTS, INC	01-4300		127.72
00078179	01/30/2013	PACIFIC GAS & ELECTRIC COMPANY	01-5510		71.11
00078180	01/30/2013	RAY MORGAN COMPANY	01-4300	82.67	
			01-5600	107.16	
			01-5899	1.94	191.77
00078181	01/30/2013	SIERRA COUNTY HEALTH DEPARTMENT	01-5510		289.50
00078182	01/30/2013	SIERRA COUNTY CLERK-RECORDER	01-5812		379.04
00078183	01/30/2013	ALHAMBRA	01-4300	15.80	
			01-5600	15.80	
			01-5899	10.53	42.13
00078184	01/30/2013	SIERRA VALLEY HOME CENTER	01-4300	260.14	
			01-5890	83.09	
			01-5899	73.30	416.53
00078185	01/30/2013	SIERRAVILLE SERVICE & COUNTRY STORE	01-4300	11.60	
			01-5899	3.86	15.46
00078186	01/30/2013	SMALL SCHOOL DIST. ASSN.	01-5300		600.00

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

Page 2 of 3

Checks Dated 01/01/2013 through 01/31/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00078187	01/30/2013	STAPLES CONTRACT & COMM.	01-4300		67.94
00078188	01/30/2013	STATE BOARD OF EQUALIZATION	13-8634		26.00
00078189	01/30/2013	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5890		32.00
00078190	01/30/2013	CDE, CASHIER'S OFFICE	13-4700		176.80
00078191	01/30/2013	STENCILS ONLINE, LLC	01-4300		616.01
00078192	01/30/2013	SUBURBAN PROPANE	01-5540	9,564.87	
			01-5899	926.61	10,491.48
00078193	01/30/2013	TERMINIX PROCESSING CENTER	01-5890		106.00
00078194	01/30/2013	U.S. BANK	01-4300		237.72
00078195	01/30/2013	VERIZON WIRELESS	01-5910		227.77
00078196	01/30/2013	WAYNE WHITE WHITE'S BUS	01-5890		2,768.00
00078197	01/30/2013	ALLEN WRIGHT	01-5200		21.19
			Total Number of Checks	76	151,913.16

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	66	92,135.13
13	Cafeteria Fund	12	2,799.14
76	Warrant/Pass Though (payroll)	1	56,989.98
Total Number of Checks		76	151,924.25
Less Unpaid Sales Tax Liability			11.09-
Net (Check Amount)			151,913.16

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

Page 3 of 3



**CRM GROUP
CONSTRUCTION RESOURCE MANAGEMENT**

D. KEVIN NOLEN
710-400 SUNNYSIDE RD. JANESVILLE, CA 96114
TEL: 530-260-3009 KEVIN@CRMGROUPCA.COM (LOWER CASE)

**Exhibit A-3
Contract for Professional Services**

SCOPE

Provide Construction Management Services at Sierra-Plumas Unified School District for the project design development, State agency application process, pre-construction, and construction phases of the Re-Roof Project at Loyalton High School. Project based on the estimated construction costs of \$1,083,532. Fee structure will begin as described below:

SCHEDULE OF FEES

Professional Services

Construction Costs:\$1,083,532.00

Construction Management:

Pre-Construction Services @ 3.0% (- \$5,000 credit & Final)....\$23,088.00
Construction Services @ 2.0% (- \$5,000 credit).....\$16,671.00

Fee Schedule:

Pre-Construction Services @ \$3,848.00/mo...1/25/13 – 6/25/13
Construction Services @ \$2,778.50/mo.....7/25/13 – 12/25/13
Final Payment upon Completion.....\$4,418.00

Contract For Professional Services (cont.):

Notes:

1. This estimate is based on management of: replacement of the Existing Roof with a new Roof System as per design by Nichols, Melburg, & Rossetto Architects.
2. Fees are based on a Lease/Lease-back contract delivery method with project completion including closeout by December, 2013.
3. Fees are subject to change according to delays beyond my control, final scope and construction costs including economy-of-scale that may result in a much smaller project and therefore, the possibility of a larger fee. Increases to the project construction costs shall require increase to this agreement at current fee structure (percentage).
4. Invoices for services to be paid by the 25th of each month as billed for services.
5. Final Payment (10%) to be withheld until Notice of Completion is filed.

Approval:

By: _____

Title: _____

Project Address: _____

Date: _____

Acceptance for CRM Group:

By:  _____

Title: owner _____

Date: 1/2/13 _____

This cost estimate shall be valid for a period of 30 days after date of issue.

**COOPERATIVE USE AGREEMENT FOR
SIERRAVILLE SCHOOL
(Recreation)**

THIS AGREEMENT is made and is effective on this 2nd day of May, 2006, by and between the County of Sierra, a political subdivision of the State of California ("County"), and the Sierra Plumas Joint Unified School District ("District").

RECITALS

WHEREAS, pursuant to the provisions of California Clean Water, Clean Air, Safe Neighborhood Parks and Coastal Protection Act of 2002 (Proposition 40), the County has been awarded a grant pursuant to said Act and intends to make a grant application to the State to expend \$240,000 to provide additional recreation for the Sierraville and Sierra County as set forth in this Agreement. County desires to secure use of the gymnasium, outdoor playgrounds and certain other portions of the Sierraville School for use for community recreation purposes; and

WHEREAS, District is prepared to facilitate the use of portions of the school buildings and grounds, including the gymnasium, for community recreation purposes by entering into this Cooperative Use Agreement; and

WHEREAS, it is the intent of the parties that this Agreement will provide a right of use for County as the basis to secure and to utilize Proposition 40 funding to make improvements to the portions of the school covered by this Agreement to facilitate recreation; and

WHEREAS, it is the intent of County that the recreation program and functions to be provided at the Sierraville School site will be managed and administered by the Sierraville Recreation Association ("Association"), a non-profit corporation to be formed under California law, as agent of the County. Improvements to be made to the School site will be made by County with funding provided by the State grant funds; and

WHEREAS, County will be responsible for compliance with all provisions pertaining to the expenditure and use of the State grant funds.

NOW THEREFORE, in consideration of the mutual obligations, covenants and conditions set forth herein, the parties agree as follows:

1. **Joint Use Cooperative Agreement.**

This Agreement is shall constitute a Joint Use Cooperative Agreement" among and between the County and District. Pursuant to this Agreement, in consideration of the obligations and expenditures to be made by County to the Sierraville School grounds, County will be granted

a right of use of the School as described herein, to provide public recreation programs and recreation facilities to the County residents.

2. **Right to Use of School.**

District hereby grants County a right to use the portion of the Sierraville School, consisting of the gymnasium, kitchen, bathrooms, one classroom, playgrounds and parking lot, as more particularly described in Exhibit "A", as attached hereto and incorporated herein, for the purpose of providing community recreation. The portions of the School for which recreation use is authorized under this Agreement as described in Exhibit "A" shall be designated as the Recreation Area or Areas. Except when otherwise reserved for the exclusive use by County for recreation purposes, as set forth herein, District shall retain a co-right of use of the Recreation Area.

Except for fundraising activities that benefit the non-profit entity designated by County to manage and oversee the recreational use of the School Property, including but not limited to flea markets and similar events, no commercial use of the property may be made under this Agreement.

3. **Schedule for Recreation Use.**

The Recreation Area shall be reserved for the exclusive use for recreation activities by County outside of normal school hours and any special event activities that would otherwise conflict with public use. District may adopt and impose reasonable rules and restrictions governing the use of the Recreation Area so as to avoid conflicts with normal school activities and to protect the school property. The right of use of the School property for recreation purposes shall include the use of the parking areas customarily used by District for the parking of motor vehicles.

4. **Improvements to Recreation Area.**

In consideration for the grant of the right to use the School property and in order to facilitate the purpose of this Agreement, County shall, subject to the funding be provided from the " California Clean Water, Clean Air, Safe Neighborhood Parks and Coastal Protection Act of 2002", also known as Proposition 40 (referred to herein as the "Prop 40 Grant Funds"), make improvements to the Recreation Areas as generally described in Exhibit "B", as attached hereto and incorporated herein. It is expressly agreed that County shall not be obligated to make all of the recreation improvements shown in Exhibit "B" and may, in collaboration with District and Association, select which improvements are to be made with the funds available to the County from the Prop 40 Grant Funds.

Prior to making any improvements, County shall provide District a written description providing sufficient detail of the nature of the improvements, so as to allow District to make an assessment of whether the improvement adversely affects any portion of the School property. Improvements shall not be made without the written approval from District's Superintendent.

MAY 2 2006

In making improvements to the Recreation Areas, County shall comply with the public contracting laws applicable to both the County and to District, including without limitation, public bidding and prevailing wage requirements. In undertaking the improvements County shall be deemed to be an agent of District for the purpose of compliance with any statutory obligation of District or its governing board.

5. **County to Apply for Grant Funds.**

Upon execution of this Agreement, County shall timely make application to the State of California for an allocation of Proposition 40 Grant Funds to make improvements to the Recreation Areas, in an amount of not less than \$240,000. The rights granted for the use of the Recreation Areas shall be contingent upon the County being awarded the Proposition 40 Grant Funds by the State for use under this Agreement. In the event that the State denies the requested funding, then this Agreement shall ninety days following the official notification of any such denial be automatically terminated, unless otherwise amended by the parties to extent same.

Notwithstanding anything to the contrary herein, the District and County agree that this Agreement shall be construed and administered in a manner so as to effectuate County's obligations for the use of Proposition 40 Grant Funds.

6. **Management of Recreation Areas and Programs.**

District agrees that County may designate the Sierraville Recreation Association as the entity responsible for the day to day management of the Recreation Areas and Programs or may reserve to itself the responsibility for coordination of the recreational use of the School Property. In establishing and coordinating the recreational use of the School Property, County and/or Association shall be allowed to impose reasonable fees for participation in any recreation programs.

Nothing herein shall be deemed to confer to Association an independent right to use the School property including without limitation the Recreation Areas. The right to use provided for under this Agreement shall be to the County and not to the Association. The County's designation of Association to manage and oversee the recreation use and assignment of responsibilities hereunder may be rescinded and otherwise terminated by County at any time without cause. In the event that County rescinds or otherwise terminates the designation of and assignment to Association, County shall be entitled to designate a successor entity or party to provide such functions, or may undertake such functions by County.

7. **Term of Agreement.**

This Agreement shall become effective upon the execution of the Agreement by District, County and Association and shall continue in effect for a period of twenty years and shall expire on _____, 2026.

8. **Insurance.**

A. **Property Insurance.** The District, County and Association agree that the School property, including the Recreation Areas shall be insured against damage and destruction by fire, vandalism, and other perils covered by District. The District shall, in the event of the damage or destruction to the Recreation Areas (as a part of the School Property) promptly repair or replace the damaged facilities; provided however, should District determine that it is impracticable to repair or replace all or any part of the Recreation Areas damaged or destroyed which areas were improved by County under the provisions of this Agreement, then in such an event the District shall be obligated to reimburse County for the funds expended for the improvements as to any such areas.

B. **Liability Insurance.** The District and the County both agree to purchase and to maintain, during the term of this Agreement, at their respective expense, a policy or policies of comprehensive liability insurance, including public liability and property damage in the amount of One Million Dollars (\$1,000,000) for property damage and One Million Dollars (\$1,000,000) per occurrence for personal injuries or deaths of persons arising from their conduct and activities under this Agreement. Said insurance requirements may be satisfied by participation in insurance pools provided by joint powers entities. To the extent allowed under the provisions of any insurance contract or the insurance pools participated in by County, County's insurance shall include coverage of the activities of the Association who shall be named as a co-insured. In the event that County is unable or otherwise does not provide insurance coverage for Association and its activities under this Agreement, then Association shall be required to purchase and to maintain a separate policy of comprehensive liability insurance, including public liability and property damage in the amounts as set forth above.

9. **Indemnification.**

In accordance with the provisions of Government Code sections 895.4, 895.6, and 6508.1 District, County and the Association each agree to indemnify and hold each other and their respective officers, employees, and agents harmless from any and all expense and liability for damage, actual or alleged, to persons or property arising out of or resulting from negligent acts or omissions or willful misconduct of the indemnifying party or its officers, employees, or agents.

In addition, the County and the Association agree to indemnify and hold District and its officers, employees, and agents harmless from any and all expense and liability for damage, actual or alleged, to persons or property arising by or from any cause whatsoever arising from or connected with the use of the Recreation Areas when used for recreation purposes during the times designated in Exhibit "B", excepting therefrom any injuries or damage arising out of or resulting from negligent acts or omissions or willful misconduct of the District or its officers, employees, or agents.

10. **Dispute Resolution.**

The District, County and Association agree that they shall attempt to resolve any disputes under this Agreement through non-binding mediation. In the event that mediation is not successful the parties agree to submit the resolution to arbitration

11. **Entire Agreement.**

This Agreement and all exhibits, addenda, schedules, and agreements referred to in this Agreement constitute the final, complete, and exclusive statement of the terms of the Agreement between and among the PARTIES and SPJUSD and supersedes all prior and contemporaneous understandings or agreements of the PARTIES and SPJUSD. No PARTY or SPJUSD has been induced to enter into this Agreement by, and no PARTY or SPJUSD is relying on, any representation or warranty outside those expressly set forth in this Agreement

12. **Exhibits.**

The Exhibits attached to this Agreement are a part of this Agreement and are incorporated into this Agreement by reference.

13. **Partial Invalidity.**

If a court or arbitrator of competent jurisdiction holds any Agreement clause to be invalid or unenforceable in whole or in part for any reason, the validity and enforceability of the remaining clauses, or portions of them, shall not be affected unless an essential purpose of this Agreement would be defeated by loss of the invalid or unenforceable provision.

14. **Governing Law.**

This Agreement shall be construed and enforced in accordance with the laws of the State of California. Every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted, and this contract shall be read and enforced as though it were included, and if through mistake or otherwise any provision is not inserted or is not correctly inserted, upon application of either party the contract shall be amended to make the insertion or correction. All references to statutes and regulations shall include all amendments, replacements, and enactments on the subject which are in effect as of the date of this Agreement and any later changes which do not materially and substantially alter the positions of the PARTIES and SPJUSD.

15. **Notices.**

Any notice to be given or other document to be delivered by party to any other hereunder shall be in writing and delivered to that party personally or by depositing same in the United States mail, duly certified, with postage thereon fully prepaid and addressed to the party.

MAY 2 2006

To COUNTY:
P.O. Box D
Downieville, California 95936
Attn: County Counsel and County Clerk

To SPJUSD:
P.O. Box 157
Sierraville, CA 96126
Attn: Superintendent

16. **Force Majeure Specific Exceptions.**

The time for performance of an obligation other than the payment of money under this Agreement shall be extended for the period during which a party is prevented from performing by acts of God, government, or other force or event beyond the reasonable control of that party.


17. **Execution.**

This Agreement may be executed by each party on a separate copy thereof with the same force and effect as though all parties executed a single original copy. The collection of such separately executed copies shall be treated as a single copy executed by all such executing agencies.

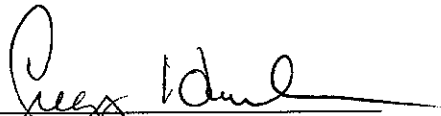
IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date set forth above.

COUNTY OF SIERRA

DISTRICT




ARNOLD GUTMAN
Chairman, Board of Supervisors



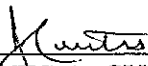
GREG HAULK, Superintendent
Sierra Plumas Joint Unified School District

ATTEST:

APPROVED AS TO FORM:



MARY J. JUNGI
Clerk of the Board



JAMES A. CURTIS
County Counsel

ATTACHMENT "B"

Facilities the will be made available for use and improvement:

GYMNASIUM-RECREATION ROOM-STAGE
KITCHEN
RESTROOMS
SEPTIC SYSTEM-HVAC SYSTEM
TABLES-CHAIRS-MISCELLANEOUS EQUIPMENT
PARKING LOTS
BASKETBALL COURT
BLACKTOP PLAY AREA
TENNIS COURT
OPEN SPACE ADJACENT TO SCHOOL

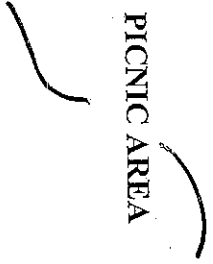
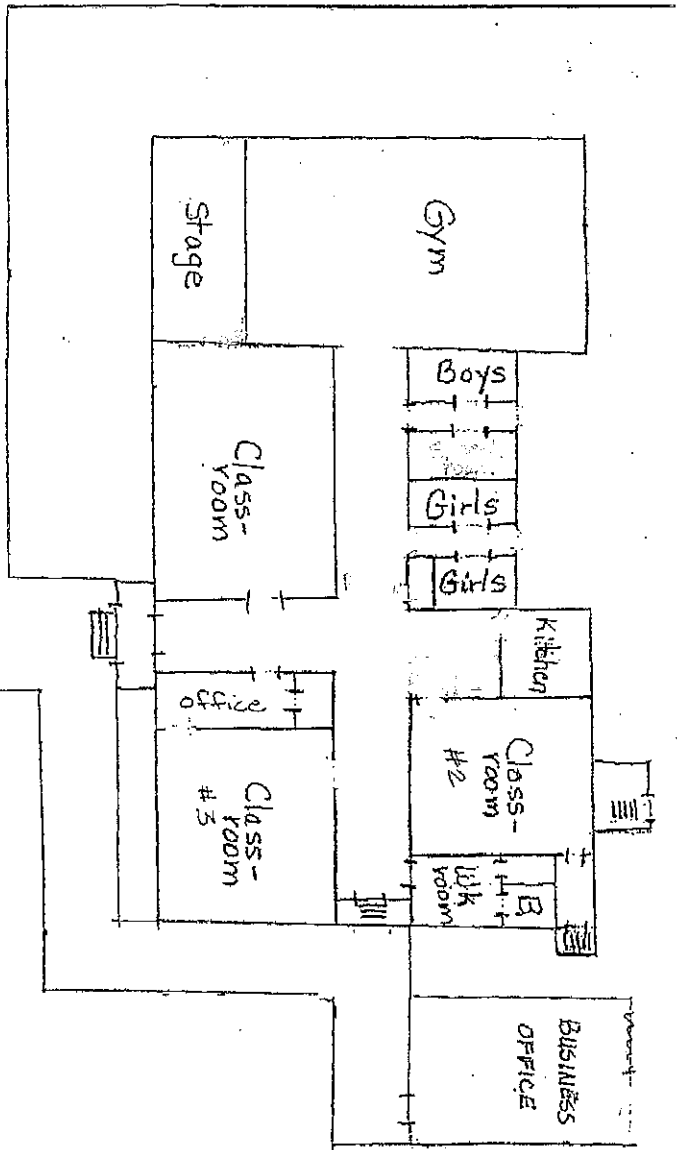
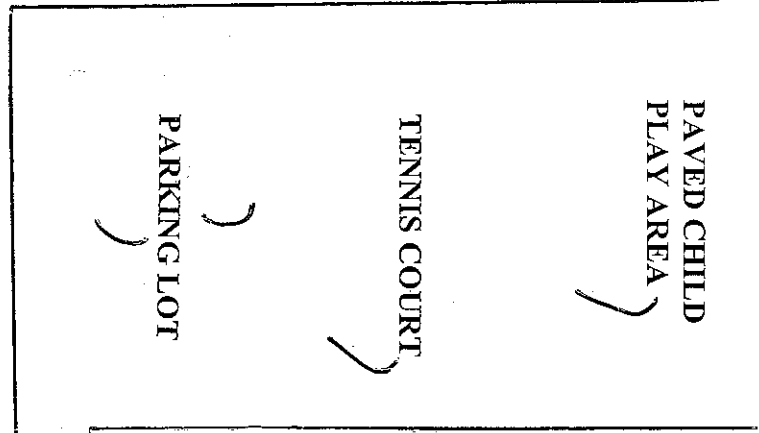
Improvements or acquisitions planned under grant application:

DESIGN, ENGINEERING AND ADMINISTRATION
RENOVATION OF GYMNASIUM-STAGE-RECREATION ROOM
UPGRADE OF SEPTIC SYSTEM AND HVAC SYSTEM
CONSTUCT WALL AND DOOR BETWEEN GYMNASIUM/SCHOOL ROOMS
ADA ACCESS TO GYMNASIUM-RESTROOMS-KITCHEN (INTERIOR)
ADA ACCESS TO GYMNASIUM-COMMUNITY ROOM-STAGE (EXTERIOR)
RECONSTRUCTION OF TENNIS COURT
RECONSTRUCTION OF BASKETBALL COURT
RECONSTRUCTION OF CHILDREN'S PLAYGROUND
RECONSTRUCTION OF PARKING AREAS
PURCHASE OF PICNIC TABLES-BARBEQUE EQUIPMENT
PURCHASE OF MEETING ROOM/RECREATIONAL EQUIPMENT
SIGNS AND MISCELLANEOUS FACILITIES

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MAY 2 2006

EXHIBIT "A"



← STATE HIGHWAY 89 →

SIERRAVILLE SCHOOL

AMENDMENT TO COOPERATIVE AGREEMENT
FOR IMPROVEMENTS TO THE SIERRAVILLE SCHOOL

2010-127

SEP 21 2010

This agreement amendment is made and is effective by and between the County of Sierra, a political subdivision of the State of California ("County") and the Sierra Plumas Joint Unified School District ("District"), collectively the parties, and is intended to amend the original agreement between the parties dated May 2, 2006 and referenced as Sierra County Agreement No. 060103.

RECITALS

WHEREAS, pursuant to the provisions of "The Safe Neighborhood Parks, Clean Water, Clean Air, and Coastal Protection Bond Act of 2002" (Proposition 40), the County of Sierra has been awarded a per capita grant to provide additional recreation in Sierra County; and,

WHEREAS, the County of Sierra and the Sierra Plumas Joint Unified School District have in full force and effect, an existing agreement referenced as Sierra County Agreement 060103 dated May 2, 2006 to facilitate the use of State Park Bond Act per-capita funding from the 2000 State Park Bond Act for the Sierraville School Recreation Project; and,

WHEREAS, the California Department of Parks and Recreation Grants and Local Services has land tenure requirements which must be included with the land tenure agreement in order to gain funding approval and construction authorization.

NOW THEREFORE, in consideration of the mutual obligations, covenants and conditions set forth herein, the parties agree to additional provisions as follows:

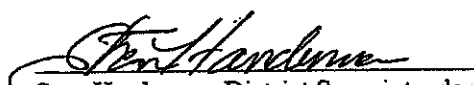
1. District shall at all time retain ownership and possession of the facility. County shall assume responsibility for operations and maintenance of the recreation facilities for the term of this agreement. For the purpose of this provision the County's maintenance responsibility shall include customary day to day maintenance responsibilities for the outdoor play areas, the restroom, and the gymnasium located within the building. District shall be responsible for the maintenance and all repairs to the building, to the heating system and other mechanical components of the building.
2. This agreement may be extended by the mutual agreement of both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date set forth above.

COUNTY OF SIERRA

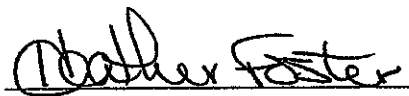
DISTRICT

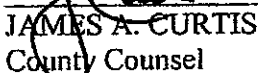

DAVE GOICOECHEA
Chairman, Board of Supervisors


Stan Hardeman, District Superintendent
Sierra Plumas Joint Unified School District

ATTEST:

APPROVED AS TO FORM:


HEATHER FOSTER
Clerk of the Board


JAMES A. CURTIS
County Counsel

LOYALTON HIGH SCHOOL

TITLE I

PARENT/STUDENT/SCHOOL COMPACT

Loyalton High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2012-2013.

School Responsibilities

Loyalton High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State's student academic achievement standards.
2. Hold four-year planning conferences each spring where this compact will be discussed as it relates to student achievement.
3. Provide parents with reports on student progress each quarter and each mid-quarter.
4. Provide parents reasonable access to staff. When parents want to schedule time with a staff member, they may call the school office and speak to the office staff or ask to transfer to the staff member's extension. Parents may also request Student Success Team meetings that include all of the student's teachers and support personnel.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy through the School Site Council at a fall meeting each year.
7. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
8. Inform parents of the school's participation in Title I, Part A programs each year at Back-to-School Night, and explain the Title I, Part A requirements, and the right of

parents to be involved in Title I, Part A programs. All parents will be invited to participate.

9. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Monitoring school attendance.
2. Making sure homework is completed.
3. Monitoring amount of television my students watch.
4. Participating in decisions relating to my student's education.
5. Promoting positive use of my student's extracurricular time.
6. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Student Responsibilities

I, as a Loyalton High School student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

1. Do my homework every day and ask for help when I need to.
2. Read at least 30 minutes every day outside of school time (may include reading textbooks).
3. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

The Single Plan for Student Achievement

LOYALTON ELEMENTARY SCHOOL

46-70177-6050629

CDS Code

Date of this revision: January, 2013

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the SBX3 4 Flexibility, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Derek Cooper

Position: Principal

Telephone Number: 530-993-4482

Address: P.O. Box 127, 111 Beckwith, Loyalton, CA, 96118

E-mail Address: dcooper@spjUSD.org

Sierra Plumas Joint Unified School District

The District Governing Board approved this revision of the School Plan on _____.

Single Plan for Student Achievement Executive Summary

School: Loyalton Elementary School

Number of Students: 166

Number of Teachers: 7 classrooms

1. School-Wide focus areas

- English/Language Arts
- Mathematics Proficiency

2. School profile highlights-

- Edusoft Data Analysis Program
- Study Island Standards Based Intervention Program
- Widespread use of Accelerated Reader Comprehension Assessment
- Class size reduction K-3
- Title 1 support
- Classroom Aides
- On-going monitoring by teachers and principal
- Parent Club that is growing in membership and funds available
- Parent Club paid field trips
- Growing community involvement
- 2011 school wide music program

Barriers

- Lack of community resources due to rural isolation
- Limited ability to facilitate parental involvement in their students academic endeavors
- Lack of funding for transportation for students participating in after school programs

- Limited ability to procure necessary staff to open the campus on Saturdays and evenings.
- Lack of Resources of to meet the needs of growing EL population.
- Difficulty keeping pace with technology needs.
- Lack of professional development opportunities that are nearby that address CA teaching standards, curriculum and locally specific problems

Action

- Instructional aides have been hired to assist in all classes.
- Use funding, and Professional Development Block Grant dollars to provide meaningful professional development opportunities.
- Gradually increase the budget for EL programs to meet the needs of a growing EL population.
- We are exploring the possibility of before school tutoring/homework help sessions.
- Other barriers are socio-economically based and cannot be resolved by the site.

3. Overview of data analysis

- Loyalton Elementary School met AYP goals for all subgroups for 2011-2012.
- Loyalton Elementary School met our API growth target. Our API grew from 814 to 839.

4. Goals based on data analysis

- Based on gains students have made as documented in STAR assessment data, in both ELA and Math, we will continue the interventions listed above.
- We will also continue to search out opportunities to increase funding for technology

5. Professional Development

- Professional development will be continued in Edusoft by focusing on the instructional use of standards based benchmark assessments.
- BTSA coach has been hired
- We have joined a consortium for professional development with Nevada and Placer counties.

6. School Leadership

Focus on student learning

My role is as an instructional leader, and I monitor progress by:

- Meeting with grade levels in content areas on a regular basis to set goals based on instructional data through the PLC.
- Allocate resources based on data and need
- Formally evaluate teachers

**Sierra-Plumas Joint Unified School District
Single Plan for Student Achievement
Loyalton Elementary School
School Demographics for 2009-2010**

School Enrollment (CBEDS)	183
Percent Economically Disadvantaged (STAR)	56
Percent English Learners (STAR)	7
Percent Ethnicity	
African American	.5
American Indian	.5
Asian	0
Hispanic	14.2
Pacific Islander	0
White	78.1

**Loyalton Elementary School
Academic Performance Index (API) Growth**

	2010 Base API Actual	Growth Target for 2010	2011 Growth API Actual	2011 Growth Actual	Goal Met
Schoolwide	814	5	839	31	Yes
Subgroups					
SED	781	5	848	67	Yes

Single Plan for Student Achievement School Profile

Loyalton Elementary School is located near the communities of Sierraville, Beckwourth, Chilcoot, and Vinton. This school is one of five in the Sierra-Plumas Joint Unified School District. Loyalton Elementary School first opened in 1967.

The school serves 182 students in kindergarten through sixth grade. The ethnic make up is as follows: 0% African American; 0% Native American, 0% Pacific islander, 18% Latino/Hispanic, 74% Caucasian.

Loyalton Elementary staff includes: 1 part-time administrator, 1 school secretary, 9 full time regular education teachers, 1 part time special education teacher, 1 part time speech therapist, 1 part time preschool teacher, 1 part time library aide, 13 part time instructional aides, 2 part-time cooks, 2 kitchen helpers/noon supervisors, 4 noon supervisors, 1 custodian, & 1 maintenance person.

All classrooms are self-contained. Two of the 9 classrooms are combination classes of two grade levels K/1 and 2/3.

The learning environment is conducive to a strong academic focus, which is accomplished through a clear understanding of the State and District content and performance standards for all students. Regular grade level meetings are held to analyze current instructional data plan for improvement.

An aggressive attendance monitoring program has been established district-wide and on-site. Our school secretary monitors attendance daily. The office staff helps families by providing information about available resources, as well as addressing student attendance issues with parents and students. The School Attendance Review Board, comprised of school officials and law enforcement, is poised to step in to situations where school attendance has become a problem.

The Response to Intervention (RTI) membership is flexible and depends upon the needs of the student, but usually includes the parent, teacher, Principal, & Special Education teacher. At RTI meetings, a student's strengths, weaknesses, and needs are written down as specifically as possible and parent input is encouraged. At this point the RTI model is initiated. An action plan is developed to meet stated needs, with a follow-up date to discuss the success of the action plan, and to generate further suggestions for intervention if needed. Student response to intervention is carefully monitored. A student is only referred for Special Education testing when the student is not responding adequately to any/all of the interventions suggested by the Student

Study Team. When testing is completed, an IEP (Individualized Education Program) meeting is held to determine a student's eligibility and placement.

The School Site Council (SSC), a group of parents and staff that meet quarterly, is charged with implementing the Single Plan for Student Achievement. The SSC monitors the Single Plan, which ensures that all students have access to the core curriculum, that the program of support services is coordinated to minimize duplication and eliminate gaps, and to ensure that the school program is responsive to the individual needs of each student. The Single Plan for Student Achievement also ensures that the needs of ELL(English Language Learners), educationally disadvantaged, GATE(gifted and talented education) and Special Education students are addressed along with the training needs of the staff. Finally, the SSC is charged with ensuring that there is ongoing evaluation of the school program.

1. Alignment of curriculum, instruction and materials to content and performance standards:

The district has adopted the state approved curriculum in reading/language arts, math, social studies, and science and teachers use those materials to assure that students receive instruction in the content areas based on California's performance standards. Instruction is informed, modified, and differentiated by teachers through the process of grade level teacher analysis of student performance on continuous monitoring and benchmark assessments through the use of Edusoft Data Analysis software. All students, K-6, are expected to master the grade level standards in order to be promoted to the next grade. Loyalton Elementary is reviewing developed report card to provide parents with a comprehensive tool to track student progress for the 2011 school year.

Currently in language arts, we are using state adopted textbooks: Open Court Reading and Great Source Language Arts/Writing program. These texts are comprehensive and are utilized by all student groups including special education students and English language learners. In mathematics, we are currently using Saxon Math (1994) in grades K through 3. 4-6th Glencoe McGraw-Hill. Houghton Mifflin Social Studies and Harcourt Brace Science are used in grades K through five. Holt Earth Science is used in 6th grade.

These materials were approved by the State Board of Education because they were aligned with content standards and frameworks; organized in a sequential way from grade level to grade level; contain assessment designed to measure what students know and what they can do; provide universal access for all students, and provide instructional planning and support for teachers.

2. Availability of standards-based instructional materials appropriate to all student groups:

The goal of our instructional program is to ensure access to standards based curriculum and instruction so that all students can meet or exceed the standards. All students have equal access and opportunity to master grade level standards. Standards based instructional materials are purchased for every student at every grade level, in the core content areas. All programs in use have extensive accommodations for meeting the instructional needs of special student populations, including English learners, at-risk students, special education students, and gifted students.

Students identified with special needs have an Individualized Education Plan (IEP). Each plan is written by the IEP team and specifically designed to meet the student's academic needs. Special education teachers use standards based materials to assist each student in meeting his or her educational goals. In addition, each child at Loyalton Elementary is mainstreamed into the general education setting for at least part of each day. With the support of special education personnel, special education students are given the opportunity to access and master grade level standards.

English language learners are also incorporated into the mainstreamed classroom. All teachers on site have received either their BCLAD, CLAD, or SDAIE training to receive their certification. Teachers use standards based materials and SDAIE instructional strategies in order for these students to master the curriculum. Students in need of intensive language instruction have access to a part time bilingual aide to assist them in problem areas.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Student achievement and staff needs are evaluated yearly. The district utilizes a number of staff development days authorized by the state each year to provide staff development opportunities in the following areas:

- Alignment and development of benchmark assessments with the Edusoft data analysis program, that better assess student progress on state standards.
- Technology training
- Strategies and techniques for teaching diverse student populations
- Training in the content areas
- Classroom Management
- Arts Integration into the curriculum

4. Services provided by the regular program to enable underperforming students to meet standards:

All teachers implement the standards-based instructional materials described above. The district-adopted materials address the needs of diverse learners, including underperforming students. During initial instruction, teachers use the explicit instructional strategies and techniques built into the programs to address the needs of these students. Teachers additionally use the components of the programs designed as stand-alone intervention tools for at-risk students. Specifically, teachers use the Open Court Intervention Guide and student materials to address the needs of students performing below grade level. Teachers are using the Open Court English Language Development Guide and student materials that support English learners' acquisition of English as a second language as well. Our Title I instructor provides support and assistance to students in grades K-6.

RTI meetings are held once a month to collaboratively find ways to help under performing students meet the state standards. The team includes the classroom teachers, a special education teacher, parents, and the Principal or designee. As a result of these meetings, students can be referred for testing for special education services, counseling, and/or tutoring. A plan is developed to assist the regular education teacher meet the need of under-performing students in the classroom.

5. Services provided by categorical funds to enable underperforming students to meet standards:

Two of our classrooms are combination classes. In order to enable the teacher to work effectively with each grade level and the diverse needs of students at that grade level, the staff feels that an aide is necessary. We use a sizeable portion of our categorical funding to support instructional aide time in the classroom. These instructional assistants work directly with low achieving and underperforming students in the classroom under the direct supervision of credentialed teachers. To comply with NCLB, several of our instructional aides have returned to college to complete a course of higher education on their own time. Title 1 funds are spent on personnel who work directly with underperforming students.

Staff Development opportunities for teachers and support staff in Reading/Language Arts, Math and Science are provided to support the best practices in instruction. Funding is allocated to provide adequate technology training, learning, support and materials to provide all students access. Funding is allocated to provide students with supplementary materials and tools for learning, including books, calculators, parent communications, and handouts that support learning.

6. Use of state and local assessments to modify instruction and improve student achievement:

Both state and local assessments are used to drive instruction and to address individual student gaps in academic performance. Each year, principals analyze state assessment results with teachers and include the analysis and action to be taken in their annual report to the Board of Education on student achievement. Site categorical resources target supplemental interventions to improve student performance. Teachers use state and local assessments to determine at-risk status of students, develop interventions and determine promotion and retention. The district is also in the process of creating benchmarks exams in the core areas to be administered three times a year. Teachers also administer end-of-unit reading and math assessments to all students with diagnostic/prescriptive assessments for at-risk and potentially at-risk students.

Teachers meet by grade level with the site administrator to discuss results, share best practices, modify instruction, and determine interventions to implement for specific students. Principals monitor effective implementation of standards-based programs and progress of students through observation, meeting and databasing student progress.

7. Number and percentage of teachers in academic areas experiencing low student performance:

All students are distributed into classrooms to achieve a balance of high, medium, and low abilities. As a result, every teacher (100%) works with children who are underperforming. During a portion of the reading/language arts period, time is dedicated to grouping students by performance level to provide targeted instruction in skill areas at all performance levels. Through the use of CST scores, local assessment and informal and formal testing in the classroom, teachers evaluate the data and plan lessons to challenge those students with average to high abilities and remediate those who are struggling.

8. Family, school, district and community resources available to assist these students:

The Family Resource Center offers classes in parenting to assist parents in how to best meet the needs of family members running on very busy schedules.

First Five California has funded a part time transition aide to assist preschool children in the making the move from preschool to the school system.

Sierra County's Mental Health Department offers support for children (teachers and parents as well) whose behaviors impact their academic performance.

Students in the upper grades who are struggling may get help from the site Title 1 instructional aide during lunch hour.

9. School, district and community barriers to improvements in student achievement:

Many people who move to Loyaltan come here from out of state. This causes some difficulty because of the inconsistencies in reading and math programs to which those students have been exposed.

Loyaltan Elementary School serves a population of students and their families from an area that is socio-economically depressed. At times, over 60% of our students receive free and reduced lunches. As a result, our school faces the typical barriers associated with high poverty rates: lack of parental involvement, lack of health care and mental health care services, absenteeism, child abuse and neglect, family instability and violence.

Transportation is another barrier to student achievement. Approximately two-thirds of our students ride the bus to and from school. We have tried to have before and after school intervention programs but attendance is poor because of the transportation issue.

10. Limitations of the current program to enable underperforming students to meet standards:

- Lack of community resources due to rural isolation
- Limited ability to facilitate parental involvement in students' academic endeavors
- Lack of funding to provide transportation for students participating in after school programs.
- Lack of exposure to preliminary vocational education opportunities to motivate students not on college prep track
- Lack of funding to hire necessary staff to open the campus and resources on Saturdays and evenings.
- Lack of sufficient funding and staff to meet the growing needs of EL student
- Lack of professional development opportunities that are nearby that address CA standards, curriculum and locally specific problems

Single Plan for Student Achievement

Planned Improvement in Student Achievement

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon analysis of verifiable state data, including the Academic Performance Index and the English Language Development test, including local measures of student achievement. The school site council analyzes available data on the academic performance of all students, including English Learners, economically disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtains and considers input from the school community. Based on these analyses, the council has established the following performance improvement goals.

Goal: ENGLISH/LANGUAGE ARTS

Goal Statement

To increase the school wide percentage of students scoring “proficient” or “advanced” by 5 percent as measured on the 2011 California Standards Test in English/Language Arts.

Student Group

School wide

Performance Gains

The school wide percentage scoring “proficient” or higher will increase from 55% (May 2011) to 60% (May 2012)

Means of Evaluating

Annual state assessments (CST)

Report card data

Other local assessments (Study Island, Edusoft Benchmarks)

Goal: ENGLISH/LANGUAGE ARTS

Goal Statement

To increase the percentage of English Language Learners scoring “proficient” or advanced by 5 percent as measured on the 2012 California Standards Test in English/language arts.

Student Group

English Learners

Performance Gains

The percentage of EL students scoring “proficient” or higher will increase from 56% (May 2011) to 60% (May 2012).

Means of Evaluating

Annual state assessments (CST)

Report card data

Other local assessments (STAR reading, Edusoft Benchmark assessments)

Description of Specific Actions to Improve Educational Practice

School wide instructional assistants

Means of Achievement: Increased educational opportunity

Tasks: Provide students (Grades K-6) in need of small group or one to one support in reading/language arts intervention under the direction of the classroom teacher.

Measures: Daily schedules, ongoing classroom monitoring

Number of People assigned: 8

Start Date: 8/30/10

End Date: 6/10/11

Funding Source	Related Expenditure	Estimated Costs
Title 1	Hourly Personnel	\$26,000
SBX3-4	Hourly Personnel	\$19,500

School Librarian

Tasks: Provide library/media experiences for elementary and middle school students.

Measures: Daily schedules, classified evaluation tool

Number of People assigned: 1

Start date: 8/30/10

End date: 6/10/11

Funding Source	Related Expenditure	Estimated Costs
SBX3-4	Hourly wage	\$12,000

Library Books & other Media

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Purchase high-interest titles to enhance the library collection of books, books on tape, CDs/CDR and video.

Measures: Availability of books and media for checkout.

Personnel assigned: Library technician

Start Date: 8/30/10

End Date: 6/10/11

Funding Source	Related Expenditure	Estimated Costs
SBX3-4	Library Books, media	\$ 2,000

Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: Provide professional development opportunities to teachers in the areas of reading/language arts and opportunities to collaborate around student assessment and instructions.

Measures: CST, Benchmark exams,

People Assigned: Principal

Start Date: 8/30/10

End Date: 6/10/11

Funding Source	Related Expenditures	Estimated Costs
Title II	Registration Fees and Stipends	\$ 3,000.00
SBX3-4	Registration Fees/ Substitutes	\$ 1,000.00

GOAL: ENGLISH LANGUAGE DEVELOPMENT

Goal Statement

To increase the proficiency levels of all English Learner students by one level as measured on the 2011 CELDT

Student Group

English Learners

Performance Gains

All English Learners will gain one proficiency level annually.

Means of Evaluating

CELDT

Description of Specific Actions to Improve Educational Practice

Means of Achievement: Increased educational opportunity

Task: Provide supplemental instruction to EL students

Measures: CELDT, CST ELA, ongoing classroom monitoring

People assigned: EIA/ELL instructional aide, all classroom instructional staff/aides

Start Date: 8/30/10

End Date: 6/10/11

Funding Source	Related Expenditures	Estimated Costs
EIA-ELL	Hourly Wage	\$ 4,600.00

GOAL: MATHEMATICS

Goal Statement

To increase the percentage of students scoring proficient or advanced by 5 percent as measured on the 2011 CST in mathematics

Student Group

School-wide
Socio-economically disadvantaged
English Learner

Performance Gains

The percentage of students scoring proficient or higher (school-wide) will increase from 56% (May 2010) to 60% (May 2011)

Description of Specific Actions to Improve Educational Practice

School wide instructional assistants

Means of Achievement: Increased educational opportunity

Tasks: Provide students (Grades K-6) in need of small group or one-to-one support in mathematics intervention under the direction of the classroom teacher.

Measures: Daily schedules, ongoing classroom monitoring

Number of People assigned: 9

Start Date: 8/31/09

End Date: 6/11/10

Funding Source	Related Expenditure	Estimated Costs
Title 1	Hourly Personnel	\$ 4,700
SBX3-4	Hourly Personnel	\$19,200

GOAL: FINE ARTS, SOCIAL STUDIES, & SCIENCE

Goal Statement: To increase student awareness of differences in cultures, music and ecosystems of the world.

Means of Achievement: Increased educational opportunity via interdisciplinary approach in the classroom

Tasks: Provide students with experience in various genres of art instruction, introduction to musical instruments, choral programs

Measures: informal teacher assessment

People assigned: staff, artists in residence, Music teacher

Start Date: 8/30/10

Music Start Date: 1/1/11

End Date: 6/10/11

Funding Source	Related Expenditure	Estimated Costs
Parents Club (GCPC)	Personnel	\$ 4,600.00
SBX3-4	sub time	\$ 1,000.00
SBX 3 4	materials	\$ 1,000.00

GOAL: SCHOOL CULTURE

Goal Statement: To increase student attendance as measured by a decrease in the number of absences and discipline referrals.

Means of Achievement: Increased educational opportunities.

Tasks: Provide students with experiences that increase their love of learning, joy of discovery and sense of wonder with the world around them.

Measures: informal assessments by staff

People assigned: staff

Start Date: 8/30/10

End Date: 6/10/11

Funding Source	Related Expenditure	Estimated Costs
SBX3-4	Instructional supplies, equipment	\$ 2,000.00
	Technology, Media, repairs/upgrade	
	Existing equipment.	

Program Specialist

Means of Achievement: Improvement of instructional strategies by exposing students to fine arts.

Tasks: Provide art instruction to K-6 students.

Measures: Daily schedules, classified evaluation tool, production for art show.

Number of People assigned: 1

Start Date: 8/30/10

End Date: 6/10/11

Funding Source	Related Expenditure	Estimated Costs
SBX3-4	Hourly Compensation	\$10,700.00

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

STATE PROGRAMS

SBX3-4 **Amount: \$49,200**

Purpose: Improve school response to educational, personal, and career needs of all students

FEDERAL PROGRAMS

Elementary and Secondary Education Act:

(3010)Title 1: School-wide Program **Amount: \$ 25,146**

Purpose: To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.

(7091)EIA-ELL: **Amount: \$ 5,446**

Purpose: To increase academic achievement by providing specific instructional services to students from families who may be economically impacted or English Language Learners and to develop fluency in English and academic proficiency of English learners.

Title II: Teacher Quality **Amount: \$ 3,000**

Purpose: To increase academic achievement by improving teacher and principal quality.

Title VI: Innovative Strategies **Amount: \$ 424**

Purpose: To increase student exposure to the world around them via distance learning.

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Derek Cooper	X				
Juli Lane		X			
Gina Parker		X			
Heidi Brook				X	
Liz Hensen				X	
Diane Bruns				X	
Lenny Garcia			X		
Sarah Marsh				X	
Numbers of members of each category	1	2	1	4	

¹ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

Derek Cooper
Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

The Single Plan for Student Achievement

LOYALTON MIDDLE SCHOOL

46-70177-6089650

— — — — —
CDS Code

Date of this revision: January 2013

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through SBX3 4, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Derek Cooper

Position: Principal

Telephone Number: 530-993-4186, 530-993-4482

Address: P.O. Box 5, 107 Beckwith, Loyalton, CA, 96118

E-mail Address: dcooper@spjUSD.org

Sierra Plumas Joint Unified School District

The District Governing Board approved this revision of the School Plan on _____.

Single Plan for Student Achievement Executive Summary

School: Loyalton Middle School

Number of Students: 53

Number of Teachers: 3 teachers at LMS

1. School-Wide focus areas (3 maximum)

- English/Language Arts
- Mathematics Proficiency
- Technology

2. School profile highlights-

- Study Island Standards Based Intervention Program
- PowerSchool website allows parent access to student grades and attendance.
- Math intervention program
- Active Associated Student Body that funds activities and trips.
- Participation in local volleyball and basketball leagues
- Lunch time activities & weekly/monthly/yearlong Olympic competitions foster school pride and team spirit
- Ipad lab
- On-going monitoring by teacher and principal
- Parents club (Sports club/GCPC) that is growing in membership and funds available
- Strong community involvement for sports related activities
- MathScore standards based math intervention program
- Why Try intervention available as an elective/behavioral program

Barriers

- Lack of community resources due to rural isolation
- Limited ability to facilitate parental involvement in their students academic endeavors
- Lack of funding to provide transportation for students participating in after school programs
- Lack of varied vocational education opportunities for student motivation.
- Lack of funding to hire necessary staff to open the campus on Saturdays and evenings for intervention and remediation
- Lack of professional development opportunities that are nearby and address CA teaching standards, curriculum and locally specific problems

Actions

- Continue to utilize Title I, EIA funding and state funding to provide meaningful professional development opportunities.
- Increased use of PowerSchool program is gaining support from parents and teachers and is helping to close the communication gap between school and parents.
- Use MathScore data to guide math remediation
- Increase the budget for EL programs to meet the needs of a growing EL population
- Continue to work to overcome socio-economically based barriers that cause problems at the site.

3. Overview of data analysis

2012 Growth API is not reported for this school because there was a decrease of more than 20 percent of students continuously enrolled from the 2011 Base API to the 2012 Growth API or the LEA reported a potential data error in this area.

4. Goals based on data analysis

- Based on STAR assessment data, in both ELA and Math, we will continue the interventions listed above and we will continue to look for funding opportunities to increase interventions.

- We will also continue to search out opportunities to increase funding for technology

5. Professional Development

- Professional development will be highlighting the use of standards based benchmark assessments to drive instruction.
- We have joined a consortium for professional development with Nevada and Placer counties.
- Ipad and computer training

6. School Leadership **Focus on student learning**

My role is as an instructional leader, and I monitor progress by:

- Meeting with grade levels in content areas on a regular basis to set goals based on instructional data through the PLC.
- Allocate resources based on data and need
- Formally evaluate teachers
- Join the nearby counties in a consortium for professional development.
- Attend Curriculum and Instruction meetings in nearby counties, Placer, Nevada and Sacramento.

**Sierra-Plumas Joint Unified School District
Single Plan for Student Achievement**

**Loyalton Middle School
School Demographics for 2008-2009**

School Enrollment (CBEDS)	53
Percent Economically Disadvantaged (STAR)	56
Percent English Learners (STAR)	6
Percent Ethnicity (STAR)	
African American	0
American Indian	0
Asian	0
Hispanic	15
White	79

**Loyalton Middle School
Academic Performance Index (API) Growth**

	2011 Base API Actual	Growth Target for 10-11	2011 Growth API Actual	2010-11 Growth Actual	Goal Met
Schoolwide	767	5	N/A		N/A
Subgroups	Not numerically significant				
White	779	5	N/A		N/A

Single Plan for Student Achievement

School Profile

Loyalton Middle School is located near the communities of Sierraville, Beckwourth, Chilcoot, and Vinton. This school is one of five in the Sierra-Plumas Joint Unified School District. Loyalton Middle School first opened in 1967.

The school serves 53 students in seventh through eighth grade. The ethnic make up is as follows: 0% African American; 2% Native American, 0% Asian, 15% Latino/Hispanic, 79% Caucasian.

Loyalton Middle staff includes: 1 part-time administrator, 1 part-time school secretary, 2 full time regular education teachers, 1 full time Opportunity Class teacher, We have also implemented a teacher from the High School teach a Career Tech elective for one period a day for the 2012/2013 school year. We have also contracted a part-time Music teacher through the Sierra Arts Council. 1 part -time special education teacher, 1 part-time speech therapist, 2 instructional aides, 1 EIA aide for intervention, 1 part-time librarian, 1 custodian/maintenance person. The Opportunity class is self-contained. The learning environment is conducive to a strong academic focus, which is accomplished through a clear understanding of the State and District content and performance standards for all students. Regular grade level meetings are held to analyze current instructional data plan for improvement.

An aggressive attendance monitoring program has been established district-wide and on-site. Our school secretary monitors attendance daily. The office staff helps families by providing information about available resources, as well as addressing student attendance issues with parents and students. The School Attendance Review Board, comprised of school officials and law enforcement, are poised to step in to situations where school attendance has become a problem.

The Response to intervention (RTI) membership is flexible and depends upon the needs of the student, but usually includes the parent, teacher, Principal, & Special Education teacher. We have adopted the "Response to Intervention" model to assist struggling students. At RTI meetings, a student's strengths, weaknesses, and needs are written down as specifically as possible and parent input is encouraged. At these meetings an action plan is developed to meet stated needs, with a follow-up date to discuss the success of the action plan, and to generate further suggestions for intervention if needed. For students still not being successful, even with classroom modifications, the RTI/SST can recommend special education testing when necessary and appropriate. When testing is completed, an IEP (Individualized Education Program) meeting is held to determine a student's eligibility and placement.

The School Site Council (SSC), a group of parents and staff that meet quarterly, is charged with implementing the Single Plan for Student Achievement. The SSC monitors the Single Plan, which ensures that all students have access to the core

curriculum, that the program of support services is coordinated to minimize duplication and eliminate gaps, and to ensure that the school program is responsive to the individual needs of each student. The single Plan for Student Achievement also ensures that the needs of EL(English Language Learners), educationally disadvantaged, and Special Education students are addressed along with the training needs of the staff. Finally, the SSC is charged with ensuring that there is ongoing evaluation of the school program.

1. Alignment of curriculum, instruction and materials to content and performance standards:

The district has adopted the state approved curriculum in reading/language arts, math, social studies, and science and teachers use those materials to assure that students receive instruction in the content areas based on California's performance standards. Instruction is informed, modified, and differentiated by teachers through the process of grade level teacher analysis of student performance on continuous monitoring and benchmark assessments through the use of Data Analysis software. All students, grades 7-8, are expected to master the grade level standards in order to be promoted to the next grade. Loyaltan Middle School uses PowerGrade, a component of PowerSchool to provide parents with a comprehensive tool to track student progress. Student grades and assignments are available on line 24 hours a day.

Currently in language arts, we are using the Elements of Literature program by Holt, Rinehart and Winston, in Social Studies, the Houghton Mifflin Series, in Math, the Glencoe pre-Algebra and Algebra series and in Science, the Holt Series. These texts are comprehensive and are utilized by all student groups including special education students and English language learners.

These materials were approved by the State Board of Education because they were aligned with content standards and frameworks; organized in a sequential way from grade level to grade level; contain assessment designed to measure what students know and what they can do; provide universal access for all students; and provide instructional planning and support for teachers.

2. Availability of standards-based instructional materials appropriate to all student groups:

The goal of our instructional program is to insure access to standards based curriculum and instruction so that all students can meet or exceed the standards. All students have equal access and opportunity to master grade level standards. Standards based instructional materials are purchased for every student at every grade level, in the core content areas. All programs in use have extensive accommodations for meeting the instructional needs of special student populations, including English Learners, at-risk students, special education students, and gifted students.

Students identified with special needs have an Individualized Education Plan (IEP). Each plan is written by the IEP team and specifically designed to meet the student's academic needs. Special education teachers use standards based materials to assist each student in meeting his

or her educational goals. In addition, each child at Loylton Middle is mainstreamed into the general education setting for at least part of each day. With the support of special education personnel, special education students are given the opportunity to access and master grade level standards.

English language learners are also incorporated into the mainstreamed classroom. All teachers on site have received (or are in the process of receiving) either their BCLAD, CLAD, or SDAIE training to receive their certification. Teachers use standards based materials and SDAIE instructional strategies in order for these students to master the curriculum. Students in need of intensive language instruction have access to a part time bilingual aide to assist them in problem areas.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Student achievement and staff needs are evaluated yearly. The district utilizes a number of staff development days authorized by the state each year to provide staff development opportunities in the following areas:

- Alignment and development of benchmark assessments with the Edusoft data analysis program, that better assess student progress on state standards.
- Technology training
- Strategies and techniques for teaching diverse student populations
- Training in the content areas
- Classroom Management

4. Services provided by the regular program to enable underperforming students to meet standards:

At Loylton Middle School, all students participate in a literature comprehension program, Accelerated Reader. Students are assessed on their comprehension level for each book they read. Students participate in a rigorous English/Language Arts program. Students are exposed to expository text as well as literature. All core classes offer lunchtime tutoring for those students who are experiencing difficulties. A Math study skill class is available, as an elective, for students who need assistance or time to complete assignments successfully. A credentialed teacher and a qualified EIA instructional assistant are in with the students. RTI meetings are held to collaboratively find ways to help under-performing students meet the state standards. The team includes the classroom teachers, a special education teacher, parents, and the Principal. As a result of these meetings, students are often referred for testing for special education services, counseling, and tutoring. A plan is developed to assist the regular education teacher meet the need of under-performing students in the classroom.

5. Services provided by categorical funds to enable underperforming students to meet standards:

Title 1, McKinney Vento Homeless Education Grant, and SBX 4 block grant funds are spent on personnel who work directly with under-performing students. Intervention in English, Language Arts, Social Studies, Mathematics and Science is offered at lunchtime and during study skills classes.

6. Use of state and local assessments to modify instruction and improve student achievement:

Both state and local assessments are used to inform instruction and to address individual student gaps in academic performance. Each year, principals analyze state assessment results with teachers and include the analysis and action to be taken in their annual report to the Board of Education on student achievement. Site categorical resources target supplemental interventions to improve student performance. Teachers use state and local assessments to determine at-risk status of students, develop interventions and determine promotion and retention. The district is also in the process of creating benchmarks exams in the core areas to be administered three times a year. Teachers also administer end-of-unit reading and math assessments to all students with diagnostic/prescriptive assessments for at-risk and potentially at-risk students.

Teachers meet by grade level with the site administrator to discuss results, share best practices, modify instruction, and determine interventions to implement for specific students. Principals monitor effective implementation of standards-based programs and progress of students through observation, meeting and data basing student progress.

7. Number and percentage of teachers in academic areas experiencing low student performance:

All students are distributed into classrooms to achieve a balance of high, medium, and low abilities. As a result, every teacher (100%) works with children who are underperforming. During a portion of the reading/language arts period, time is dedicated to grouping students by performance level to provide targeted instruction in skill areas at all performance levels. Through the use of CST scores, local assessment and informal and formal testing in the classroom, teachers evaluate the data and plan lessons to challenge those students with average to high abilities and remediate those who are struggling.

8. Family, school, district and community resources available to assist these students:

The Family Resource Center offers classes in parenting to assist parents in how to best meet the needs of family members running on very busy schedules.

Sierra County Mental Health offers support for children (teachers and parents as well) whose behaviors impact their academic performance.

Lunchtime tutoring: Teachers frequently offer a quiet classroom where students may complete homework and get assistance if necessary.

Study Skills classes available as electives

9. School, district and community barriers to improvements in student achievement:

Some of the more transient populations have difficulty because of inconsistencies in reading and math programs to which they have been exposed.

Loyalton Middle School serves a population of students and their families from an area that is socio-economically depressed. At times, over 50% of our students receive free and reduced lunches. As a result, our school faces the typical barriers associated with high poverty rates: lack of parental involvement, lack of health care and mental health care services, absenteeism, child abuse and neglect, family instability and violence. Because nearly 2/3 of our students ride the bus and there is no funding for a "late run" it is almost impossible to provide after school remediation or intervention to the majority of students.

10. Limitations of the current program to enable underperforming students to meet standards:

- Lack of community resources due to rural isolation
- Limited ability to facilitate parental involvement in their students academic endeavors
- Lack of funding to provide transportation for students participating in after school programs.
- Lack of vocational education opportunities to motivate students not on college prep track
- Lack of funding to hire necessary staff to open the campus and resources on Saturdays and evenings.
- Lack of professional development opportunities that are nearby and address CA standards, curriculum and locally specific problems

Single Plan for Student Achievement

Planned Improvement in Student Achievement

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon analysis of verifiable state data, including the Academic Performance Index and the English Language Development test, including local measures of student achievement. The school site council analyzed available data on the academic performance of all students, including English Learners, economically disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered input from the school community. Based on these analyses, the council has established the following performance improvement goals.

Goal: ENGLISH/LANGUAGE ARTS

Goal Statement

To increase the percentage, school wide, of students proficient or advanced by 5 percent as measured on the 2012 California Standards Test in English/Language Arts.

Student Group

School wide

Performance Gains

The school wide percentage scoring proficient or higher will increase from 54% (May 2012) to 59% (May 2013)

Means of Evaluating

Annual state assessments (CST)

Report card data

Other local assessments (Benchmarks)

Goal: ENGLISH/LANGUAGE ARTS

Goal Statement

To increase the percentage of English Learners scoring proficient or advanced by 5 percent as measured on the 2012 California Standards Test in English/language arts.

Student Group

English Learners

Performance Gains

No data, too small of a sub group.

Means of Evaluating

Annual state assessments (CST)

Report card data

Other local assessments (Benchmark assessments)

Description of Specific Actions to Improve Educational Practice

Title I and EIA instructional assistants

Means of Achievement: Increased educational opportunity

Tasks: Provide students (Grades 7-8) in need of small group or one-to-one support in reading/language arts intervention under the direction of the classroom teacher.

Measures: Daily schedules, ongoing classroom monitoring

People assigned: instructional aide

Start Date: 8/27/12

End Date: 6/7/13

Funding Source

Title 1 and EIA

Related Expenditure

Hourly Personnel

Estimated Costs

\$4900

School Librarian

Tasks: Provide library/media experiences for elementary and middle school students.

Measures: Daily schedules, classified evaluation tool

People assigned: Part time staff

Start date: 8/27/12

End date: 6/7/13

Funding Source	Related Expenditure	Estimated Costs
SBX3 4 Flex	Hourly wage	\$3,320

Library Books & other Media

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Purchase high-interest titles to enhance the library collection of books, books on tape, and video.

Measures: Availability of books and media for checkout.

Personnel assigned: Library technician

Start Date: 8/27/11

End Date: 6/7/12

Funding Source Costs	Related Expenditure	Estimated
SBX3 4	Library Books, media	\$ 1,620.00

Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: Provide professional development opportunities to teachers in the areas of reading/language arts and opportunities to collaborate around student assessment and instructions.

Measures: Improved student performance as evidenced by CST, STAR and local assessments

People Assigned: Principal & Staff

Start Date: 8/27/12

End Date: 6/7/13

Funding Source	Related Expenditures	Estimated Costs
Title II	Registration Fees and Stipends	\$ 2,000.00
SBX3 4	Registration Fees/ Substitutes	\$ 1,000.00

GOAL: ENGLISH LANGUAGE DEVELOPMENT

Goal Statement

To increase the proficiency levels of all English Learner students by one level as measured on the 2011 CELDT

Student Group

English Learners

Performance Gains

All English Learners will gain one proficiency level annually.

Means of Evaluating

CELDT

Description of Specific Actions to Improve Educational Practice

Means of Achievement: Increased educational opportunity

Task: Provide supplemental instruction to EL students

Measures: CELDT, CST ELA, ongoing classroom monitoring

People assigned: EL instructional aide, classroom teachers

Start Date: 8/27/12

End Date: 6/7/13

Funding Source	Related Expenditures	Estimated Costs
EIA	as needed	\$ 3,000

GOAL: MATHEMATICS

Goal Statement

To increase the percentage of students scoring proficient or advanced by 5 percent as measured on the 2012 CST in mathematics

Student Group

School-wide
Socio-economically disadvantaged
English Learner

Performance Gains

The percentage of students scoring proficient or higher (school-wide) will increase from 40% (May 2012) to 45% (May 2013)

Description of Specific Actions to Improve Educational Practice

- Implementation of daily timed tests within math classes designed to maintain basic math skills throughout the year and identify students that may continue to need remediation
- Hired an instructional aide to work within the math class to do immediate one on one remediation with students with low performance on daily timed tests
- Implemented the online MathScore curriculum to provide a method for doing benchmark assessments through out the year.
- Implemented a twice weekly Math Remediation course for students performing at more that one grade level deficit. 15 students have been enrolled in the course. During the first 6 months of the year, they have progressed from an average grade level of 3.5 up to 5.5. Two students have been fully remediated and exited from the program.
- Implemented an iPad class lab on with a one per student ratio for use in math and science classes. This gives students access to the MathScore curriculum and a number of other apps for increased mathematics and algebra comprehension.

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

STATE PROGRAMS

Economic Impact Aid/English Learner Program **Amount: \$ 1,000**

Purpose: Develop fluency in English and academic proficiency of English learners

SBX3 4 **Amount: \$ 7,548**

Purpose: Increase academic achievement.

Purpose: Improve school response to educational, personal, and career needs of all students

Purpose: To increase academic achievement by improving teacher and principal quality.

Purpose: To increase academic achievement by providing smaller group instruction opportunities for students who are experiencing difficulties in core subjects.

This is the fund where many State Categorical Programs were combined. The district has restricted site use of many of these funds.

FEDERAL PROGRAMS

Elementary and Secondary Education Act:

Title 1: School-wide Program **Amount: \$ 6,900**

Purpose: To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.

Title II: Teacher Quality **Amount: \$ 3,000**

Purpose: To increase academic achievement by improving teacher and principal quality.

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Derek Cooper	X				
Susan Baker		X			
Camille Alfred		X			
Lenny Garcia			X		
Laural Colberg				X	
Numbers of members of each category	1	2	1		

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

¹ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

Derek Cooper _____
Typed name of school principal Signature of school principal Date

Typed name of SSC chairperson Signature of SSC chairperson Date

SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT
LOYALTON HIGH SCHOOL

46-70177-4634259
CDS Code

Date of this revision: January 2013

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the Consolidated Application and NCLB Program Improvement into the *Single Plan for Student Achievement*.

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Marla H. Stock
Position: Principal

Telephone Number: (530) 993-4454
Address: PO Box 37, Loyalton, CA 96118

E-mail Address: mstock@spjUSD.org

Sierra-Plumas Joint Unified School District

The District Governing Board approved this revision of the School Plan in February 2013.

SINGLE PLAN FOR STUDENT ACHIEVEMENT 2012-2013 EXECUTIVE SUMMARY

School: Loyalton High School

Number of Students: 109

Number of Teachers: 8.375

1. School-Wide Focus Areas

- School-Wide Literacy
- Math Proficiency
- Response to Intervention
- Attendance
- Facilities and Environment
- Textbook Adoption Process
- Professional Development

2. School Profile Highlights

- Core classes are aligned with the California State Standards.
- Professional development activities include scheduled opportunities for working as a Professional Learning Community.
- Academic support in English Language Arts and Math is provided for students whose progress in core classes is at risk.
- Language! courses offer intensive intervention to students testing more than two grade levels behind their current placement in English Language Arts.
- Academic support in math is provided for underperforming students in all levels of math.
- The alternating eight-period schedule and the small class sizes allow for daily Algebra 1 and Standards Based Math classes in our schedule.
- An intervention aide provides support during the regular school day and at lunch.
- Intervention teachers provide support during classes.
- The alternating eight-period schedule with a daily flex period allows schedule offerings similar to previous years despite a cut in staffing and also provides time in the school schedule for school-wide activities directed at improving school culture and meeting school goals.

- California Scholarship Federation tutoring provides support for students after regular school hours.
- Students enrolled in AVID classes receive tutoring in their classes on a twice-weekly basis.
- Participation in the TRiO program in cooperation with Feather River College promotes a college-going culture at Loyalton High School.
- The PSAT is offered on site to juniors, sophomores, and freshmen to promote academic achievement and college preparation.
- Four-Year Planning provides the opportunity to meet with all parents of students in grades eight through eleven to plan their academic courses of study and post-high school plans.
- SmartBoards are installed in most classrooms, and on-going training is provided to assist teachers in using the technology.
- Opportunities for collaboration across disciplines and grade levels are embedded in the school calendar or schedule.
- Senior AVID (Advancement Via Individual Determination) classes focus directly on preparing students to achieve their maximum academic potential by preparing them for advanced academic studies and assisting them with obtaining financial aid.
- A wide range of extra- and co-curricular activities supports the academic program.
- Courses of study are aligned district wide and adopted by the Board of Education.
- A mobile computer lab can be used throughout the school to provide student groups access to technology and on-line research sources.
- An agreement with Barstow Community College is making college vocational and academic courses available to Loyalton High School students free of charge.
- College planning, AVID, and financial aid programs continue to encourage students and families to seek higher education and/or training programs. The college planning and financial aid program is offered in Spanish as well as English.

Barriers

- Loyalton High School schedule may not allow all students to access classes desired to meet academic goals.
- Transportation adversely affects student involvement in extracurricular activities.
- It is difficult financially and logistically to replace and purchase necessary equipment and to train teachers and staff to use state-of-the-art technology in the classrooms.

- There is a lack of local or nearby professional development that addresses the needs of the staff.
- Declining enrollment continues to cause reductions in funding, making it more difficult to maintain a comprehensive academic program with a variety of vocational and elective options.
- Students with behavior issues continue to challenge the staff to develop procedures to reduce disrespect and disruption in the classroom.
- Many students do not complete homework assignments on a regular basis.
- The school community is struggling with promotion and maintenance of parental involvement.
- Teachers have multiple class assignments that require extra time for planning.
- The shrinking school staff requires more time per teacher for advising and supervising school activities and makes it difficult to maintain the variety of extra- and co-curricular activities historically offered to LHS students.
- Absences and missed class time due to athletics, field trips, and student activities continue to challenge administration and staff.

Actions

- Data analysis and benchmark resources will be expanded through the purchase and implementation of STAR Math and STAR Reading.
- Distance learning equipment and computers are available and may be used to support present curriculum and provide enrichment courses that are not offered in our school schedule.
- New computers will be purchased to replace discarded computers and to provide additional computers for teacher and student use.
- The school server will be replaced, and student accounts will be set up to make file management seamless between classrooms throughout the school.
- Communication with parents will be timely and proactive in setting and tracking student academic goals.
- Professional development will be supported to allow teachers to improve their teaching skills. The Master Teacher program will be continued to offer weekly access to professional development topics.
- Accelerated Reading has been implemented to promote reading throughout the school.
- Study Halls were provided in the schedule to encourage students to complete homework assignments before leaving school and to provide study time.

- Maintenance and beautification of the school facilities will continue on an on-going basis.
- Peace Mediators will be supported to provide students opportunities for leadership and problem solving.
- Frequent walk-throughs will encourage improved student behavior and on-task percentage.
- Study Hall assignments may allow teachers to use the period as additional planning time to enhance instruction in their other courses.

3. Overview of Data Analysis

- Of the 2012 graduating class, 56% met the UC/CSU admission requirements.
- All 2011-2012 seniors met the CAHSEE requirement before graduation in June.
- Loyaltan High School met its AYP goals.
- Loyaltan High School did not meet its API growth target but remained safely above the 800 threshold at 806.
- Our Hispanic/Latino subgroup API remained relatively at 791, our White subgroup dropped to 803, and our Socioeconomically Disadvantaged subgroup moved up to 820.

4. Goals Based on Data Analysis

- Continue to develop strategies to provide additional academic support in the area of reading comprehension.
- Continue to develop strategies to provide additional academic support in the area of mathematics.
- Closely track attendance and involve parents, students, teachers, and other support personnel to improve student attendance.
- Utilize RTI to work on solutions for student behavior, attendance, and academic deficiencies of students.
- Continue to employ an EIA/ELL Aide to work with English Language Learners.
- Continue to provide an academic adviser, career specialist, and transition coordinator to work individually with all seniors on transition plans to higher education, training programs, or careers.
- Continue to schedule core intervention classes into the school schedule to allow for remediation and academic support where needed.
- Continue to offer professional development to support these goals.

5. Professional Development Plan

- Develop a Professional Development Plan to assist teachers in working data analysis.
- Offer Professional Development to assist AVID and Advanced Placement teachers.
- Train teachers in Response to Intervention techniques, classroom management, and technology.
- Schedule and promote district curricular collaboration through the use of video conferencing equipment, release time, minimum days, and/or other digital means.
- Offer faculty to request and attend curricular specific professional development.
- Offer professional development to increase use of technology in the classrooms including SmartBoard training.
- Allow athletic director to attend training programs offered by CIF.
- Provide Professional Development to paraprofessionals to increase their effectiveness with students.

6. School Leadership

- The principal maintains the role of instructional leader.
- The principal monitors student attendance, behavior, and achievement and thereby assists students in improving academic performance.
- The principal maintains regular, productive communication with parents, teachers, and students.
- The principal supports and leads the staff in school improvement strategies and meeting WASC recommendations.
- The principal meets regularly with staff to maintain positive communication and an academic environment that promotes student learning.
- The principal allocates school resources based on recommendations of the School Site Council and ensures that School Site Council members are trained and actively involved in oversight of the school's funds.
- The principal shares student successes with the learning community on a regular basis.
- The principal oversees the operation of the school facilities to ensure that an optimal learning environment is maintained.
- A teacher-in-charge is employed to meet site needs in the absence of the principal.

Sierra-Plumas Joint Unified School District
Single Plan for Student Achievement

Loyalton High School
 School Demographics for 2012-2013

School Enrollment	109
Percent Economically Disadvantaged	44.95%
Percent English Learners	3.66%
Ethnicity	
African American	1.8%
American Indian/Alaskan Native	1.8%
Asian	0.9%
Caucasian	77.9%
Hispanic	17.6%

**Loyalton High School
 Academic Performance Index (API) Growth**

	2011 Base API Actual	Growth Target for 11-12	2012 API Actual	2011-12 Growth Actual	Goal Met
School-wide	819	Above 800	806	-13	Yes
Hispanic/Latino	790	N/A	791	+1	N/A
White	823	N/A	803	-20	N/A
Socioeconomically Disadvantaged	797	N/A	820	+23	N/A

Single Plan for Student Achievement

School Profile

Loyalton High School is located in Loyalton, California, near the communities of Sierra Brooks, Sierraville, Beckwourth, Chilcoot, and Vinton. This school is one of six in the Sierra-Plumas

Joint Unified School District. The present Loyalton High School site has been opened since 1959. The school serves approximately 109 students in Grades 9-12.

Loyalton High School staff includes: 1 Administrator, 1 School Secretary, 8.375 full-time equivalent (FTE) Regular Education Teachers, and 1 Special Education Teacher. Two of the teachers work part-time for the William R. Rouse Regional Occupation Program and one teacher has accepted the responsibility of Academic Adviser equating to .125 FTE. The school also employs the following part-time employees: one Instructional Aide, one Intervention Aide, one Library Aide, one Workability Coordinator, one Career Specialist, and one EIA/ELL aide. We also have one Custodian and one Maintenance person, both hired full time. Support personnel provided by the Sierra County Office of Education include a Speech Therapist and School Psychologist.

An attendance-monitoring program has been established district-wide and on site. Our school secretary and administrator monitor attendance. The office staff helps families by providing information about available resources, as well as addressing student attendance issues with parents and students, including the School Attendance Review Board (SARB). SARB is comprised of school officials, a parent, a probation representative, a mental health representative, the District Attorney, and the sheriff. SARB is poised to solve situations where school attendance has become a problem and is affecting student achievement. All schools in the Sierra-Plumas Joint Unified School District have implemented Power School, a student information system. Parents and students have access to attendance data and grades through the Internet.

Response to Intervention (RTI) teams are designed to meet the needs of each student requiring intervention for academic achievement, attendance, or behavior. Membership typically includes the designation RTI staff coordinator, student, parents, teachers, principal, instructional aides, and special education teacher, but membership varies depending upon the student needs. At SST meetings, a student's strengths, weaknesses, short- and long-term goals, and expected outcomes are documented as specifically as possible. Parent input is always encouraged. During RTI, an action plan is developed to assist students with identified goals. A follow-up meeting can be scheduled to assess the effectiveness of the action plan. Informal monitoring occurs on at least a weekly basis. RTI may recommend special education testing when necessary and/or appropriate and can recommend alternative educational placements such as continuation high school or independent study. This is a vital part of our Response to Intervention (RTI) plan.

The School Site Council (SSC) is composed of the principal, three parents, three students, four teachers, and one support staff. The SSC is charged with implementing this Single Plan for Student Achievement and ensuring that all students have access to the core curriculum, that the program of support services is coordinated to minimize duplication and maximize effectiveness, and that school funding is used appropriately to meet the school's mission.

The success of Loyalton High School can be measured by results on the STAR test, Annual Yearly Performance indicator (AYP), results on the California High School Exit Exam (CAHSEE), and the Academic Performance Index (API) as compared to other schools of similar nature and size. We exceeded the required 800 API score in 2012, all of our seniors met the

CAHSEE requirements prior to graduation, and a majority of the graduation class of 2012 met UC/CSU entrance requirements. In 2012 Loyalton High School received a full six-year accreditation from the Western Association of Schools and Colleges (WASC); copies of the accreditation report are available in the school office.

1. Alignment of curriculum instruction and materials to content and performance standards:

The district has adopted the state-approved curriculum in Career Technical Education, English Language Arts, History/Social Science, Mathematics, Physical Education, Science, and Visual and Performing Arts. The governing board has approved all courses of study and syllabi for courses taught at Loyalton High School. Teachers use materials to assure that students receive instruction in all curricular areas based on California's performance standards. All Loyalton High School students are expected to master course standards in order to earn appropriate credits and to meet graduation requirements.

In all curricular areas Loyalton High School is using state-recommended and/or district-approved textbooks. The texts are aligned with the Sierra-Plumas Joint Unified School District adopted curriculum and California state standards. In the spring of 2005, math and science textbooks were adopted and purchased for the 2005-2006 school year. Science lab equipment was purchased for the 2005-2006 school year and updated again in 2010 with USDA grant funds to meet compliance with the Williams Act and to ensure that science equipment was available to meet science standards. The district's English Language Arts committee met during the 2005-2006 school year to adopt standards-aligned textbooks, but new curriculum was not purchased at that time. World History textbooks were purchased for the 2010-11 school year and Spanish books were purchased during the summer of 2011. Any reported shortage of texts is dealt with immediately; there is a textbook for each student in each core subject in keeping with the requirements of the Williams Act.

All textbooks used in the Honors and Advanced Placement (AP) courses meet UC/CSU requirements. All Advanced Placement teachers at Loyalton High School have attended week-long training courses in Advanced Placement strategies and submitted their curriculum to the College Board for approval. AP Chemistry students received new textbooks in September 2011. Loyalton High School currently offers AP Studio Art 2D and AP Calculus AB annually. AP English Language and Composition and AP English Literature and Composition are offered on alternating years, as are AP Biology and AP Chemistry, as staffing is available. We also offer Honors Trigonometry/Advanced Math Topics and Honors Spanish 3, 4, and 5. Other Loyalton High students take AP and Honors courses by correspondence or through accredited high school online and/or correspondence programs.

2. Availability of standards-based instructional materials appropriate to all student groups:

The goal of our instructional program is to ensure access to standards-based curriculum and instruction so all students can make satisfactory progress toward acquiring the standards. All students have equal access and opportunity to master grade-level standards. Funding is available to purchase standards-based instructional materials each year in the core content areas.

Students identified with special needs have an Individualized Education Plan (IEP). Each plan is written by the IEP team and specifically designed to meet the student's academic needs. Special education teachers use standards-based materials to assist each student in meeting his or her educational goals. In addition, each student at Loyalton High School is mainstreamed into the general education setting for at least part of each day. With the support of special education personnel, all students are given the opportunity to access and master grade-level standards. Targeted instruction is provided to all students with disabilities to assist in meeting graduation requirements and passing the California High School Exit Exam. Regular education staff works collaboratively with special education staff to ensure that all students with disabilities have access to No Child Left Behind (NCLB) compliant teachers in core subject areas.

English Language Learners (ELL) are also mainstreamed into core classes. All teachers at LHS hold BCLAD (Bilingual Cross-cultural Language and Academic Development), CLAD (Cross-cultural Language and Academic Development), or SDAIE (Specially Designed Academic Instruction in English) certification. Teachers use standards-based materials and instructional strategies in order for ELLs to master the curriculum. A part-time bilingual aide works district wide and assesses English proficiency.

3. Alignment of staff development to standards, assessed student performance, and professional needs:

Student achievement and staff needs are evaluated on a yearly basis. The District Advisory Committee (DAC) allocates funds to support staff development during the school year. Past training has included:

- Reading and literacy training
- Writing across the curriculum strategies
- Alignment and development of local assessment tools with state standards
- Technology training
- Strategies and techniques for teaching diverse student populations
- Training in the content areas
- Classroom management
- SmartBoard Training
- Advanced Placement Training
- AVID teacher and tutor training
- Math and Science curriculum training
- Direction instruction training
- Administrative training
- Use of Edusoft and LinkIt for assessing student academic progress

The district offered SmartBoard training in August 2012, especially in the development of activities for curricular delivery using the SmartBoards. Two sets of SmartBoard student response clickers were purchased for LHS use and inservice will be provided to train teachers to design activities that use the student response mechanisms. Additional professional development priorities include preparing staff in effective Response to Intervention strategies and the use of standards-based research-based intervention materials.

4. Services provided by the regular program to enable under-performing students to meet standards.

At Loylton High School all students participate in assessment programs. Student assessment data from the state-mandated STAR and CAHSEE programs are analyzed at the beginning of each school year and when results arrive throughout the year. The underperforming students are targeted for intervention. Students are provided with a wide variety of academic support options including lunch tutoring, one-on-one intervention with teachers, and core intervention courses. These support strategies are designed to assist students in meeting the core standards. This year we purchased STAR Reading and STAR Math to use as school-wide assessments. An EIA/ELL aide was hired to provide one-on-one tutoring in math and the use of the IPass program.

At RTI meetings, members collaborate to help underperforming students meet the state standards and meet teacher expectations. The team can include classroom teachers, instructional aides, special education staff, parents, students, the RTI staff coordinator and the principal. As a result of these meetings, students may be referred for special education assessments, counseling, 504 planning, and/or tutoring. A plan is developed at each meeting to assist the students in meeting course standards. RTI records for behavior and/or academic support are maintained by the RTI staff coordinator.

5. Services provided by categorical funds to enable under-performing students to meet standards.

Loylton High School provides extensive services to students to enable them to access the core curriculum. While many of these supports were originally funded with categorical funding, many of the categorical accounts were moved into flex spending to allow school districts to maintain programs and services during this period of declining enrollment and funding.

- a. Assistance is provided to students striving to pass core classes and the CAHSEE both during instructional time and outside the instructional day. Students can access tutoring during lunch and after school by appointment with staff members. Instructional Aides work directly under the supervision of credentialed teachers and the school administrator. The EIA/ELL aide provides one-on-one tutoring for targeted students during the school day. Two teachers provide core intervention courses to assist students with academic improvement in core subjects as needed.
- b. Supplemental materials are purchased to assist teachers in designing and implementing curriculum that provides all students access to course standards. Much of the funding for instructional materials and supplies comes from Lottery Prop 20 revenue and funding that has been moved into the flex spending accounts. These materials assist teachers in preparing scaffolding activities to give support to students needing extra assistance with course standards. In spring 2011, English Learner funds provided materials to assist in intervention and CAHSEE prep with English Learners at Loylton High School.
- c. The Career Technical Education Program continues to be supported by Sierra County Office of Education. In addition, the district continues to provide financial support to

purchase materials and supplies for vocational classes that support the core curriculum through hands-on application of standards. Through these courses all students are able to access the core vocational curriculum that prepares them for entry-level skills training through the William R. Rouse Regional Occupational Program (ROP).

- d. Agriculture Incentive funding provides for materials and supplies for the LHS Agriculture courses. LHS students who meet the Agriculture Completer requirements receive graduation credit for two years of science. This helps many students meet graduation requirements through hands-on acquisition of the science and math standards. During 2010-11 PLC meetings, the district math/science curriculum team changed the Ag Completer benefits to match core curricular standards in science and math. At this time, Ag Completers no longer receive math credit towards graduation. Ag Completers do receive credit for one year of life science and one year of physical science and meet the district graduation requirements. In addition, Ag Science 1 students take the CST Earth Science test and Ag Science 2 students take the CST Biology test. Students completing a third year of agriculture will take an appropriate CST science exam during their junior year.
- e. While the majority of Title I funding is spent on salaries for teachers of intervention courses and instructional aides, funding is also being provided for a parent newsletter that will be sent home to parents with progress reports and report cards. Our hope is that parents will become more involved in the education of their child(ren) and thereby provide additional academic support to the under-performing students. Title I funding also supports parent involvement programs that we hope to expand during 2012-13.
- f. Drug Free funding was spent to purchase the LHS Student Handbooks. These handbooks provide students with an easy reference to school attendance and behavioral expectations as well as a method to keep track of class assignments. Often an RTI team recommends that Student Handbooks be used as homework logs, which are checked by intervention teachers or aides. Student athletes are provided with the use of sports bags during their seasons of sport that have been provided by Drug Free/Tobacco Free funding.
- g. Several categorical funds are used to provide teachers and instructional aides professional development to support and enhance effective instructional practices. Some of these funds require that professional development be provided to assist the teachers and aides in using technology to support the students. This year several software programs have been purchased with categorical funds that will assess student needs and individualize a practice plan to meet the needs. Teachers and aides will be trained in the use of these standards-based, research-proven programs as effective responses to intervention needs.
- h. Title VI Small Rural School Achievement Program funding is being used this year to provide students with updated technology resources and field trip opportunities. The Physical Education students were able to travel again to Truckee for a day of water safety training and instruction at the Truckee Pool.

- i. Categorical funding ensures that the California High School Exit Exam (CAHSEE) is administered properly and that students who do not pass the exam in their sophomore year have materials to prepare for future exams. Last year CAHSEE prep books for both English Language Arts and Mathematics were purchased for use in intervention classes. We also extended our Study Island contract for individualized CAHSEE prep in the classroom and at home through the Internet. Professional development on Study Island was provided to instructors who use the software program in their classes.
- j. The School and Library Block Grant funds have been moved to the flex funding but funds are used to pay the salary of a Library Aide who maintains the LHS library and makes it accessible to students. The Aide also provides computers for use in research and completion of classwork.
- k. Funding for William R. Rouse Regional Occupational Program (ROP) courses at LHS continues to provide for entry-level job training for students age 16 and above or juniors and seniors. This training is invaluable for students who wish to enter the work force part-time while enrolled in school or full-time upon graduation. These courses are aligned to the Career Technical Education (CTE) Standards and support the core curriculum. This funding has been moved to the flex accounts, but the Sierra County Office of Education continues to support CTE programs. This year our Career Technical Education program has been extended to offer a course of introductory agriculture to Loyalton Middle School students.

With many of the categorical funding designations changing to the general fund through the state budget revisions, the School Site Council will continue to budget according to the needs of the school and students regardless of the changes in designation.

6. Use of the state and local assessments to modify instruction and improve student achievement:

Both state and local assessments are used to inform instructors and to address individual student gaps in academic performance. Early each year, state assessment results are analyzed by the LHS staff at faculty meetings. Assessment data from the CAHSEE and STAR programs are used to identify students for specific intervention. Loyalton High School staff review data as well as other measures on an ongoing basis to identify students who are in need of intervention. Students who do not pass the CAHSEE during the census or sophomore year are placed in appropriate intervention classes during their junior and senior years or until they receive a passing score on both sections of the exam.

District and site level staff also utilize STAR data to identify areas of weakness within the curriculum. Poor showing in math, social studies, and science prompted the district to adopt standards-based textbooks in those areas to address the apparent curricular gaps. Funding for professional development in math and science also continues to be a priority due to test scores and the program improvement status of the elementary and middle schools.

Teachers also utilize local measures such as standards-aligned tests and projects to determine where intervention may be needed. The staff uses this information to create class activities to

support struggling students and to challenge students who demonstrate advanced proficiency. Students who repeatedly fail to make satisfactory progress are referred to RTI.

In the fall semester of 2012, we purchased Accelerated Reader and STAR Reading to use in our literacy efforts. All students participated in the assessment, which provided an individual assessment of achievement of ELA standards for every student at LHS. In addition, the STAR Reading assessment places students in a reading range that identifies the most appropriate level of books for increasing reading comprehension and overall reading achievement. STAR Reading assessments will be administered to students at least four times a year while they are enrolled in our school and will serve as our school-wide ELA benchmark assessment.

STAR Math was also purchased in the fall semester of 2012 and will be implemented in January 2013 as our school's math benchmark assessment program. All students will be assessed at least four times a year in the future to provide data on achievement of the math standards and to identify students who need intervention to succeed in meeting graduation math requirements.

As textbooks in other classes are purchased and as we transition from CST STAR testing to Common Core testing, we will implement textbook-company prepared benchmark assessments whenever available to ensure that students are achieving the course specific standards. Over time, the data provided by these benchmarks will provide teachers data to improve their instruction and student learning.

The Principal monitors individual student progress through meetings with students, grade checks, attendance tracking, and use of district assessment programs. The Principal also participates actively in RTI and IEP meetings.

Sierra-Plumas Joint Unified School District and the Sierra County Office of Education also support Loyalton High School students. A part time district testing coordinator works closely with the school to provide support for student assessment. The SELPA (Special Education Local Plan Area) Director works with staff in developing responses to intervention for students not making satisfactory progress in meeting academic standards. A District Technology Coordinator works to ensure that computer equipment is meeting the needs of students and trains teachers in use of specialized programs. LHS students have access to counseling services provided by the district psychologist. All of these services are important to student success at LHS.

7. Number and percentage of teachers in academic areas experiencing low student performance:

Based on 2012 STAR scores General Math shows that of the three students tested, one scored Far Below Basic, making the total Below Basic or Far Below Basic above 30 percent. In addition, Algebra 1 had 31%, Geometry had 41%, Algebra 2 had 30%, and Summative High School Math had 46% of students scoring Below Basic or Far Below Basic. This year was the first year we required Agriculture Science 1 students to take the Earth Science test even though they only have a short instructional unit on the Earth Science standards. Earth Science results show that 39% of the students scored Below Basic or Far Below Basic largely due to this being the first year that we instituted Earth Science testing in Agriculture Science 1. The number of

teachers with core subjects where 30% or more of the students scored Below Basic or Far Below Basic is four.

8 Family, school, district, and community resources available to assist these students:

Loyalton High School teachers open their classrooms before and after school so students may complete homework and get assistance. The school also provides tutoring at lunch and after school by appointment. Loyalton High School remains committed to promoting a college-going culture by offering AVID classes in the school schedule and remaining AVID certified.

Intervention courses are being offered at Loyalton High School to assist students needing remediation in English Language Arts and mathematics. Students are able to access the services of the Resource Specialist, Intervention Teacher, and Instructional Aides without IEPs once they have been identified as needing specific remediation. All available resources are brought to the table at RTI meetings and as RTI plans are written and revised. The Language! program was implemented more fully during the 2009-2010 year as students were assessed early in the school year if they had scored Below Basic or Far Below Basic on the ELA portion of the 2009 STAR exam. Two Language! instructors are trained and students were assigned double blocks of instruction. Some of these students were granted English 9 credit for their participation in this program. This program has continued at Loyalton High School.

Math Intervention and CAHSEE Math is offered during a period at LHS to students who need extra assistance passing Algebra 1 or the CAHSEE Math portion. In addition, STAR Math was purchased in December 2012 to serve as a means of identifying students with special needs in math at all levels offered at LHS. A math intervention class has been implemented on a daily basis to provide students with intensive math intervention who are two or more years behind in acquisition of math standards.

Staff, parents, and students can access class assignment information and grades through PowerSchool over the Internet. Parents receive their password information each time a progress or grade report is mailed home – eight times a year. These passwords do not change to make it easy for parents to keep close watch over their child(ren)'s academic progress. This program makes it easier for parents and staff to respond to needed intervention before too much time has passed. Many LHS coaches require students to maintain passing grades throughout the season; PowerSchool has made it possible for coaches to easily receive grade reports.

Loyalton High School has offered a limited independent study summer school program for students who have failed English and/or social studies courses during the regular school year in order to allow for athletic eligibility in the fall. The curriculum is designed to meet the needs of "at risk" students and enable them to make satisfactory progress toward meeting grade level standards. Summer school is not mandatory and is not offered every year. In addition, AVENTA Credit Recovery courses are offered in the LHS schedule for students who need to make up credits during the school year to stay on their graduation plan.

The Family Resource Center offers parenting classes to both parents of students and students who are parents. Courses are designed to assist parents with discipline strategies and balancing

competing needs. In addition, some students have accessed the Family Resource Center anger management and adolescent relationship programs. Other county and community programs support students who are dealing with substance abuse in their homes and families.

Sierra County Mental Health lost its Intervention Specialist just prior to the beginning of the 2009-2010 school year and this person has not been replaced. The district school psychologist is filling this need and provides group and one-on-one counseling sessions.

Loyalton High School offers an Independent Study Program (ISP) to students who wish to participate in this full-time alternative program. The ISP teacher is provided by the district and works closely with LHS teachers and administrator to ensure smooth transitions in and out of LHS as needed. Short-term ISP is handled internally by LHS staff and administrator.

9. School, district, and community barriers to improvements in student achievement:

Loyalton High School is a rural school suffering many of the same issues as rural schools across the nation. Because of the location of LHS in the Sierras near the Nevada border, additional challenges are faced. The district is experiencing declining enrollment, and with declining enrollment comes a reduction of funds to operate programs. In addition, the demise of Forest Reserve Funds that historically provided a significant portion of our district's budget continues to be a concern. With these two events, some changes have taken place at Loyalton High School that may become barriers to improvements in student achievement over time.

- Loyalton High School changed from an eight-period alternating block schedule to a seven-period daily schedule during the 2006-07 school year. This change resulted in a decrease in overall sections offered to LHS students and increased class sizes of some of the core academic subjects. Because of further staff reductions, we returned to the alternating eight-period block schedule during the 2010-11 year. Some teachers do not like the reduced class time that is the result of the new schedule.
- Decrease in enrollment resulted in a reduction of teaching staff, further limiting courses available to students. For instance, we were unable to offer an AP science class during 2010-11 and 2012-13 because of a science teacher's taking a leave and subsequently resigning. This trend may continue depending upon staffing and budgeting. We are now alternating some of the English offerings such as English 11 and 12.
- Aligning schedules with Loyalton Middle School helped with articulation in math between the two schools but further limited sections available for LHS students and contributed to increased class sizes in math. During 2010-11 staffing formulas did not allow sharing of staff between the two schools. This caused a lack of continuity in math instruction and has been the topic of discussion at district meetings. It is being proposed that the high school consider sharing of staff again in future years. Vocational education is sharing one staff member during the 2012-13 year. The school board approved the combining of Loyalton Middle School and Loyalton High School in the 2013-14 school year. This will allow for consolidation of administration and sharing of staff, but we have yet to determine what the longer-term effects will be on either school.

- There is a lack of nearby professional development to provide training for staff in California standards curriculum. Travel for relevant professional development is expensive and often treacherous during winter months.
 - Because district schools are separated by miles and geographic barriers during winter months, opportunities for collaboration across disciplines and grade levels are challenging. Efforts have been made to use distance methods to communicate during curricular meetings with mixed results.
 - Recently a greater portion of our student population is transient. Students who move into our program more often than previously come with standards deficiencies that are difficult to assess and meet.
 - The many students who use school transportation daily have difficulties accessing after-school tutoring and participating in extracurricular activities.
 - Loyaltan High School faces the typical challenges of a school in a socio-economically depressed community: lack of parental involvement in education, lack of health care, absenteeism, child neglect, and family instability.
10. Limitations of the current program to enable under-performing students to meet standards:

The lack in funding and sharing of staff and students with Loyaltan Middle School has created challenges in meeting the needs of under-performing students. Many items on the list above are evidence of limitations of the current program to meet the needs of under-performing students. However, with similar challenges facing us in the future, we are by necessity forced to continue seeking creative ways to meet the needs of all our students.

Single Plan for Student Achievement Schoolwide Action Plan

English Language Arts and Mathematics

Area: *To continue to develop strategies to provide academic classroom support especially in the areas of literacy and mathematics.*

Growth: *Loyalton High School will increase the number of students scoring proficient or above on the CST English Language Arts and subject mathematics tests by five percent as compared to the 2012 CST scores.*

Rationale: *To provide students with stronger literacy and mathematics skills to meet their present and future academic, vocational, and personal needs.*

ESLR Link: *Knowledgeable, Critical Thinkers, and Effective Communicators*

Means of Achievement:

1. Offering core intervention in the school schedule to assist students with foundational language arts and math skills to enable them to successfully access the core curriculum.
2. Upkeep of mobile computers and purchase and implementation of SmartBoard student response systems at Loyalton High School.
3. Purchasing a math intervention program to assist students with foundational mathematics skills to enable them to successfully access the core curriculum.
4. Scheduling daily Algebra 1 (called Algebra 1 and Math Lab) and English 9 (called English 9 and English Lab) whenever possible to offer more time for mastery of math and English standards.
5. Mandating enrollment in core intervention for students in Grades 11 and 12 who have not passed one or both sections of the CAHSEE.
6. Providing Title I and EIA/ELL aides to assist students in gaining foundation skills needed to successfully complete core classes and to pass the CAHSEE by offering tutoring in class and during lunch.
7. Motivating students to increase time spent in reading by providing materials for reading in Flex and implementing the Accelerated Reader program at Loyalton High School.
8. Implementing quarterly STAR Reading and STAR Math benchmark assessments.
9. Maintaining a vocational program that provides students with opportunities to apply and enhance the core academic skills in hands-on vocational settings.
10. Adopting schoolwide note taking strategies, vocabulary worksheets, and concept organizers.

11. Developing mathematics course flow chart and placement protocol documents in order to better align course sequence and placement to address student needs.
12. Scheduling for core intervention in English and mathematics to address needs of students who are more than two grades levels behind or who scored Far Below Basic on the most recent standardized test.
13. Developing or acquiring CAHSEE preparation bellwork materials and encouraging implementation by all mathematics teachers.
14. Requesting that the district reinstate a textbook adoption schedule to allow for purchase of textbooks on a regular basis, which will enhance educational opportunities for students and more closely align course content with current curriculum standards.
15. Updating grades weekly on PowerSchool to effectively communicate achievement to stakeholders, parents, and students and to involve students in their achievement.

Funding Source: EIA/ELL funding, Title I Part A, Title VI, Part B Rural Education Achievement Program, Agriculture Incentive Block Grant

Categorical Funds: \$ 15,600

Implementers: Administration, Staff, Technology Coordinator, District Testing Coordinator

Timeline: Ongoing

Means to Assess: Comparison of CST scores in mathematics and ELA from 2012 to 2013, school schedule, classroom checks, and annual review of action plan at faculty meetings

Professional Development

Area: *To offer training to the faculty and staff at Loyalton High School to foster professionalism and collaboration, to further develop the craft of teaching, and to enhance the love of learning and teaching that originally led them to careers in education.*

Growth: *Loyalton High School will meet its API growth for 2013 and meet expected goals in all areas of the AYP.*

Rationale: *To provide students with the academic and vocational skills needed to become productive, successful workers and community members.*

ESLR Link: *Knowledgeable, Critical Thinkers, and Effective Communicators; Effective Communicators*

Means of Achievement:

1. Providing professional development opportunities to staff in the areas of assessment and course design.
2. Providing funding for teachers who are planning to teach or teaching Advanced Placement courses to attend AP Institute workshops.
3. Scheduling minimum days to allow all teachers to participate in district Professional Learning Communities activities.
4. Offering professional development to all staff in the use of SmartBoard technology.
5. Providing funding for AVID staff to attend AVID seminars and workshops.
6. Increasing professional development opportunities for mathematics staff.
7. Providing funding for school team to attend the Expository Reading and Writing Program through California State University, Sacramento, at Sacramento County Office of Education.

Funding Source: Title I, Part A Schoolwide Program

Categorical Funds: \$ 4,000

Implementers: Administration, Staff, Business Manager

Timeline: Ongoing

Means to Assess: API/AYP annual review, annual review of action plan at faculty meetings, annual preparation of Single Plan for Student Achievement

Core Intervention Enrollments

Area: *To continue to ensure that placement in Core Intervention and Math Intervention courses is limited to students with specific academic needs determined by student grades and/or standardized test scores.*

Growth: *Loyalton High School seniors will all meet the CAHSEE requirements prior to graduation, and Loyalton High School will achieve its API/AYP goals in 2013.*

Rationale: *To ensure academic progress for all students toward meeting their individual academic goals and the school's overall academic goals.*

ESLR Link: *Knowledgeable, Critical Thinkers, and Effective Communicators; Effective Communicators*

Means of Achievement:

1. Evaluating student report cards at the end of each semester and making appropriate course placements.
2. Annual review of CST results to accurately place students who score Below Basic or Far Below Basic in ELA or mathematics in core intervention courses to provide indicated need for support.
3. Working closely with Loylton Middle School teachers prior to four-year planning in the spring for incoming ninth grade students to determine proper placement of students in core intervention classes.
4. Using intervention materials and software programs - such as provided with Language! and Study Island - to accurately assess student placement in core intervention classes.
5. Mandating enrollment in CAHSEE Prep for students in Grades 11 and 12 who have not passed one or both sections of the CAHSEE.
6. Analyzing benchmark results from quarterly assessments in English and math.

Funding Source: Title I and EIA/ELL

Categorical Funds: \$ 8,000

Implementers: Administration, Staff, Business Manager, Data Clerk, RTI Coordinator, Resource Specialist

Timeline: Initial placement each fall, ongoing throughout the year as scores and grades indicate need

Means to Assess: Annual review of CST scores, ongoing review of CAHSEE scores, and annual review of action plan at faculty meetings

Attendance

Area: *To value time spent in the classrooms by implementing policies and practices that maximize instructional time and student attendance.*

Growth: *Truancy rate for 2012/2013 will be at or below the state average.*

Rationale: *Daily attendance and adequate instructional time are necessary components for student achievement, the achievement of our other focus growth areas, and the Expected Schoolwide Learning Results.*

ESLR Link: *Healthy Individuals*

Means of Achievement:

1. Promoting attendance through a system of recognition and rewards.
2. Promoting attendance by providing the attendance percentage in our daily announcements.
3. Calling daily to check on student absences.
4. Remaining active on the SARB.

Funding Source: Sierra-Plumas JUSD

Categorical Funds: \$ 1,000

Implementers: Administration, Staff, Students, Parents, Community

Timeline: Daily

Means to Assess: Annual review of action plan at faculty meetings, annual revision of Single Plan for Student Achievement

School Culture

Area: *To create an environment conducive to student learning where students learn to value education and feel safe, welcome, and comfortable.*

Growth: *The percentage of students involved in extra- and co-curricular activities will increase by three percent as compared to the 2011-12 school year.*

Rationale: *When a school focuses on learning and maintains a safe, welcoming, comfortable environment; students actively participate.*

ESLR Link: *Healthy Individuals, Effective Communicators*

Means of Achievement:

1. Supervision of students during lunch in the gym by hiring a Noon Supervisor for this purpose.
2. Working closely with Sierra County Office of Education in accessing the services of the School Psychologist to work with student groups or individuals as recommended by RTI or SARB.
3. Keeping the school facilities and grounds in good repair and clean to promote student pride, health, and safety.

4. Continued implementation of PeaceBuilders and Peace Mediators curriculum at Loyalton High School to promote a school climate that promotes a positive school culture and student achievement.
5. Continued communication with parents, students, and stakeholders to improve involvement in our school and commitment to our school's goals. Funds will be used for stationery and postage.
6. Cooperation with district office, project manager, and maintenance staff in obtaining funding for facility improvements including those indicated on our Facilities Inspection Tool and recommended by School Site Council.
7. Installation of signage to promote a welcoming environment and assist visitors to the school.
8. Installation of new roof at Loyalton High School to ensure protection of high school building and a safe mold-free environment for students and staff.
9. Replacement of flooring as needed at Loyalton High School.
10. Maintaining the exterior of Loyalton High School and planning for grounds improvement.
11. Supporting Future Farmers of America as a co-curricular organization that allows students to gain leadership skills and apply their academic skills in competition, community service, and conference activities.
12. Promoting and developing existing co- and extra-curricular activities.
13. Continue promoting communication of all aspects of the school and community culture through the Professional Learning Communities, advisory committees, student leadership organizations, clubs, and athletics.
14. Supporting student clubs in meeting their stated goals as they relate to leadership development, community service, and academic enhancement.
15. Maintaining an interscholastic athletic program that promotes athletic development, sportsmanship, student academic achievement, and healthy lifestyles.
16. Providing a period in the schedule for a teacher to serve as Academic Adviser to assist students with setting academic and career goals, funding post-high school education and/or training, and applying to colleges and universities.

Funding Source: Title I, Carl Perkins Vocational Education Funds, Barstow, TRiO, and Agriculture Incentive Block Grant

Categorical Funds: \$18,449

Implementers: Administration, Staff, Students, Parents, Community

Timeline: Hardship request to state in December 2012; other maintenance requests completed before June 30, 2013; ongoing

Means to Assess: Annual review of action plan at faculty meetings

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

Title I **Amount: \$ 18,000**

These funds will be used at Loylton High School to provide teacher salaries for three periods of intervention, to provide salaries for two part-time Instructional Aides, and to purchase materials and supplies for parent newsletters and communication.

Vocational Education Carl D. Perkins Funds **Amount: \$ 2,300**

These funds will be used to purchase instructional materials, supplies, and equipment for the vocational woodshop and agriculture programs.

Agricultural Incentive Block Grant **Amount: \$ 8,299**

These funds are used to support the agricultural program at Loylton High School through the purchase of instructional materials, supplies, and equipment and funding of field trips.

EIA-EIALL English Learners **Amount: \$ 7,600**

These funds will be used to provide instructional aide salaries and to purchase instructional materials to help English Learners at Loylton High School successfully access the core curriculum.

Title VI, Part B: Rural Education Achievement Program **Amount: \$ 7,000**

These funds are to support instruction and academic programs for students in rural communities. We traditionally use the funding for technology and distance education.

Barstow Community College **Amount: \$ 1,850**

These funds are to support instruction and academic programs for students in rural communities. We traditionally use the funding for computer lab supplies to support the instructional delivery.

TRiO Funds through Feather River College **Amount: \$2,000**

These funds are to support a college-going culture for students who are economically disadvantaged. Funding will provide tutors for AVID classes and field trips.

<i>State and Local Programs</i>		<i>Allocation</i>
✓	Economic Impact Aid/English Learner Program <i>Purpose:</i> Develop fluency in English and academic proficiency of English Learners.	\$ 7,600
✓	Agricultural Incentive Block Grant <i>Purpose:</i> Promote agricultural education and completion of FFA goals.	\$ 8,299
✓	Barstow Community College Grant <i>Purpose:</i> Allow LHS students to take college level vocational and academic courses free of charge and to provide books and tutoring.	\$ 1,850
✓	TRiO, Feather River College Grant <i>Purpose:</i> Provide funds to promote college-readiness primarily to economically disadvantaged students.	\$ 2,000
<i>Total amount of state categorical and flex funds allocated to this school</i>		<i>\$ 19,749</i>

<i>Federal Programs under No Child Left Behind (NCLB)</i>		<i>Allocation</i>
✓	Title I, Part A: Schoolwide Program <i>Purpose:</i> Upgrade the entire educational program of eligible schools in high poverty areas.	\$ 18,000
✓	Vocational Education Carl D. Perkins Funds <i>Purpose:</i> Students receive vocational and technology skills that support academic standards.	\$ 2,300
✓	Title II, Part B: Rural Education Achievement Program <i>Purpose:</i> Allow rural schools to provide academic opportunities and technology for students.	\$ 7,000
<i>Total amount of federal categorical funds allocated to this school</i>		<i>\$ 27,300</i>

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application by the School Site Council. The current make-up of the school site council is as follows:

Names of Members	Principal	Certificated Staff	Classified Staff	Parent, Community	Student
Bergstrom, Sequoia					X
Bergstrom, Wendy				X	
Dorsey, Caleb		X			
Hood, Stacey				X	
Jaquez, Barbara, Secretary		X			
McHenry, Janet		X			
Nunes, Joanne		X			
Peterman, Cory					X
Peterman, Laurie, Chairperson				X	
Shiltz, Jamie			X		
Stock, Marla	X				
Vacant					X
<i>Number of members in each category</i>	1	4	1	3	3

Recommendations and Assurances

The School Site Council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan:
 - a. School Advisory Committee for State Compensatory Education Programs
 - b. English Learner Advisory Committee
 - c. Community Advisory Committee for Special Education Programs
 - d. Associated Student Body of Loyalton High School
 - e. Loyalton High School Booster Club
4. The School Site Council reviewed the content requirements for school plans of programs included in the *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the School Site Council at a public meeting on January 29, 2013.

Attested:

Marla H. Stock

Printed Name of School Principal

Marla H. Stock

Signature of School Principal

2/5/2013

Date

Laurie Peterman

Printed Name of SSC Chair

Laurie Peterman

Signature of SSC Chair

2/5/13

Date



SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT DOWNIEVILLE SCHOOLS

46-70177-6050611

46-70177-4632303

CDS Codes

Date of this revision: February 2013

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Derek Cooper

Position: Principal

Telephone Number: 530-289-3473

Address: P.O. Drawer B, Downieville, CA 95936

E-mail address: dcooper@spjUSD.org

Sierra-Plumas Joint Unified School District
The District Governing Board approved this revision of the School Plan on
February 8, 2011

**Single Plan for Student Achievement
Executive Summary**

School: Downieville School

Number of Students: 56

Number of Teachers: 5.5

1. School-wide focus areas (3 Maximum)

- Downieville Elementary
- English Language Arts
- Mathematics Proficiency

2. School profile highlights

- Edusoft Data Analysis Program
- Accelerated Reader
- Opportunity Classroom
- Character Counts
- Small class sizes
- Low student to teacher ratio
- Articulation from grade to grade: K-12
- Persistent, dedicated staff
- Classroom Aides
- On-going monitoring by teachers and principal
- AVID
- Four Year Planning
- Arts in School Program
- Site Council
- Study Island
- Creative/Innovative Curriculum

Barriers

- Small size
- Inability to attract and hire highly qualified teachers
- Limited offering of sections
- Lack of funding to provide additional academic courses and other extra curricular activities
- Combined grade levels
- Lack of professional development opportunities that are nearby and address California teaching standards, curriculum and locally specific problems
- More vocational education opportunities are needed for student success
- Socio-economic disadvantage
- After school activities for bus riders

Actions

- Instructional aides have been hired to assist in combination classes
- Restructure of the Elementary School
- Expanding: Data Gathering
- PLCs
- Independent Study Program
- Uniform offerings aligned district wide that meet A-G requirements
- District wide PSAT testing-incorporated into four year plan
- Support for new teachers
- Transitional counseling/4 year planning including financial aid

3. Overview of data analysis

- There are no statistically significant subgroups in our school based upon the small numbers of students.
- DES had an increase of points on our API last year.
- DHS had a decrease in API points from 778 to 731.
- DHS has a 100% CAHSEE pass rate for this years 10th Graders

4. Goals based on data analysis

- Identify bottom 40% of students for intervention
- Using benchmark assessments will allow us to diagnose learning strengths and weaknesses
- Continue to work with our students to maintain a high rate of success on the CAHSEE.
- Improve the success rate of all students below proficient on all mandated tests.

5. Professional development plan

- We will continue the creation of standards based benchmark assessments to drive our instruction to better prepare our students.
- Our BTSA coach will continue to work with and support all new staff.
- We have joined a consortium of professional development with Placer County.

6. School leadership: Focus on student learning

My role as an instructional leader, and I monitor progress by:

- Using the “walk through” method of monitoring teaching and learning.
- Meeting with grade levels and content areas on a regular basis to set goals based upon instructional data.
- Allocate resources based on data and need.

**Sierra-Plumas Joint Unified School District
Single Plan for Student Achievement**

**Downieville Schools
School Demographics for 2010-2011**

School Enrollment (CBEDS)	56
Percent Economically Disadvantaged (STAR)	47
Percent English Learners (STAR)	4
Ethnicity (STAR)	
Hispanic	4
Asian	3
White	49

**Downieville Schools
Academic Performance Index (API) Growth**

	2011 Base API Actual	Growth Target For 11-12	2012 Growth API Actual	2011-2012 Growth Actual	Goal Met
Elementary	851	*	860	9	Yes
JR/SR High	778	5	731	-47	No
Subgroups	N/A	N/A	N/A	N/A	N/A

- ***School scored at or above the statewide performance target of 800. No growth is needed.**

Single Plan for Student Achievement

School Profile

Downieville School is located in Western Sierra County and serves the communities of Downieville, Sierra City, Goodyears Bar, Pike and Alleghany. This is a very large geographic area. Therefore, many of our students ride the bus daily. This school is one of five in the Sierra-Plumas Joint Unified School District.

Special programs include our Advancement Via Individual Determination (AVID) class, which supports our kids in academic success as well as entering and finding financial support at the college and university level. We also have ISP (Independent Study Program) to assist students in credit recovery as well as making up out of sync classes. Tutoring is also provided with assistance from several teachers before and after school and at lunch with prior arrangements. DHS has made large efforts to expand its limited curriculum by creating several innovative classes in Natural Resources with funding from SB70 and working in conjunction with Feather River College.

The school serves 56 students kindergarten through twelfth grade. The ethnic make up is as follows: 2% Asian, 5% Latino/Hispanic, 88% Caucasian.

Downieville Elementary staff includes: 1 administrator (shared with DHS), .4 school secretary, 2 full time regular education teachers, .2 special education teacher, 1 special education aide, 2 part time classroom instructional aides, 1 part time librarian, 1 part time speech therapist, .5 cook, .5 custodian, & .5 maintenance person. The two classes are combined and split kindergarten-3rd grade and 4th-6th grade.

Downieville Jr./Sr. High staff includes: 1 part time administrator (shared with DES), .4 school secretary (shared with DES), 3.5 full time regular teachers, the entire classified and confidential staff is shared with the elementary school.

An aggressive attendance-monitoring program has been established district-wide and on-site. Our school secretary monitors attendance daily. The office staff helps families by providing information about available resources, as well as addressing student attendance issues with parents and students. The School Attendance Review Board is comprised of school officials, government agencies and law enforcement. They are poised to step in to situations where school attendance has become a problem.

The Response To Intervention (RTI) team membership is flexible and depends upon the needs of the student, but usually includes the student, parent(s)/guardian, teacher(s), Principal, & Special Education teacher if needed. At the RTI meetings, a student's

strengths, weaknesses, and needs are written down as specifically as possible and parent input is encouraged. At these meetings an action plan is developed to meet stated needs, with a follow-up date to discuss the success of the action plan, and to generate further suggestions for intervention if needed. For students still not being successful even with classroom modifications, the RTI plan can recommend special education testing when necessary and appropriate. When testing is completed, an IEP (Individualized Education Program) meeting is held to determine a student's eligibility and placement.

The School Site Council (SSC), a group of parents and staff that meet quarterly, is charged with implementing the Single Plan for Student Achievement. The SSC monitors the Single Plan, which ensures that all students have access to the core curriculum, that the program of support services is coordinated to minimize duplication and eliminate gaps, and to ensure that the school program is responsive to the individual needs of each student. The single Plan for Student Achievement also ensures that the needs of ELL, educationally disadvantaged, GATE and Special Education students are addressed along with the training needs of the staff. Finally, the SSC is charged with ensuring that there is ongoing evaluation of the school program.

The learning environment is conducive to a strong academic focus, which is accomplished through a clear understanding of the state and District content and performance standards for all students. The Downieville School faculty meets and participates in staff development opportunities to stay current with District adopted data analysis programs.

1. Alignment of curriculum, instruction and materials to content and performance standards:

The district has adopted the state approved curriculum in reading/language arts, math, social studies, and science and teachers use those materials to assure that students receive instruction in the content areas based on California's content standards. Instruction is informed, modified, and differentiated by teachers through the process of grade level teacher analysis of student performance on continuous monitoring and benchmark assessments. All students, K-12, are expected to master the grade level standards in order to be promoted to the next grade.

Currently in language arts, we are using state adopted textbooks: Open Court Reading and Step-up to Writing program at the elementary level. These texts/programs are comprehensive and are utilized by all student groups including special education students and English language learners. In mathematics, we are currently using Saxon Math (2008) in grades K through six. All student groups use Saxon math materials. Houghton Mifflin Social Studies and Harcourt Brace Science are used in grades three through six.

These materials were approved by the State Board of Education because they were aligned with content standards and frameworks; organized in a sequential way from grade level to grade level; contain assessment designed to measure what students know and

what they can do; provide universal access for all students; and provide instructional planning and support for teachers.

All students, 9-12, are expected to master the course standards in order to earn appropriate credits and to meet all graduation requirements. In all core curricular areas Downieville High School is using state adopted and or district approved textbooks. The textbooks used in the lower grades are aligned with the texts used at Downieville High School. The texts are standards based and aligned with the Sierra-Plumas Joint Unified School District adopted curriculum. In the spring of 2005 math and science textbooks were adopted and purchased for the 2005-2006 school year. Needed science lab equipment, in compliance with the newly negotiated Williams Act, was prioritized by the science teachers for purchase for the 2005-2006 school year. This included some of the lab equipment, which came from the recently closed Pliocene Ridge School. The district's Social Studies Committee has been working on the adoption of new texts district wide. We have finalized this process and delivered the new books to all classrooms. This adoption included standards-based textbooks for grades K-12.

All textbooks used in the Honors Program or the Advanced Placement courses are those approved through College Board, and in accordance with the UC/CSU policies and regulations. A staff members from Downieville High School trained in Advanced Placement strategies allowing them to be better prepared to instruct these students. Downieville High School currently offers only two AP and Honors courses: AP English Literature and Composition and AP English Language and composition. Due to our small size, students may also take advantage of site-based classes on a rotating schedule. Other courses can be taken online. It is our goal to eventually include other AP and Honors courses via the new Distance Learning program.

2. Availability of standards-based instructional materials appropriate to all student groups:

The goal of our instructional program is to insure access to standards based curriculum and instruction so that all students can meet or exceed the standards. All students have equal access and opportunity to master grade level standards. Standards based instructional materials (textbooks and their supplements) are purchased for every student at every grade level, in the core content areas.

Students identified with special needs have an Individualized Education Plan (IEP). Each plan is written by the IEP team and specifically designed to meet the student's academic needs. Special education teachers use standards based materials to assist each student in meeting his or her educational goals. In addition, each child at Downieville School is mainstreamed into the general education setting for at least part of each day as their IEP permits. For all of their classes, they have access to the mainstream teachers due to NCLB "Highly Qualified Teacher" requirements. With the support of special education personnel, special education students are given the opportunity to access and master grade level standards.

English language learners are also incorporated into the mainstreamed classroom. (Currently, Downieville Elementary has only three ELL students). Many teachers on site have received either their BCLAD, CLAD, or SDAIE training to receive their certification. Teachers use standards based materials and SDAIE instructional strategies in order for English Language Learners to master the curriculum. Students in need of intensive language instruction have access to a part time bilingual aide to assist them in problem areas.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Student achievement and staff needs are evaluated yearly. The district utilizes a number of staff development days authorized by the state each year to provide staff development opportunities in the following areas:

- Buy-Back days to introduce and train teachers in the adopted writing program.
- Reading and literacy training through the research based Open Court program. This training was provided to both of the new elementary teachers as well as the opportunity teacher.
- PLC's to align and develop benchmark assessments.
data analysis software, that better assesses student progress on state standards.
This training is ongoing.
- Technology training: Smartboards
- Strategies and techniques for teaching diverse student populations
- Training in the content areas
- Classroom Management
- Standards based Instruction
- K-12 Health Integration into the curriculum

4. Services provided by the regular program to enable underperforming students to meet standards:

All teachers implement the standards-based instructional materials described above. The district-adopted materials address the needs of diverse learners, including underperforming students. At Downieville Elementary School, all students participate in a leveled reading program. Students are assessed at the beginning of the year and placed in reading groups based on that data. Each class is structured to meet the needs of the students in those particular reading levels. Students are reassessed throughout the year, and as their reading proficiency improves they are able to move to the appropriate group. Students are exposed to expository text as well as literature. Our Title I instructor provides support and assistance to students in grades K-3.

Student Study Team meetings are held to collaboratively find ways to help under performing students meet the state standards. The team includes the classroom teachers, a special education teacher, parents, and the Principal. As a result of these meetings,

students are often referred for testing for special education services, counseling, and tutoring. A plan is developed to assist the regular education teacher meet the need of under-performing students in the classroom.

5. Services provided by categorical funds to enable Underperforming students to meet standards:

We use a sizeable portion of our categorical funding to support instructional aide time in the classroom. Both of our elementary classrooms are combination classes. One is K-3 and the other is 4-6. In order to enable the teacher to work effectively with each grade level and the diverse needs of students at that grade level, several aides are necessary. A third aide is provided to the special education classes. Therefore, Title 1, SBX3 4 Flex and EIA-EIALL funds are spent on personnel who work directly with under-performing students.

- Staff development opportunities for teachers and support staff-in Reading/Language Arts (Language!), Math and Science to support the best practices in instruction.
- Supplemental Materials are provided to students to assist in their learning, including books, calculators, and other instructional materials.

6. Use of state and local assessments to modify instruction and improve student achievement:

Both state and local assessments are used to inform instructors and to address individual student gaps in academic performance. Each year, the principal analyzes state assessment results with teachers and discuss what actions are needed for student achievement. These actions are reviewed in staff meetings as well as individual teacher meetings with administration. Site categorical resources target supplemental interventions to improve student performance. Teachers use state and local assessments to determine at-risk status of students, develop interventions, and determine promotion and retention. Teachers meet by either grade level or content area with the site administrator to discuss results, share best practices, modify instruction, and determine interventions to implement for specific students. The Principal monitors effective implementation of standards-based programs and progress of students through observation, meetings, and data basing student progress. The students who score in the bottom 30% are specifically identified for intervention.

The district curriculum council is working to create a writing assessment that is practical and useful for analyzing students' writing. Benchmark tests in Reading, Language Arts, Social Studies, Science and Math are also being developed.

The Sierra Plumas Joint Unified School District also maintains a rigorous promotion and retention policy.

Each year, our students participate in the CST testing as required by the state. The data generated by the testing is disaggregated and made available to the teachers. Teachers are able to see areas of student strength and weakness and modify instruction to address those needs.

5. Number and percentage of teachers in academic areas experiencing low student performance:

All students are distributed into classrooms to achieve a balance of high, medium, and low abilities. As a result, every teacher (100%) works with children who are under-performing. Through the use of CST scores, local assessment and informal and formal testing in the classroom, teachers evaluate the data and plan lessons to challenge those students with average to high abilities and remediate those who are struggling. Differentiated instruction will allow students to progress at their individual pace and ability. Although the test scores at DES and DHS are consistently high, there are some students in every grade level that struggle to meet the standards.

8. Family, school, district and community resources available to assist these students:

The First 5 program of Sierra County offers assistance to parents and their families in the transition of children into the school system.

Children's System of Care offers support for children (teachers and parents as well) whose behaviors impact their academic performance.

All teachers offer a quiet classroom where students may complete homework and get assistance outside of regular class time if necessary.

Summer School: There will not be a summer school program this summer due to the lack of funds.

9. School, district and community barriers to improvements in student achievement:

Many people who move to Downieville come here from Reno, NV and other western states. This causes some difficulty because of the inconsistencies in reading and math programs to which they have been exposed. California Standards tend to be a grade level or two above those of Nevada, Oregon, Idaho and Wyoming. Our standardized tests also tend to be more stringent than most other states.

Downieville School serves a population of students and their families from an area that is socio-economically depressed. At times, over 60% of our students receive free and

reduced lunches. As a result, our school faces the typical barriers associated with high poverty rates: lack of parental involvement, lack of health care and mental health care services, absenteeism, child abuse and neglect, family instability and violence.

10. Limitations of the current program to enable Underperforming students to meet standards:

- Lack of community resources due to rural isolation.
- Limited ability to facilitate parental involvement in their students academic endeavors.
- Lack of credentialed Title I teacher.
- Lack of funding to provide transportation for students participating in after school programs such as additional tutoring.
- Lack of vocational education opportunities. More offerings could improve student motivation.
- Lack of funding to hire necessary staff to open the campus and resources on Saturdays and evenings.
- Lack of sufficient funding and staff to meet the growing needs of EL students.
- Lack of sufficient funding to keep pace with technology needs.
- Lack of professional development opportunities that are nearby and address CA standards, curriculum and locally specific problems

Single Plan for Student Achievement

School Culture

Increase opportunities to learn

To increase student attendance as measured by a decrease in the number of absences and discipline referrals.

Planned Improvements in Student Achievement

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon analysis of verifiable state data, including the Academic Performance Index, California Standardized Test and the English Language Development test, including local measures of student achievement (Edusoft & LinkIt). The school site council analyzed available data on the academic performance of all students, including English Learners, economically disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered input from the school community. Based on these analyses, the council has established the following performance improvement goals, actions, and expenditures.

Goal: ENGLISH LANGUAGE ARTS and MATHEMATICS

Goal Statement

To increase the percentage of students scoring proficient or advanced by 5 percent as measured on the 2012 California Standards Test (CST) in English Language Arts and mathematics. To maintain an API score at or above 800.

Student Group

School wide

Performance Gains – English Language Arts

ELA Target = 67.6%

School wide at or above proficient 68.4%

Socioeconomically Disadvantaged 63.6%

The Elementary School wide percentage scoring proficient or higher will increase from 68.4% (May 2012) to 70.0% (May 2013).

Performance Gains – Math

Math Target = 68.5%
School wide at or above proficient 57.9%
Socioeconomically Disadvantaged 54.5%

The Elementary School wide percentage scoring proficient or higher will increase from 57.9% (May 2012) to 68.5% (May 2013).

Means of Evaluating

Annual state assessments (CST)
Report card data

Description of Specific Actions to Improve Educational Practice **Downieville Elementary School**

School wide instructional assistants:

Means of Achievement: Purchase an interactive Smart Board. Purchasing Study Island to assist students with foundational

Task: To assist in the daily reading language arts and mathematics intervention instruction focusing on low-performing students. Provide students (Grades K-5) in need of small group or one-to-one support in reading/language arts intervention under the direction of the classroom teacher.

Measures: Daily schedules, ongoing classroom monitoring

Personnel assigned: Classified aides, high school students (TA)

Start Dates: 08/27/12

End Dates: 06/7/13

Funding Source	Related Expenditure	Estimated Costs
Title 1	Classified Salary	\$ 4,000
Federal Job(s) Funds	Classified Salary	\$18,000
SBX3 4 Flex	Classroom Material & Supplies	\$ 7,000
REAP	Classified Salary	\$ 5,000

School Librarian - Downieville Elementary School

Tasks: Provide library/media experiences for elementary, middle and high school students.

Measures: Daily schedules, classified evaluation tool

Person assigned: Classified Staff

Start Dates: 08/27/12

End Dates: 06/7/13

Funding Source	Related Expenditure	Estimated Costs
SBX3 4 Flex	Classified Salary	\$ 4,000

Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: Provide professional development opportunities to teachers in the areas of reading/language arts and opportunities to collaborate around student assessment and instructions.

Measures: On-going

People Assigned: Derek Cooper, Site Administrator

Start Dates: 08/27/12

End Dates: 06/07/13

Funding Source	Related Expenditures	Estimated Costs
Title I	Registration Fees/ Substitutes	\$ 420

GOAL: ENGLISH LANGUAGE DEVELOPMENT

Goal Statement

To increase the proficiency levels of all English Learner students by one level as measured on the 2010 CELDT

Student Group

English Learner(s)

Performance Gains

All English Learner(s) will gain one proficiency level annually.

Means of Evaluating

CELDT

Description of Specific Actions to Improve Educational Practice

Means of Achievement: Increased educational opportunity

Task: Provide supplemental instruction to EL student(s)

Measures: CELDT, CST ELA, ongoing classroom monitoring

People assigned: Classified Staff

Start Dates: 08/27/12

End Dates: 06/07/13

Funding Source

EIA

Related Expenditures

Classified Salary

Estimated Costs

\$ 5,000

REAP**Amount: \$ 6,000****Purpose:** To increase academic achievement by improving teacher and principal quality.**Form D: School Site Council Membership**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Derek Cooper	X				
Augustine Corcoran		X			
Alicia Schofield		X			
Cynthia Schofield			X		
Steve Folsom				X	
Amber Sainsbury				X	
Numbers of members of each category	1	2	1	3	0

¹ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. All members must be selected by their peer group.

Single Plan for Student Achievement Schoolwide Action Plan

English Language Arts and Mathematics

Area: *To continue to develop strategies to provide additional academic support in the areas of literacy and mathematics.*

Growth: *Downieville High School will increase the number of students scoring proficient or above on the CST English Language Arts and subject mathematics tests by five percent as compared to the 2011 CST scores.*

Rationale: *To provide students with stronger literacy and mathematics skills to meet their present and future academic, vocational, and personal needs.*

ESLR Link: *Knowledgeable, Critical Thinkers, and Effective Communicators*

Means of Achievement:

1. Purchase and installation Smart Boards.
2. Purchasing IPass, CalliQity, and Study Island to assist students with foundational mathematics skills to enable them to successfully access the core curriculum.
3. Providing EIA/ELL aide to assist students in gaining foundation skills needed to successfully complete core classes and to pass the CAHSEE by offering tutoring in class and during lunch.
4. Motivating students to increase time spent in reading by providing materials for reading circles in Flex and purchasing the Accelerated Reader program for Downieville High School.
5. Implement quarterly benchmark exams in all mathematics and English classes. This may require purchasing exams from another school or vendor.
6. Maintaining a vocational program that provides students with opportunities to apply and enhance the core academic skills in hands-on vocational settings.

Funding Source: Sierra County Office of Education (ISP), EIA/ELL funding, and Title VI Small Rural Schools Achievement Program

Estimated Cost: \$15,000

Implementers: Administration, Staff, Technology Coordinator, District Testing Coordinator

Means to Assess: Comparison of CST scores in mathematics and ELA from 2011 to 2012, school schedule, classroom checks, and annual review of action plan at faculty meetings

Professional Development

Area: *To offer training to the faculty and staff at Downieville High School to foster professionalism and collaboration, to further develop the craft of teaching, and to enhance the love of learning and teaching that originally lead them to careers in education.*

Growth: *Downieville High School will meet their API growth for 2012 and meet expected goals in all areas of the AYP.*

Rationale: *To provide students with the academic and vocational skills needed to become productive, successful workers and community members.*

ESLR Link: *Knowledgeable, Critical Thinkers, and Effective Communicators; Effective Communicators*

Means of Achievement:

1. Providing professional development opportunities to staff in the areas of assessment and course design.
2. Providing funding for teachers who are planning to teach or are teaching Advanced Placement courses to attend AP Institute workshops.
3. Scheduling minimum days to allow all teachers to participate in district Professional Learning Communities activities.
4. Offering professional development to all staff in the use of Smart Board technology.
5. Providing funding for AVID staff to attend AVID seminars and workshops.
6. Increasing professional development opportunities for mathematics staff.

Funding Source: Sierra-Plumas JUSD and Sierra County Office of Education, Title II Teacher Quality

Estimated Cost: \$3,000

Implementers: Administration, Staff, Business Manager

Means to Assess: API/AYP review and annual review of action plan at faculty meetings

Core Intervention Enrollments

Area: *To continue to ensure that placement in Core Intervention and Math Intervention courses is limited to students with specific academic needs determined by student grades and/or standardized test scores.*

Growth: *Downieville High School seniors will all pass the CAHSEE prior to graduation, and Downieville High School will achieve its API/AYP goals in 2012.*

Rationale: *To ensure academic progress for all students toward meeting their individual academic goals and the school's overall academic goals.*

ESLR Link: *Knowledgeable, Critical Thinkers, and Effective Communicators; Effective Communicators*

Means of Achievement:

1. Evaluating student report cards at the end of each semester.
2. Annual review of CST results to accurately place students who score Below Basic or Far Below Basic in ELA or mathematics in core intervention courses to provide indicated need for support.
3. Using intervention materials and software programs - such as provided with Language!, IPass, and Study Island - to accurately assess student placement in Core Intervention classes.
4. Mandating enrollment in Core Intervention or Math Intervention for students in Grades 11 and 12 who have not passed one or both sections of the CAHSEE.

Funding Source: Sierra County Office of Education, and EIA/ELL

Estimated Cost: \$1,000
Note: Software cost is included in English Language Arts and Mathematics section.

Implementers: Administration, Staff, Business Manager, RTI Coordinator, Resource Specialist

Means to Assess: Annual review of CST scores, ongoing review of CAHSEE scores, and annual review of action plan at faculty meetings

School Culture

Area: *To create an environment conducive to student learning where students learn to value education and feel safe, welcome, and comfortable.*

Growth: *Truancy rate will drop by three percent and the percentage of students involved in extra- co-curricular activities will increase by three percent as compared to the 2010-11 school year.*

Rationale: *When a school focuses on learning and maintains a safe, welcoming, comfortable environment students will attend and actively participate.*

ESLR Link: *Healthy Individuals*

Means of Achievement:

1. Working closely with Sierra County Office of Education in accessing the services of the School Psychologist to work with student groups or individuals as recommended by RTI/SSTs or SARB.
2. Keeping the school facilities and grounds in good repair and clean to promote student pride, health, and safety.
3. Continued communication with parents, students, and stakeholders to improve involvement in our school and commitment to our school's goals. Funds will be used for stationery and postage.
4. Cooperation with district office, project manager, and maintenance staff in obtaining funding for facility improvements including those indicated on our Facilities Inspection Tool and recommended by School Site Council.
5. Supporting student clubs in meeting their stated goals as they relate to leadership development, community service, and academic enhancement.
6. Maintaining an interscholastic athletic program that promotes athletic development, sportsmanship, student academic achievement, and healthy lifestyles.
7. Providing a period in the schedule for a teacher to serve as Academic Adviser to assist students with setting academic and career goals, funding post-high school education and/or training, and applying to colleges and universities.

Funding Source: Sierra-Plumas JUSD, Sierra County Office of Education, SBX3 4 Flex, and Carl Perkins Vocational Education Funds

Estimated Cost: Most cost is included in County funded Psychologist/Risk Counselor, and Maintenance and Custodial salaries.

Implementers: Administration, Staff, Students, Parents, Community

Means to Assess: Annual review of action plan at faculty meetings

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under “Other”) may be allocated to the school in accordance with district policy.

Vocational Education Carl D. Perkins Funds **Amount: \$ 500**

These funds will be used to purchase instructional materials, supplies, and equipment for the vocational woodshop, computer applications, and agriculture programs.

Title II, NCLB, Part A, Teacher Quality **Amount: \$ 3,000**

Title II funds are used to provide professional development on technology in order to increase student access to technology in core curriculum and to assist non-NCLB teachers to obtain appropriate credentials.

EIA-EIALL English Learners **Amount: \$5,700**

These funds will be used to provide instructional aide salaries and to purchase instructional materials to help English Learners at Downieville High School successfully access the core curriculum.

SBX3 4 Flex **Amount: \$9,500**

These funds represent the balance of what were previously the categorical funds given to each district to divide between school sites and programs. These funding sources are now flexible and can be used by districts to support school programs. The majority of “flex” funds were used for salaries and benefits to maintain employment.

Small Rural Schools **Amount: \$2,500**

These funds are to support instruction and academic programs for students in rural communities. We traditionally use the funding for technology and distance education.

<i>State and Local Programs</i>		<i>Allocation</i>
✓	Economic Impact Aid/English Learner Program <i>Purpose:</i> Develop fluency in English and academic proficiency of English Learners.	\$5,700
✓	SBX3 4 Flex Funds <i>Purpose:</i> Provide funds to carry out school goals.	\$ 9,500
<i>Total amount of state categorical and flex funds allocated to this school</i>		<i>\$15,200</i>

<i>Federal Programs under No Child Left Behind (NCLB)</i>		<i>Allocation</i>
✓	Vocational Education Carl D. Perkins Funds <i>Purpose:</i> Students receive vocational and technology skills that support academic standards.	\$ 500
✓	Title II, Part A: NCLB, Teacher Quality <i>Purpose:</i> Support professional development and the use of technology.	\$3,000
✓	Small Rural Schools <i>Purpose:</i> Allow rural schools to provide academic opportunities for students.	\$2,500
<i>Total amount of federal categorical funds allocated to this school</i>		<i>\$6,000</i>

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**)
 - ___ School Advisory Committee for State Compensatory Education Programs
 - ___ English Learner Advisory Committee
 - ___ Community Advisory Committee for Special Education Programs
 - ___ Gifted and Talented Education Program Advisory Committee
 - ___ Other (**List**)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on:

Attested:

Derek Cooper Typed name of school principal	_____ Signature of school principal	_____ Date
Amber Sainsbury Typed name of SSC chairperson	_____ Signature of SSC chairperson	_____ Date

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 13	
PO Box 157	Sierraville	CA	96126	Fax number: (530) 994 - 1045	
Period of request: (Summer School Session) From: June 24, 2013 To: Aug. 16, 2013			Local board approval date: (Required) Feb. 12, 2013		

LEGAL CRITERIA

- 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)
- 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.
- 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 (1) school sites. We understand that we must meet one of the three conditions 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. 13, 2012
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FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Staff Name (<i>type or print</i>):	Staff Signature:	Date:
Unit Manager (<i>type or print</i>):	Unit Manager Signature:	Date:
Division Director (<i>type or print</i>):	Division Director Signature:	Date:
Deputy (<i>type or print</i>):	Deputy Signature:	Date:

SPECIFIC WAIVER REQUEST

**SUMMER SCHOOL MEAL WAIVER
SITE INFORMATION**

SI-1 (Rev. 01-11-2012) <http://www.cde.ca.gov/re/lr/wr/>
Page 2 of 2

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: <u>Loyalton High School</u>		
Summer School day at this site begins: <u>10am</u> and ends: <u>11am</u> .		
Total Time: <u>1</u> (Hrs/Min)		
Meal time at this site for the summer session begins: _____ and ends: _____		
Check which condition below meets your circumstances:		
Condition ONE <input type="checkbox"/>	Condition TWO <input type="checkbox"/>	Condition THREE <input checked="" type="checkbox"/>

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 <input type="checkbox"/>	Condition TWO <input type="checkbox"/>	Condition THREE <input type="checkbox"/>

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 <input type="checkbox"/>	Condition TWO <input type="checkbox"/>	Condition THREE <input type="checkbox"/>

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 <input type="checkbox"/>	Condition TWO <input type="checkbox"/>	Condition THREE <input type="checkbox"/>

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 dreeddy@cde.ca.gov.

Small Area Income and Poverty Estimate (SAIPE)

2011 - California - Sierra-Plumas Joint Unified School District

Year	State	District ID	District Name	Grade range of responsibility	Total Population	Relevant age 5 to 17 Population	Relevant age 5 to 17 in families in poverty
2011	06	0636780	Sierra-Plumas Joint Unified School District	KG-12	3,745	488	83

Source: U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program, December 2012

MODEL BASED ESTIMATES: The data provided are indirect estimates produced by statistical model-based methods using sample survey, decennial census, and administrative data sources. The estimates contain error stemming from model error, sampling error, and nonsampling error. For methodology see: <http://www.census.gov/did/www/saipe/methods/index.html>

For each Standard, number each Performance Indicator from 1 – 5 (1 = unsatisfactory; 5 = satisfactory.) There are seven Standards altogether.

PART I - Job Responsibilities

STANDARD #1: A superintendent is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Performance Indicators:

- ___ Sets priorities in the context of improving student achievement.
- ___ Articulates and promotes high expectations for teaching and student learning.
- ___ Develops, communicates, and implements a collective vision of comprehensive school improvement.
- ___ Formulates comprehensive school improvement plans (CSIP), goals, and change efforts with staff and community.
- ___ Formulates procedures for gathering, analyzing and using district data for decision-making.

Supporting Evidence: _____ _____ _____ _____ _____ _____	Summary Rating Satisfactory Unsatisfactory
--	---

Total for Standard #1

SUM OF ABOVE SCORES: _____ ÷ 5 = _____.

STANDARD #2: A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

Performance Indicators:

- ___ Provides leadership for annually assessing and setting priorities on student and district needs.
- ___ Evaluates and provides direction for improving school district programs.
- ___ Examines student achievement data, disaggregates data and creates improvement plans.
- ___ Provides leadership for assessing, developing and improving school environment and culture.
- ___ Provides leadership encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.
- ___ Evaluates and provides direction for improving instructional strategies.
- ___ Develops and offers opportunities that respond to staffs' needs for professional development.
- ___ Encourages and facilitates the use of technology to improve teaching and learning.
- ___ Encourages and supports personal and professional development among staff.
- ___ Demonstrates awareness of professional issues and developments in education.
- ___ Develops and revises as needed his/her own professional development plan for continued improved performance.

Supporting Evidence: _____	Summary Rating Satisfactory Unsatisfactory

Total for Standard #2

SUM OF ABOVE SCORES: _____ ÷ 11 = _____.

STANDARD #3: A superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Performance Indicators:

- ___ Analyzes and reports on student achievement, attendance, and graduation rate.
- ___ Monitors distribution of district resources based on the district’s school improvement plan.
- ___ Provides direction and support for periodic review of curriculum and school policies and procedures.
- ___ Evaluates performance of staff and takes appropriate follow-up action.
- ___ Complies with district personnel policies and rules.
- ___ Demonstrates the ability to improve performance of staff members.
- ___ Monitors recruitment and selection of district personnel and holds staff accountable for performance.
- ___ Demonstrates knowledge and keeps well informed of funding sources.
- ___ Effectively manages both revenues and expenditures of the district budget.
- ___ Facilities are maintained and upgraded according to a district-developed plan.
- ___ Effectively and consistently applies the legal requirements for personnel selection, retention, and dismissal.
- ___ Ensures that policies and rules are uniformly observed and enforced.
- ___ Implements a collaborative approach to policy development on student discipline.
- ___ Formulates and implements plans for internal staff communications.

<p>Supporting Evidence: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Summary Rating</p> <p>Satisfactory</p> <p>Unsatisfactory</p>
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Total for Standard #3

SUM OF ABOVE SCORES: _____ ÷ 14 = _____.

STANDARD #4: A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Performance Indicators:

___ Provides leadership for improving parent/student/community involvement in the schools.

___ Promotes, demonstrates, and supports clear two-way communication at all levels of the community and school district.

___ Formulates and implements plans for external communication, including communication of the school district priorities to the community and media.

___ Provides community service and leadership for developing a positive rapport between the schools and the community.

Supporting Evidence: _____ _____ _____ _____ _____ _____	Summary Rating Satisfactory Unsatisfactory
--	---

Total for Standard #4

SUM OF ABOVE SCORES: _____ ÷ 4 = _____.

STANDARD #5: A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Performance Indicators:

- ___ Conducts oneself in an ethical, trustworthy and professional manner in the school environment, board and community.
- ___ Demonstrates awareness of professional issues and developments in education.
- ___ Treats everyone with fairness.
- ___ Demonstrates integrity in all actions.
- ___ Establishes practices to promote personal, physical, and emotional health.

Supporting Evidence: _____ _____ _____ _____ _____ _____	Summary Rating Satisfactory Unsatisfactory
--	---

Total for Standard #5

SUM OF ABOVE SCORES: _____ ÷ 5 = _____.

STANDARD #6: A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Performance Indicators:

- ___ Serves as an articulate spokesperson for the welfare of all members of the learning community.
- ___ Demonstrates respect for diversity in students, staff, and programs.
- ___ Advocates in the political environment for issues beneficial to improving teaching and learning.
- ___ Communicates clearly and substantively to the community about district issues and performance.
- ___ Provides leadership with the board for defining superintendent and board roles, mutual expectations, procedures for working together, and formulating district policies.
- ___ Recommends district policy in consideration of state and federal requirements and local expectations.
- ___ Knows and supports the district school improvement plan and accurately reports progress on goals.

Supporting Evidence: _____ _____ _____ _____ _____ _____	Summary Rating Satisfactory Unsatisfactory
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Total for Standard #6

SUM OF ABOVE SCORES: _____ ÷ 7 = _____.

STANDARD #7: A superintendent is an educational leader who promotes the success of all students by facilitating the development of a communicative, professional relationship with the Board of Trustees.

Performance Indicators:

___ Interprets & executes Board Policy.

___ Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.

___ Advice to Board and recommendation of actions.

___ Preparation of agenda and attendance at Board meetings.

___ Formulates and presents District policy proposals.

___ Strives to create a trusting relationship.

___ Keeps Board informed on issues, needs, and operation of the school system.

___ Recommends employment of all staff.

___ Makes personnel assignments, reassignments for best interests of the District.

___ Communicates status of projects in progress on a regular basis.

___ Accepts responsibility for maintaining liaison between the Board and personnel.

___ Responsible for collective bargaining process and maintaining close working relationship with SPTA.

___ Purports and maintains position based on Board Policy concerning controversial education matters, while actively seeking clarification or interpretation from the Board/Counsel.

___ Secures legal interpretations whenever necessary.

<p>Supporting Evidence: _____</p>	<p>Summary Rating</p>
<p>_____</p>	<p>Satisfactory</p>
<p>_____</p>	<p>Unsatisfactory</p>
<p>_____</p>	
<p>_____</p>	
<p>_____</p>	

Total for Standard #7

SUM OF ABOVE SCORES: _____ ÷ 14 = _____.

PART II - Summary - for compilation purposes only

Standards Score Summary

	INDIVIDUAL SCORE	CUMULATIVE SCORE
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		
Standard 7		
TOTAL	÷ 7	=

Supporting Evidence Summary

Significant Achievements:

Areas for Growth:

Superintendent Comments:

Board Comments:

Superintendent's Signature: _____ Date: _____

Board President's Signature: _____ Date: _____

ATTACHMENT C
CALIFORNIA GOVERNMENT CODE
SECTION 4217.10 – 4217.18

4217.10. To help implement the policy set forth in Section 25008 of the Public Resources Code, and to extend that policy to facilities of local governments, public agencies may develop energy conservation, cogeneration, and alternate energy supply sources at the facilities of public agencies in accordance with this chapter.

4217.11. The following terms, whenever used in this chapter, have the meanings given in this section, except where the context clearly indicates otherwise:

(a) "Alternate energy equipment" means equipment for the production or conversion of energy from alternate sources as its primary fuel source, such as solar, biomass, wind, geothermal, hydroelectricity under 30 megawatts, remote natural gas of less than one billion cubic feet estimated reserves per mile from an existing gas gathering line, natural gas containing 850 or fewer British Thermal Units per standard cubic foot, or any other source of energy, the efficient use of which will reduce the use of fossil or nuclear fuels.

(b) "Cogeneration equipment" means equipment for cogeneration, as defined in Section 218.5 of the Public Utilities Code.

(c) "Conservation measures" means equipment, maintenance, load management techniques and equipment, or other measures to reduce energy use or make for a more efficient use of energy.

(d) "Conservation services" means the electrical, thermal, or other energy savings resulting from conservation measures, which shall be treated as a supply of such energy.

(e) "Energy conservation facility" means alternate energy equipment, cogeneration equipment, or conservation measures located in public buildings or on land owned by public agencies.

(f) "Energy service contract" means a contract entered into by a public agency with any person, pursuant to which the person will provide electrical or thermal energy or conservation services to a public agency from an energy conservation facility.

(g) "Facility financing contract" means a contract entered into by a public agency with any person whereby the person provides financing for an energy conservation facility in exchange for repayment of the financing and all costs and expenses related thereto by the public agency. A facility financing contract may provide for the person with whom the public agency contracts to provide any combination of feasibility studies for, and design and construction of, all or part of the energy conservation facility in addition to the financing and other related services, and may provide for an installment sale purchase, another form of purchase, or amortized lease of the energy conservation facility by the public agency.

(h) "Facility ground lease" means a lease of all, or any portion of, land or a public building owned by, or under lease to, a public agency to a person in conjunction with an energy service contract or a facility financing contract. A facility ground lease may include, in addition to the land on which energy conservation facilities will be located, easements, rights-of-way, licenses, and rights of access, for the construction, use, or ownership by the person of the facility and all related utility lines not owned or controlled by the interconnecting utility, and offsite improvements related thereto. A facility ground lease may also include the addition or improvement of utility lines and equipment owned by the interconnecting utility which are necessary to permit interconnection between that utility and an energy conservation facility.

(i) "Person" means, but is not limited to, any individual, company, corporation, partnership, limited liability company, public agency, association, proprietorship, trust, joint venture, or other entity or group of entities.

(j) "Public agency" means the state, a county, city and county, city, district, community college district, school district, joint powers authority or other entity designated or created by a political subdivision relating to energy development projects, and any other political subdivision or public corporation in the state.

(k) "Public building" includes any structure, building, facility, or work which a public agency is authorized to construct or use, and automobile parking lots, landscaping, and other facilities, including furnishings and equipment, incidental to the use of any structure, building, facility, or work, and also includes the site thereof, and any easements, rights-of-way appurtenant thereto, or necessary for its full use.

4217.12. (a) Notwithstanding any other provision of law, a public agency may enter into an energy service contract and any necessarily related facility ground lease on terms that its governing body determines are in the best interests of the public agency if the determination is made at a regularly scheduled public hearing, public notice of which is given at least two weeks in advance, and if the governing body finds:

(1) That the anticipated cost to the public agency for thermal or electrical energy or conservation services provided by the energy conservation facility under the contract will be less than the anticipated marginal cost to the public agency of thermal, electrical, or other energy that would have been consumed by the public agency in the absence of those purchases.

(2) That the difference, if any, between the fair rental value for the real property subject to the facility ground lease and the agreed rent, is anticipated to be offset by below-market energy purchases or other benefits provided under the energy service contract.

(b) State agency heads may make these findings without holding a public hearing.

4217.13. Notwithstanding any other provision of law, a public agency may enter into a facility financing contract and a facility ground lease on terms that its governing body determines are in the best interest of the public agency if the determination is made at a regularly scheduled public hearing, public notice of which is given at least two weeks in advance, and if the governing body finds that funds for the repayment of the financing or the cost of design, construction, and operation of the energy conservation facility, or both, as required by the contract, are projected to be available from revenues resulting from sales of electricity or thermal energy from the facility or from funding that otherwise would have been used for purchase of electrical, thermal, or other energy required by the public agency in the absence of the energy conservation facility, or both. State agency heads may make these findings without holding a public hearing.

4217.14. Notwithstanding any other provision of law, the public agency may enter into contracts for the sale of electricity, electrical generating capacity, or thermal energy produced by the energy conservation facility at such rates and on such terms as are approved by its governing body. Any such contract may provide for a commitment of firm electrical capacity.

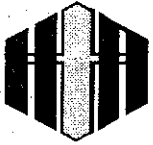
4217.15. The public agency may, but is not required to, base the findings required under Sections 4217.12 and 4217.13 on projections for electrical and thermal energy rates from the following sources:

- (a) The public utility which provides thermal or electrical energy to the public agency.
- (b) The Public Utilities Commission.
- (c) The State Energy Resources Conservation and Development Commission.
- (d) The projections used by the Department of General Services for evaluating the feasibility of energy conservation facilities at state facilities located within the same public utility service area as the public agency.

4217.16. Prior to awarding or entering into an agreement or lease, the public agency may request proposals from qualified persons. After evaluating the proposals, the public agency may award the contract on the basis of the experience of the contractor, the type of technology employed by the contractor, the cost to the local agency, and any other relevant considerations. The public agency may utilize the pool of qualified energy service companies established pursuant to Section 388 of the Public Utilities Code and the procedures contained in that section in awarding the contract.

4217.17. This chapter does not limit the authority of any public agency to construct energy conservation projects or to enter into other leases or contracts relating to the financing construction, operation, or use of alternate energy type facilities in any manner authorized under existing law. This chapter shall not be construed to abrogate Section 14671.6.

4217.18. The provisions of this chapter shall be construed to provide the greatest possible flexibility to public agencies in structuring agreements entered into hereunder so that economic benefits may be maximized and financing and other costs associated with the design and construction of alternate energy projects may be minimized. To this end, public agencies and the entities with whom they contract under this chapter should have great latitude in characterizing components of energy conservation facilities as personal or real property and in granting security interests in leasehold interests and components of the alternate energy facilities to project lenders



SINGLE AUDIT ENGAGEMENT LETTER

January 24, 2013

To the Board of Trustees
Sierra-Plumas Joint Unified School District
PO Box 157
305 South Lincoln Street
Sierraville, CA 96126

Dear Board Members:

We are pleased to confirm our understanding of the services we are to provide for the years ended June 30, 2013, 2014 and 2015 to the Sierra-Plumas Joint Unified School District.

As required by federal and state legal requirements we are a Certified Public Accounting Firm, duly authorized to practice, and licensed by the California State Board of Accountancy, License Number COR5923.

We will audit the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information, which collectively comprise the entity's basic financial statements, of Sierra-Plumas Joint Unified School District as of and for the years ended June 30, 2013, 2014 and 2015. The following supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries, the basic financial statement. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express and opinion or provide any assurance. The following RSI is required by generally accepted accounting principles an will be subjected to certain limited procedures, but will not be audited.

1. Required supplementary information under GASB 34.
2. Schedule of expenditures of federal awards.
3. Supplementary schedules required by the California State Comptroller.

The document will also include the following additional information that will not be subject to the auditing procedures applied in our audit of the financial statements, and for which our accountant's report will disclaim an opinion:

1. Combining financial statements not required by GASB 34.

2. Other supplementary information.

Also we will include in your report the following supplemental information, as applicable, that will be subjected to the auditing procedures applied in our audit of the general-purpose financial statements:

- Schedule of Average Daily Attendance
- Schedule of Expenditures of Federal Awards
- Reconciliation of Annual Financial Report with the audited Financial Statements
- Schedule of Financial Trends and Analysis
- Schedule of Instructional Time
- Other Schedules required by the Controller's Office in the Revised Annual Audit Guide

Audit Objectives

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the basic financial statements taken as a whole. The objective also includes reporting on—

- Internal control related to the financial statements and compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

The reports on internal control and compliance will each include a statement that the report is intended for the information and use of the audit committee, management, specific legislative or regulatory bodies, federal awarding agencies, and if applicable, pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Our audit will be conducted in accordance with U.S. generally accepted auditing standards; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of OMB Circular A-133, and will include tests of accounting records, a determination of major program(s) in accordance with Circular A-133, and other procedures we consider necessary to enable us to express such opinions and to render the required reports. If our opinions on the financial statements or the Single Audit compliance opinions are other than unqualified, we will fully discuss

the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

Management Responsibilities

Management is responsible for establishing and maintaining effective internal control and for compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of the controls. The objectives of internal control are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorizations and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles, and that federal award programs are managed in compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is responsible for making all financial records and related information available to us, including any significant vendor relationships in which the vendor has the responsibility for program compliance. We understand that you will provide us with such information required for our audit and that you are responsible for the accuracy and completeness of that information. Management's responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for establishing and maintaining internal controls, including monitoring ongoing activities; for the selection and application of accounting principles; and for the fair presentation in the financial statements of the respective financial position of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Sierra-Plumas Joint Unified School District and the respective changes in financial position and, where applicable, cash flows in conformity with U.S. generally accepted accounting principles.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud, or illegal acts affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud or illegal acts affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for

identifying and ensuring that the entity complies with applicable laws and regulations and for taking timely and appropriate steps to remedy any fraud, illegal acts, violations of contracts or grant agreements, or abuse that we may report. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan.

As part of the audit, we will prepare a draft of your financial statements, schedule of expenditures of federal awards, and related notes. In accordance with *Government Auditing Standards*, you will be required to review and approve those financial statements prior to their issuance and have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements. Further, you are required to designate a qualified management-level individual to be responsible and accountable for overseeing our services.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse. As required by the Single Audit Act Amendments of 1996 and OMB Circular A-133, our audit will include tests of transactions related to major federal award programs for compliance with applicable laws and regulations and the provisions of contracts and agreements.

Because an audit is designed to provide reasonable, but not absolute assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories,

and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will also require certain written representations from you about the financial statements and related matters.

Audit Procedures—Internal Controls

In planning and performing our audit, we will consider the internal control sufficient to plan the audit in order to determine the nature, timing, and extent of our auditing procedures for the purpose of expressing our opinions on Sierra-Plumas Joint Unified School District's financial statements and on its compliance with requirements applicable to major programs.

We will obtain an understanding of the design of the relevant controls and whether they have been placed in operation, and we will assess control risk. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Tests of controls relative to the financial statements are required only if control risk is assessed below the maximum level. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by OMB Circular A-133, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to OMB Circular A-133.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, we will inform the governing body or audit committee of any matters involving internal control and its operation that we consider to be significant deficiencies under standards established by the American Institute of Certified Public Accountants. Significant deficiencies involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control that, in our judgment, could adversely affect the entity's ability to record, process, summarize, and report financial data consistent with the assertions of management in the financial statements. We will also inform you of any non-significant deficiencies or other matters involving internal control, if any, as required by *Government Auditing Standards* and OMB Circular A-133.

Audit Procedures—Compliance

Our audit will be conducted in accordance with the standards referred to in the section titled Audit Objectives. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Sierra-Plumas Joint Unified School District's compliance with applicable laws and regulations and the provisions of contracts and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

OMB Circular A-133 requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of the applicable procedures described in the *OMB Circular A-133 Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Sierra-Plumas Joint Unified School District's major programs. The purpose of those procedures will be to express an opinion on Sierra-Plumas Joint Unified School District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to OMB Circular A-133.

Audit Administration

We understand that you will provide us with the basic information required for our audit and that you are responsible for the accuracy and completeness of that information. We will advise you about appropriate accounting principles and their application and assist in the preparation of your financial statements, but the responsibility for the financial statements remains with you. This responsibility includes the maintenance of adequate records and related controls, the selection and application of accounting principles, and the safeguarding of assets.

We understand that your employees will assist in the location of any records selected for testing by us.

The workpapers for this engagement are the property of Haws, Theobald and Auman PC and constitute confidential information. However, we may be requested to make certain workpapers available to the cognizant agency, the State Controller's Office, or the General Accounting Office pursuant to authority given to it by law or regulation. If requested, access to such workpapers will be provided under the supervision of Haws, Theobald and Auman PC's personnel. Furthermore, upon request, we may provide photocopies of selected workpapers to the cognizant agency, the State Controller's Office, or the General Accounting Office. The cognizant agency, the State Controller's Office, or the General Accounting Office may intend, or decide, to distribute the

photocopies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release or for any additional period requested by the cognizant agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the parties contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit on approximately June 1st of each year and to issue our report no later than December 15th. John E. Auman is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. The final issue date of our audit report is ultimately dependent on you providing us with complete, auditable financial records by the date agreed upon at the entrance conference.

Our professional fees are based on the time spent on an engagement at our standard hourly rates. Our hourly rates are established in relation to the level of experience of the individual assigned to the audit. We believe that our services, approach and technique provide the capability to achieve cost savings while maintaining the highest quality standards. Our proposed fee includes all audit-related expenses including travel costs and 15 copies of the audit report. We will not charge for out-of-pocket expenses such as travel, mileage, or per diem associated with this engagement.

The proposed fee for the audit of the Sierra-Plumas Joint Unified School District for the years ending June 30, 2013, 2014, and 2015 are as follows:

For the Years Ended:	SPJUSD
June 30, 2013	\$ 13,500
June 30, 2014	13,700
June 30, 2015	13,900

However, should our fee exceed the contract amount, we will notify the District. Our standard hourly rates are as follows:

Principal	\$175.00
Professional Staff	\$40.00 to \$125.00
Clerical Staff	\$40.00

Our invoices for these fees, less ten percent (10%) which will be retained by the Sierra-Plumas Joint Unified School District until the audit report is certified by the State Controller's Office, will be rendered each month as work progresses and are payable on presentation.

Haws, Theobald & Auman PC is organized to provide a full range of accounting, auditing, tax and management consulting services. We are committed to excellence in all areas of service. Every engagement we undertake is under the personal direction of one of the principals.

Our audit proposal is based on the expectation that your books will be closed, balanced and in auditable condition for the audit period. If during the course of the project the nature or scope of our work should change, we would discuss such matter with you and any effects of our fee estimates. The estimated fees are based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary for any reason, we will discuss it with you and arrive at a new estimate before we incur any additional cost.

Government Auditing Standards require that we provide you with a copy of our most recent quality control review report. Our 2011 peer review report accompanies this letter.

We appreciate the opportunity to be of service to the Sierra-Plumas Joint Unified School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

Clay Singleton, Principal
HAWS, THEOBALD & AUMAN PC

RESPONSE:

This letter correctly sets forth the understanding of Sierra-Plumas Joint Unified School District.

By: _____

Title: _____

Date: _____



**CALIFORNIA DEPARTMENT OF EDUCATION
SCHOOL FACILITIES PLANNING DIVISION**

SFPD 4.08

PLAN SUBMISSION REQUIREMENTS FOR MODERNIZATION PROJECTS

Local Educational Agencies (LEA) requesting modernization funds from the State Allocation Board (SAB) must have the plans reviewed and approved by the California Department of Education (CDE) (*Education Code Section 17070.50*) prior to submitting a funding request.

Preliminary and Final Plan Submission Checklists – The checklists included in this packet identifying the items needed for preliminary plan and final plan submittal must be completed and submitted with the plans.

After preliminary plan review, if CDE did not require any changes and the LEA did not revise the plans from the preliminary plan submission, the LEA need not submit a second SFPD 4.08C form or a second set of plans. Indicate in a cover letter that no changes were made to the plans or the educational specifications, and submit an updated SFPD 4.08A, Project Information for Modernization and SFPD 4.08B, Local Educational Agency Certifications for Modernization.

CDE Resources and Contact Information - The required forms and instructions necessary for submitting modernization plans to CDE are located in this packet.

For more information on the plan review process, visit the SFPD Web page at <http://www.cde.ca.gov/ls/fa> or call 916-322-2470.

California *Code of Regulations, Title 5* (Title 5) can be obtained on the Internet at <http://www.cde.ca.gov/ls/fa/sf/codes.asp>.

Submit plans and the required documents to the following address:

**California Department of Education
School Facilities Planning Division
1430 N Street, Suite 1201
Sacramento, CA 95814**

SFPD 4.08 Modernization Preliminary Plan Checklist

LEA to check boxes indicating the items included in the plan submittal. Submit checklist with plans.

CDE may recommend or require changes; therefore, the submission of preliminary plans is required before submission of final plans. It is not necessary to submit construction specifications.

Do not include drawings, calculations, or plans for buildings not included in the modernization project.

Preliminary Plans

- 1. SFPD 4.08A, Project Information for Modernization**, including the project tracking number (PTN). The PTN is a unique identifier that links application data used by the SFPD, the Division of the State Architect (DSA), and the Office of Public School Construction (OPSC). Plans without a PTN will not be approved by the SFPD. A PTN may be obtained from the OPSC Web site at <http://www.opsc.dgs.ca.gov> or the SFPD Web site.
- 2. Preliminary (Schematic) Plans**
 - Half-size plans and matching 11" x 17" plan set. Information on half-size plans must be legible and plans must be able to be scaled; otherwise full-size plans must be submitted.
 - Site plan must have street designations and labeled student, staff and visitor parking areas, as well as bus and parent drop-off areas.
 - Floor plans with dimensions and spaces labeled.
 - Dimensions and area calculations.
 - Interiors or schedules if applicable and available.
 - Elevations, if applicable and available.
 - Demolition plan, if applicable. Identify the location, type and use of buildings being removed.
- 3. Plan Summary Form(s) – Modernization (All that apply. Some projects may include both the modernization of existing buildings and the demolition and rebuilding of buildings.)**
 - The project includes modernization of existing building area. Complete 4.08C Part 1 Plan Summary-Modernization for that portion of the project.
 - The project includes demolition and rebuilding of 50 percent or more of the existing square footage. Complete Plan Summary Form - New Construction. The form is available at <http://www.cde.ca.gov/ls/fa>. See Plan Summary form for greater detail.
 - The project includes demolition and rebuilding, and the area to be replaced is less than 50 percent of the demolished square footage. Complete the Plan Summary Form – Addition for that portion of the project. The form is available at <http://www.cde.ca.gov/ls/fa>. See Plan Summary form for greater detail.
- 4. Form 4.08C Part 2 – Space Conversions:** Complete only for spaces that will be altered in size or purpose.

SFPD 4.08 Modernization Final Plan Checklist

After preliminary plan review, if CDE did not require any changes and the LEA did not revise the plans from the preliminary plan submission, the LEA need not submit a second SFPD 4.08C form or a second set of plans. Indicate in a cover letter that no changes were made to the plans or the educational specifications, and submit an updated SFPD 4.08A, Project Information for Modernization and SFPD 4.08B, Local Educational Agency Certifications for Modernization.

Do not include drawings, calculations, or plans for buildings not included in the modernization project.

- 1. **SFPD 4.08A, Project Information for Modernization** (updated), including the PTN and the construction cost estimate that the LEA will submit to the OPSC.
- 2. **SFPD 4.08B, Local Educational Agency Certifications for Modernization.**
- 3. **Plan Summary Form(s) - Modernization** – Provide updated 4.08C Part 1 Plan Summary – Modernization, and/or Plan Summary – New Construction, and/or Plan Summary – Addition as applicable. If unchanged since preliminary review, note that no changes have been made to the educational specifications since the preliminary plan submission.
- 4. **Form 4.08C Part 2 – Space Conversions:** Complete only for spaces that will be altered in size or purpose.
- 5. **Final plans**
 - Half-size plans and matching 11" x 17" plan set. Information on half-size plans must be legible and plans must be able to be scaled; otherwise full-size plans must be submitted. If revisions are limited to a few pages, submit only those pages and note in cover letter that no other pages were revised.
 - Written response to any questions and/or comments in CDE's Preliminary Plan Review letter.
 - Site plan must have street designations and labeled student, staff, and visitor parking areas, as well as bus and parent drop-off areas.
 - Floor plans with dimensions and spaces labeled.
 - Dimensions and area calculations.
 - Interiors or schedules if applicable.
 - Elevations if applicable.
 - Demolition plan, if applicable. Identify the location, type, and use of buildings being removed.

**SFPD 4.08A
Contact and Project Information**

Local Educational Agency (LEA) Information

Project Tracking #	7	0	1	7	7	—	0	0	0	6
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County **Sierra**

LEA **Sierra-Plumas Jt. Unified School District**

School Name **Loyalton High School**

Street and Closest Cross **Beckwith Rd and 4th Street (700 Fourth Street, Loyalton, CA)**

LEA Contact (Please Print)

LEA Representative **Stanford J. Hardeman**

Title **Superintendent**

Phone **(530) 994-1044** Fax **(530) 994-1045**

Mailing Address **P.O. Box 157 Sierraville, CA 96126**

E-mail **shardeman@spjUSD.org**

The governing board of the LEA has authorized me to submit this application and to request exemptions pursuant to Title 5, Section 14030 (r).

Signature

LEA Contact for questions, if different from above (Please Print)

Name _____

Title _____

Phone _____ Fax _____

E-Mail _____

Architect Contact (Please Print)

Contact Name **Karen Copsey**

Firm Name **Nichols Melburg & Rossetto**

Mailing Address **300 Knollcrest Drive Redding, CA 96002**

Phone **(530) 222-3300** Fax **(530) 222-3538**

E-mail **copsey@nmrdesign.com**

Project Information			
Plans are submitted for <input type="checkbox"/> Preliminary Review <input checked="" type="checkbox"/> Final Approval			
Grade Levels	9-12	Grades in Class Size Reduction	na
Beginning classroom count (this project)*	na	Project Capacity (this project)	na
Ending classroom count (this project)**	na	Total Project Area - this project (square feet)	22,500
Are there related new construction or modernization projects? Explain.	no		
*Existing site: Before demolition, space conversions or removal of classrooms (if applicable)			
**The total number of classrooms at the end of this project			

Site Area	
School Site Acres – Gross 16	Joint-Use Acres – Gross 0
School Site Acres – Net 14.5	Joint Use Acres – Net 0
School Site Acres Net plus Joint use Acres Net 14.5	

Construction Cost Estimate	
Construction Cost Estimate as reported to DSA - This figure multiplied by 0.0007 to determine the CDE plan review fee. (<i>Education Code Section 17251(a)</i>)	\$1,151,981

SFPD 4.08B

Local Educational Agency Certifications for Modernization

(For final plans only)

County Sierra	Project Tracking Number 7 0 1 7 7 — 0 0 0 6
Local Educational Agency Sierra-Plumas Jt. Unified School District	School Loyalton High School

1. Existing School Safety Certification - An LEA modernizing an existing school site must certify that it has reviewed the following *California Code of Regulations, Title 5* standards for this school modernization project and that the project will not create any new significant safety hazards or exacerbate any existing safety hazards to students.

Check each box to indicate compliance.

California Code of Regulations, Title 5, Section 14010:

- (c) Powerlines/Electromagnetic fields
- (d) Within 1,500 feet of a railroad
- (e) Traffic noise
- (f) Active fault or fault trace
- (g) Flood or dam inundation area
- (h) Near an above ground water or fuel storage tank or within 1,500 feet of a pipeline, which can pose a safety hazard
- (i) Liquefaction/landslides
- (l) Traffic/pedestrian safety
- (m) Compatible existing and proposed surrounding land uses
- (q) Exposure to adverse light, wind, and air pollution
- (r) Easements restricting access or building placement
- (t) Within 2,000 feet of a significant disposal of hazardous waste

2. California Environmental Quality Act (CEQA) Compliance

Per *Public Resources Code* sections 21000 et seq.; and CEQA Guidelines sections 15000 et seq.

(Check one and fill in dates as applicable.)

The LEA certifies that it has completed for this project all actions required pursuant to CEQA and determined this project to be:

- A. Not a project** for purposes of CEQA and that no CEQA action is required; *or*
- B. Completely exempt** from preparation of CEQA documents either by (please check as appropriate) ___statutory, X categorical, or ___general rule exemption; *or*
- C. Fully covered in a Negative Declaration/Initial Study** adopted by the LEA; *or*
- D. Fully covered in a Final Environmental Impact Report (EIR)** adopted and certified by the LEA; *or*
- E. Fully covered within another lead agency's** adopted CEQA document, and if necessary, the LEA has adopted a finding of no new impact.

If applicable:

Date the **Final Environmental Impact Report** or **Negative Declaration** was adopted: _____

Date the **project** was approved by the LEA governing board: NEED

Date the **Notice of Exemption** or **Notice of Determination** was filed with the County Clerk: NEED

3. CDE Recommended Acres and Additional SAB Funding

The SAB requires information on the CDE recommended acres for a project. This information is used to determine if the project is eligible for specified additional funding. The CDE collects the following information for all projects regardless if the LEA intends to apply for the additional funding. See *SAB Regulation* Section 1859.83(d).

Physical Education Facilities

For middle schools, does the educational program require football and track facilities? Yes No

For high schools, does the educational program require:

- 1) Swimming pool? Yes No
- 2) Diving pool? Yes No
- 3) Baseball field, including bleachers and dugouts? Yes No
- 4) Football field and track, including a stadium? Yes No

LEA Completion

Grades	Kinder.	1 – 3	4 – 6	7 – 8	9 – 12	Special Ed	Special Ed	Total
Current CBEDS Enrollment of School (as adjusted for MTYRE*, if applicable)					120			120

CDE Completion

CDE Verification of CBEDS								
Net Capacity Added by This Project <i>SAB Regulations</i> sections 1859-1883(d) <i>Education Code</i> Section 17071.25(a)(2)								
Non-severe Special Education/ Severe Special Education Students								
Total Enrollment of School								
**CDE-Recommended Acres								

*For MTYRE, enter the maximum enrollment on the site at one time (*SAB Regulation* Section 1859.2.

**Based on the *Guide to School Site Analysis and Development, 2000 Edition*

Net Usable Acres as a Percent of CDE-Recommended Acres

--

I certify, as the local educational agency representative:

1. The information reported on this form is true and correct and that the above named local educational agency has reviewed the *California Code of Regulations, Title 5* standards, cited in Section 1 herein, for this school construction/replacement project and has determined that the project will not create any new significant safety hazards or exacerbate any existing safety hazards to students;
2. Pursuant to *Education Code* Section 17077.10 every permanent or portable classroom in this project will be provided a telephone that is a hard-wired or wireless connection to a public-switched telephone network, and
3. If a different and/or additional California Environmental Quality Act (CEQA) document (e.g., negative declaration, environmental impact report, or supplement) is adopted for this project subsequent to this certification, the local educational agency shall notify immediately the School Facility Planning Division and the Office of Public School Construction.

Stanford J. Hardeman

Name of Authorized Local Educational Agency Representative

Signature of Authorized Local Educational Agency Representative

Superintendent

Title

Date

SFPD 4.08C, PART ONE
Plan Summary - Modernization

(Submit with preliminary and final modernization plans)

County Sierra	Project Tracking Number <table border="1"> <tr> <td>7</td> <td>0</td> <td>1</td> <td>7</td> <td>7</td> <td>—</td> <td>0</td> <td>0</td> <td>0</td> <td>6</td> </tr> </table>	7	0	1	7	7	—	0	0	0	6
7	0	1	7	7	—	0	0	0	6		
Local Educational Agency Sierra-Plumas Jt. Unified School District	School Loyalton High School										
Summary of how the project supports the LEA's educational program: Roof replacement											
Description of the scope of work in the following areas: A. Technology (<input type="checkbox"/> Centralized Technology Laboratory <input type="checkbox"/> Dispersed Technology <input type="checkbox"/> Both <input type="checkbox"/> None) NA											
B. Science (indicate if the project includes science laboratories and if caustic and/or corrosive materials will be used) NA											
C. Heating, Ventilation, Air Conditioning NA											
D. Plumbing NA											

SFPD 4.08C, PART ONE

E. Lighting, Ceilings, Electrical
Ceiling repair as necessary

F. Floors, Doors, Walls, Windows
Wall repair as necessary

G. Cabinetry
NA

H. Accessibility
NA

I. Other

SFPD 4.08C, PART TWO

Space Conversions (Complete only for spaces that will be altered in size or purpose)

County Sierra	Project Tracking Number 7 0 1 7 7 — 0 0 0 6
Local Educational Agency Sierra Plumas Jt. Unified School District	School Loyalton High School

Some modernization projects may include a change in the purpose and/or size of a particular space to provide for an environment suitable to the current and future educational program. If a space is altered significantly, complete this form. Removing a wall to create one large classroom out of two current classrooms would be significant. However, removing a stall in a restroom to make it handicapped accessible would be insignificant and not required on this form.

NOTE: Do not complete this section if teaching stations and support spaces are not being altered in size or purpose.

Column A Building Identification: Indicate the building identification by letter, number, or name.

Column B Type of Space and Educational Program: Label the type of space provided in each building under the column labeled "current". Indicate under the column labeled "planned" the type of space after modernization.

Column C Square Feet Per Space and Number of Spaces: Provide the current number of square feet per type of space to be converted and the number of spaces under the two columns under "current." Provide the square feet for the newly planned space and number of spaces under the "planned" column.

For example:

Current		Planned	
Square Feet	No. of Spaces	Square Feet	No. of Spaces
780	2	1,560	1

Column D Purposes: Provide a brief explanation of the educational purpose for the conversion. Example: A metal shop is converted to a simulation technology laboratory to provide students with exposure to various skills in operating robotics equipment and related computer programming.

A	B		C				D
Building Identification	Type of Space and Educational Program		Square Feet per Space and Number of Spaces				Purposes
	Current	Planned	Current		Planned		
			Square Feet	No. of Spaces	Square Feet	No. of Spaces	

Attach additional sheets if necessary