AGENDA FOR THE MEETING OF THE GOVERNING BOARD OF
THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
February 9, 2016
CLOSED SESSION at 5:00 pm
Downieville School, Downieville, CA
Regular session immediately following the 6:00 pm meeting of the Sierra County Board of Education
This meeting will be available for videoconferencing at Sierra County Office of Education, 109 Beckwith Rd., Rm 4, Loyalton, CA 96118
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, 109 Beckwith Road, Room 3, Loyalton, CA, 96118, and posted with the online agenda at http://www.sierracountyofficeofeducation.org (Government Code 54957.5)

A. CALL TO ORDER
(Please be advised that this meeting will be recorded.)

B. ROLL CALL

C. APPROVAL OF AGENDA

D. PUBLIC COMMENT FOR CLOSED SESSION

At this time, the meeting opens for any public comments regarding the Closed Session items.

E. CLOSED SESSION

The Board of Trustees and Superintendent Dr. Merrill M. Grant will move into Closed Session to discuss the following item:

1. Government Code §54957 Public Employee Employment Evaluation
Employees: Site Administrators

The Board of Trustees, Superintendent Dr. Merrill M. Grant and Rose Asquith, Business Manager will move into Closed Session to discuss the following item:

2. Government Code §54957.6, Conference with Labor Negotiators
Agency Negotiator for the Board: Dr. Merrill M. Grant, Superintendent
Employee Organizations:
Represented Employees: Sierra-Plumas Teachers' Association
Unrepresented Employees: Classified Employees

F. BREAK AND CONVENE SIERRA COUNTY BOARD OF EDUCATION REGULAR MEETING at 6 PM

G. CONVENE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD REGULAR MEETING

H. REPORT OUT FROM CLOSED SESSION

Sierra-Plumas Joint Unified School District
Governing Board Agenda
February 9, 2016

I.   INFORMATION/DISCUSSION ITEMS

      1. Superintendent's Report

         a. Association of California State Administrators (ACSA) State Superintendents Symposium
         b. Energy Audit
         c. Mid-Year Review**

      2. Business Report

         a. Board Report-Expenditures by Object 7/1/15 to 1/31/16**
         b. Fifth Month Enrollments for the 2015-2016 School Year**

      3. Staff Reports (5 minutes)

      4. SPTA Report (5 minutes)

      5. Board Members' Report (5 minutes)

      6. Public Comment —This is an opportunity for members of the public to directly address the governing board on
         any item of interest that is within the subject matter jurisdiction of the governing board whether or not it is listed on
         the agenda. 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

J.   CONSENT CALENDAR

      1.   Approval of the minutes of the Regular Board meeting held January 12, 2016**
      2.   Approval of the bill warrants for the month of January 2016**
      3.   Authorization to submit the Consolidation Application**
      4.   Hazardous Materials Inventory Report
      5.   Acceptance of Donation from private individual of $600 used to fund Downieville
           Professional Learning Community Technology Training.

K.   ACTION ITEMS

      1. Unfinished Business

1516-97   Approval of BP 6145, Extracurricular and Cocurricular Activities, revision** (Grant)

      2. New Business

1516-98   Approval of assignment of Claire Schumacher to Alternative Education temporary teaching
           position, effective January 21, .63 FTE (Grant)

1516-99   Acceptance of Retirement of Janet H. McHenry, Loyalton High School Teacher, Effective
           June 11, 2016 (**under separate cover) (Grant)

1516-100   Presentation of Sierra-Plumas Teachers Association's Initial Proposal for the 2016-17 academic year^^ (Nunes)

1516-101   Approval of Student Accountability Report Card, 2014-15, Downieville Elementary** (Grant)

1516-102   Approval of Student Accountability Report Card, 2014-15, Downieville Jr./Sr. High School** (Grant)

1516-103   Approval of Student Accountability Report Card, 2014-15, Loyalton Elementary School** (White)

1516-104   Approval of Student Accountability Report Card, 2014-15, Loyalton High School** (Jones)

1516-105   Approval of Student Accountability Report Card, 2014-15, Sierra Pass Continuation School** (Jones)

1516-106   Approval of Single Plan for Student Achievement, Loyalton High School, 2015-16**

1516-107   Snow Day/Late Start Protocol (Grant)

1516-108   Authorization for Superintendent to Endorse Amendment No 4 to Agreement 2009-30D with Sierra Transportation** (Grant)

BOARD POLICIES AND ADMINISTRATIVE REGULATIONS (President)

1516-109   Approval of Board Policy and Administrative Regulation 4030, Nondiscrimination in Employment, revision^^

1516-110   Approval of Deletion of Administrative Regulation 4031 Complaints Concerning Discrimination in Employment

1516-111   Approval of Board Policy 4121 Temporary/Substitute Personnel, revision^^

1516-112   Approval of Administrative Regulation 4261.1 Personal Illness/Injury Leave, revision^^

1516-113   Approval of Board Policy 6146.1 High School Graduation Requirements, revision^^

1516-114   Approval of Board Policy 6152.1, Placement in Mathematics Courses, new**

1516-115   Approval of Board Policy and Administrative Regulation 6173, Education for Homeless Children, revision^^

1516-116   Approval of Administrative Regulation 6173.1, Education for Foster Youth^^

1516-117   Approval of Board Policy 6179, Supplemental Instruction^^

L.   ADVANCED PLANNING

1.   Next Regular Board Meeting will be held on March 8, 2016, at Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118, beginning with Closed Session, as needed, at 5 pm and the Regular Board Meeting at 6:00 pm.

2.   Suggested Agenda items

a.   _____

M.   ADJOURNMENT

_____
Dr. Merrill M. Grant, Superintendent

**enclosed
*handout
^^County agenda backup

Sierra County Office of Education
Sierra-Plumas Joint Unified School District

Goals and Areas of Emphasis for 2015/2016 School Year

District, School, and Staff Culture

- In year three, continue to establish a professional, supportive environment for all staff and the Board of Education with superintendent that permeates all interaction in order to deliver a quality education for all district students.

Management of Operations and Fiscal Services

- Live within budgetary means with balance of fiscal integrity, program enhancement, and competitive compensation. Stabilize overall budget.
- Provide quality mentorship and guidance to new site principals; continue to improve internal and external site communication.
- Monitor and provide guidance and direction to the new maintenance staffing ratio to improve efficiency and cooperation between sites.
- Coordinate the new HVAC project at Downieville School.
- Explore and enhance improvements to the itinerant areas of LHS.

Educational Program

- Explore multiple opportunities for our schools to invite parents and other supporters of our students to partner in embellishing the student experience. Enhance the School Site Councils to directly contribute to the LCAP and other mandated documents.
- Support the Sierra Schools Foundation as they continue to grow and support new programs and opportunities for students throughout the County.
- Monitor and report to Board the outcomes of the 1:1 Chromebook initiative for grades 7-12 throughout the District.
- Develop and implement a professional development plan to address and prepare for Common Core, Smarter-Balanced Assessment data, and the teaching methodologies needed to reach our students with these new expectations.
- Research the viability and vision of the high school master schedules at both high schools for desired breadth and 21st Century learning opportunities.
- Provide leadership and accountability to the new Sierra Pass learning configuration; embellish and support the ISP program.
- Continue to deepen relationships with other County agencies and be an active participant in County affairs both informal and formal.
- Provide more public relations materials directly to local media.
- Explore opportunities to promote District to attract increased enrollment.

Account Object Summary-Balance

		Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Balances through January						**Fiscal Year 2015/16**
Object	**Description**	**Adopted Budget**	**Revised Budget**	**Encumbered**	**Expenditure**	**Account Balance**
Fund **01 - General FD**						
1100	Teachers Salaries	1,567,061.00	1,529,982.00	728,806.25	762,233.31	38,942.44
1105	Per Diem - Same Day Travel	500.00	522.00		22.00	500.00
1115	Extra Duty Hourly	5,000.00	6,885.00		5,180.00	1,705.00
1120	Certificated Substitutes	40,000.00	48,030.00		17,970.00	30,060.00
1300	Certificated Superv/Admin Sala	260,985.00	250,252.00	102,580.70	143,634.97	4,036.33
1310	Teacher In Charge/Head Teacher	12,000.00	12,000.00	5,000.00	6,000.00	1,000.00
1900	Other Certificated Salaries		8,760.00	3,919.45	6,253.41	1,412.86-
	Total for Object 1000	**1,885,546.00**	**1,856,431.00**	**840,306.40**	**941,293.69**	**74,830.91**
2100	Instructional Aides Salaries	161,447.00	169,650.00	91,467.86	81,794.15	3,612.01-
2200	Classified Support Salaries	295,729.00	297,224.00	104,503.74	158,889.52	33,830.74
2201	Bus Driver	37,061.00	39,830.00	10,949.05	27,764.64	1,116.31
2205	Per Diem - Same Day Travel	150.00	150.00			150.00
2220	Classified Support Substitute	23,302.00	27,249.00		4,739.16	22,509.84
2300	Classified Sup/Admin Salaries	1,260.00	1,777.00	3,893.00	3,849.05	5,965.05-
2400	Clerical & Office Salaries	215,377.00	216,319.00	92,682.90	118,931.13	4,704.97
2900	Other Classified Salaries	13,652.00	18,062.00	11,217.75	9,605.25	2,761.00-
	Total for Object 2000	**747,978.00**	**770,261.00**	**314,714.30**	**405,572.90**	**49,973.80**
3101	State Teachers Retirement Syst	185,458.00	278,735.00	85,994.91	95,479.50	97,260.59
3102	State Teachers Retirement Syst	1,879.00	1,643.00	787.95	760.18	94.87
3201	Public Employees Retirement Sy	6,684.00	6,708.00	3,342.15	3,378.87	13.02-
3202	Public Employees Retirement Sy	76,564.00	72,827.00	31,843.70	40,372.19	611.11
3212	Pers Pickup-Classified Employe	5,644.00	5,644.00	2,441.30	3,202.07	.63
3311	OASDI-Certificated Positions	11,257.00	11,486.00	1,571.45	2,019.71	7,894.84
3312	OASDI-Classified Positions	43,899.00	44,865.00	18,870.51	24,455.24	1,539.25
3321	Medicare-Certificated Position	24,774.00	24,292.00	11,062.80	12,445.20	784.00
3322	Medicare-Classified Positions	10,543.00	10,727.00	4,528.03	5,829.87	369.10
3401	Health & Welfare -Certificated	406,324.00	428,361.00	201,835.35	217,084.05	9,441.60
3402	Health & Welfare-Classified Po	151,866.00	162,090.00	66,488.75	88,996.00	6,605.25
3403	ACA FEES-CERT		7,600.00			7,600.00
3404	ACA FEES-CLASSIFIED		5,000.00			5,000.00
3501	State Unemployment Insurance-C	1,122.00	924.00	420.20	470.84	32.96
3502	State Unemployement Insurance-	3,441.00	374.00	157.39	264.00	47.39-
3601	Workers' Compensation Insuranc	96,463.00	87,670.00	39,991.53	44,789.85	2,888.62
3602	Workers' Compensation Insuranc	38,057.00	36,978.00	15,570.82	20,047.47	1,359.71
3901	Other Benefits, Certificated P	40,014.00	40,660.00	358.75	16,899.77	23,401.48
3902	Other Benefits, Classified Pos				4,670.00	4,670.00-

Selection   Filtered by User Permissions, (Org = 6, Online/Offline = N, Fiscal Year = 2016, Period = 7, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Object = 1-7, SACS Fund? = N, Fund Page Break? = N, Obj Lvl = 4, Obj Digits = 1, Page Break? = N)

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		Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Balances through January						**Fiscal Year 2015/16**

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

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
	Total for Object 3000	1,103,989.00	1,226,584.00	485,265.59	581,164.81	160,153.60
4100	Textbooks	44,600.00	99,630.00		5,036.63	94,593.37
4200	Books Other Than Textbooks	200.00		459.56	66.02	525.58-
4300	Class Mat'l and Supplies	27,173.00	27,473.00	4,410.43	14,671.79	8,390.78
4301	Class Consumablel Mat'l	5,000.00	5,000.00	1,002.74	9,520.00	5,522.74-
4302	Class Paper/Toner	9,500.00	9,500.00	1,744.96	8,227.14	472.10-
4305	Other Student M&S	33,011.00	33,011.00	1,596.80	9,980.70	21,433.50
4320	Custodial Grounds Supplies	42,000.00	47,000.00	8,240.94	26,875.51	11,883.55
4330	Office Supplies	16,592.00	16,892.00	2,423.18	8,508.18	5,960.64
4350	Vehicle Maint. M&S	25,900.00	25,900.00	3,734.64	1,030.52	21,134.84
4351	Vehicle FUEL	25,525.00	25,525.00	20,872.97	8,822.26	4,170.23-
4399	M&S Misc -undesignated		15,017.00			15,017.00
4400	Non-Capital Equipment (Up to $	26,825.00	25,900.00	7,337.44	23,316.78	4,754.22-
	Total for Object 4000	256,326.00	330,848.00	51,823.66	116,055.53	162,968.81
5100	Subagreement for Services	176,461.00	176,461.00	87,510.02	63,949.63	25,001.35
5200	Travel & Conferences	35,140.00	81,108.00	7,094.73	12,726.76	61,286.51
5203	Mileage paid to employee			819.43	3,099.37	3,918.80-
5300	Dues & Membership	11,083.00	11,702.00	752.80	6,524.92	4,424.28
5400	Insurance-Fire, liability, etc	55,080.00	55,080.00		45,572.80	9,507.20
5510	Power	90,519.00	90,650.00	50,607.44	30,674.82	9,367.74
5520	Garbage	12,813.00	12,813.00	4,762.50	2,257.50	5,793.00
5530	Water	64,350.00	64,350.00	38,227.34	21,561.38	4,561.28
5540	Propane	67,000.00	67,000.00	50,659.34	9,430.23	6,910.43
5590	Miscellaneous Utilities	15,500.00	15,500.00	13,120.96	1,879.04	500.00
5600	Rentals, Leases & Repairs	71,900.00	84,262.00	19,990.26	16,014.60	48,257.14
5800	Services & Operating Expense	6,500.00	6,500.00	1,050.00	600.00	4,850.00
5810	Legal Expenses	10,000.00	10,000.00	277.50	722.50	9,000.00
5812	Board Election Expense	2,500.00	2,500.00			2,500.00
5840	Audit Expense	15,000.00	15,000.00	7,400.00	6,400.00	1,200.00
5860	Solid Waste Tax	13,161.00	13,161.00	4,607.60	4,119.60	4,433.80
5890	Contracts/Servic	266,282.00	282,663.00	170,190.67	119,004.99	6,532.66-
5899	SCOE Interagency Reimburse			7,762.49	2,909.75	10,672.24-
5900	Communications	3,550.00	3,875.00		2,565.30	1,309.70
5910	Telephone-Monthly Service	17,252.00	17,252.00	3,980.77	3,677.48	9,593.75
5920	T Lines	4,800.00	4,800.00			4,800.00
5990	Other Communications	225.00	225.00			225.00

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		Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Balances through January						**Fiscal Year 2015/16**
Object	**Description**	**Adopted Budget**	**Revised Budget**	**Encumbered**	**Expenditure**	**Account Balance**
Fund **01 - General FD** (continued)						
	Total for Object 5000	939,116.00	1,014,902.00	468,813.85	353,690.67	192,397.48
6200	BUILDING & IMPROVEMENT OF BUIL	91,450.00	91,450.00			91,450.00
6400	Equipment	104,935.00	145,235.00	5,691.32	73,004.35	66,539.33
6500	Equipment Replacement	224,900.00	223,420.00			223,420.00
	Total for Object 6000	421,285.00	460,105.00	5,691.32	73,004.35	381,409.33
7142	Other Tuition, Excess Cost, an	97,033.00	97,033.00		7,782.00	89,251.00
7310	Direct Support/Indirect Costs					.00
7616	Trans fr Gen Fund to Cafeteria	70,584.00	56,137.00			56,137.00
7619	Other Interfund Transfers Out	275,000.00	275,000.00			275,000.00
	Total for Object 7000	442,617.00	428,170.00	.00	7,782.00	420,388.00
	Total for Fund 01 and Expense accounts	5,796,857.00	6,087,301.00	2,166,615.12	2,478,563.95	1,442,121.93
Fund **13 - Cafeteria**						
2200	Classified Support Salaries	67,626.00	66,758.00	34,239.07	33,434.75	915.82-
3202	Public Employees Retirement Sy	6,204.00	5,960.00	2,974.45	3,001.09	15.54-
3312	OASDI-Classified Positions	4,192.00	4,139.00	2,122.81	2,072.93	56.74-
3322	Medicare-Classified Positions	980.00	968.00	496.46	484.82	13.28-
3402	Health & Welfare-Classified Po	27,681.00	17,440.00	6,920.20	6,920.20	3,599.60
3502	State Unemployement Insurance-	40.00	34.00	17.13	16.73	.14
3602	Workers' Compensation Insuranc	3,652.00	3,328.00	1,707.24	1,667.13	46.37-
	Total for Object 3000	42,749.00	31,869.00	14,238.29	14,162.90	3,467.81
4340	Food Service	8,500.00	8,500.00	3,104.81	1,777.35	3,617.84
4400	Non-Capital Equipment (Up to $	1,500.00	1,500.00			1,500.00
4700	Food	45,758.00	45,758.00	26,467.67	17,733.84	1,556.49
	Total for Object 4000	55,758.00	55,758.00	29,572.48	19,511.19	6,674.33
5200	Travel & Conferences				35.22	35.22-
5300	Dues & Membership	261.00	261.00			261.00
5600	Rentals, Leases & Repairs	2,979.00	3,279.00		539.25	2,739.75
5800	Services & Operating Expense	956.00	1,256.00	135.00	349.10	771.90
5890	Contracts/Servic	2,000.00	2,300.00	999.00	264.00	1,037.00
5900	Communications	121.00	121.00			121.00
	Total for Object 5000	6,317.00	7,217.00	1,134.00	1,187.57	4,895.43
	Total for Fund 13 and Expense accounts	172,450.00	161,602.00	79,183.84	68,296.41	14,121.75

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Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance

Balances through January — **Fiscal Year 2015/16**

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 40 - Dist Build						
6200	BUILDING & IMPROVEMENT OF BUIL	75,000.00	75,000.00			75,000.00
6500	Equipment Replacement	200,000.00	200,000.00			200,000.00
	Total for Fund 40, Expense accounts and Object 6000	**275,000.00**	**275,000.00**	**.00**	**.00**	**275,000.00**
Fund 73 - Bechen						
5800	Services & Operating Expense	3,000.00	3,000.00	6,000.00		3,000.00-
	Total for Fund 73, Expense accounts and Object 5000	**3,000.00**	**3,000.00**	**6,000.00**	**.00**	**3,000.00-**
	Total for Org 006 - Sierra-Plumas Joint Unified School District	**6,247,307.00**	**6,526,903.00**	**2,251,798.96**	**2,546,860.36**	**1,728,243.68**

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ENROLLMENT BY SCHOOL MONTH
2015-2016

	Month	Loyalton Elementary	Loyalton Jr High	Loyalton Sr High	Downieville Elementary	Downieville Jr/Sr High	Sierra Pass Cont	Long Term ISP	TOTAL
Ending 2014-2015		175	53	89	27	19	8	included in site #	371
1st Day 2015-2016		179	65	98	23	20	5	included in site #	**390**
2015 CALPADS		176	→	158	23	20	6	included in site #	383
September	1	178	65	98	23	20	5	included in site #	389
October	2	177	65	94	22	20	5	included in site #	383
November	3	177	65	90	22	21	7	included in site #	382
December	4	178	65	89	22	21	8	included in site #	383
January	5	178	65	90	23	21	8	included in site #	385
February	6							included in site #	
March	7							included in site #	
April	8							included in site #	
May	9							included in site #	
June	10							included in site #	

2014-15 Annual ADA	S-PJUSD	SDC	Washoe	NPS
	355.21	0	11.40	0.49

2015-16 P1 ADA			
	365.16	0	12.19

Enrollment difference from June 6, 2015, to
January 29, 2016: +14

Long Term ISP:
LES 9
LHS 4

MINUTES FOR THE REGULAR MEETING OF THE GOVERNING BOARD OF
THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
January 12, 2016
Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118

A. CALL TO ORDER

President Tim Driscoll called the meeting to order at 7:18 pm.

B. ROLL CALL

PRESENT: Mr. Tim Driscoll, President
            Ms. Sharon Dryden Vice President
            Mr. Allen Wright, Clerk
            Ms. Patty Hall, Member
            Mr. Mike Moore, Member

ABSENT: None

VACANT: None

C. APPROVAL OF THE AGENDA
WRIGHT/MOORE
5/0

D. INFORMATION / DISCUSSION ITEMS

1. SUPERINTENDENT'S REPORT

a. 2016-2017 Budget Update – Dr. Grant and Ms. Asquith attended the governor's budget
   workshop. The budget gap closed 95% in comparison of 2007-2008 and today.
   Early childhood education was discussed regarding combining preschool and TK. The
   governor predicts recession and steps up fiscal caution by continuing to fund the rainy day
   fund.
   K-12 budget is among the least complicated and most predictable in recent memory. This is a
   goal of the LCFF. Professional Development funding may be coming late in the year, as last
   year.
b. Personnel Update - The District is in the process of retaining a Long Term Substitute teacher
   for the Alternate Education program.
   Spring will bring a analytical look at staffing, schedules and grades/classes.

2. BUSINESS REPORT

There were no comments on the Board Report-Expenditures by Object 07/01/15 to 12/31/15 or the
Fourth Month Enrollments for the 2015-2016 School Year.

3. STAFF REPORTS

Andrea White, Loyalton Elementary School teacher and principal, gave an update on activities at her
school site.
Tom Jones, Loyalton High School principal, gave updates on student activities and also a conference
to initiate the program for freshman, Get Focused/Stay Focused.

Cali Griffin, Loyalton High School Agriculture teacher, gave an update on the Ag program and the physical education program's numerous activities

Dr. Merrill Grant, Superintendent, gave an update on Downieville School activities.

4. SPTA REPORTS

There were no reports.

5. BOARD MEMBERS' REPORTS

WRIGHT visited Downieville to check in on the heat situation. He mentioned concerns in regards to securing a replacement for the maintenance position.

6. PUBLIC COMMENT

The meeting opened at 7:41 pm and closed without comment.

E. CONSENT CALENDAR

The following items were included on the consent calendar:

1. Approval of the minutes of the Regular Board meeting held December 8, 2015
2. Approval of the bill warrants for the month of December 2015
3. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending December 31, 2015. It is required per Education Code 35186 section *(d) that a school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.* No complaints regarding textbooks and instructional materials, teacher vacancy or misassignment or conditions of facilities were filed with Sierra-Plumas Joint Unified School District during the quarter ending December 31, 2015. *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 2015-2016 school year.*
4. Authorization to submit the 2015-2016 Consolidated Application
5. Review and Approval of BP and AR 6145, Extracurricular and Cocurricular Activities, per Education Code §35160.5
6. Acceptance of Donation: 6 boxes of fabric from Karen Laux, value: $450, to District. Designated for Downieville School art program.
MOORE motioned to approve items 1-4 and 6. Bring back Item 5 for approval in February. HALL seconded.

F. ACTION ITEMS

1. Unfinished Business and General Orders

   PUBLIC HEARING-Collective Bargaining Disclosure opened at 7:43 pm and closed without comment.

1516-84   Approval of Amendment of Sierra Plumas Teachers Association Bargaining Agreement
WRIGHT/HALL
5/0

Sierra-Plumas Joint Unified School District
Minutes of the School District Governing Board
Regular Meeting
January 12, 2016

2. New Business

1516-85   Authorization to fill Plant Maintenance position, Downieville School, effective July 1, 2016, 1
           FTE
           MOORE/HALL
           5/0

1516-86   Authorization for Superintendent to assign Parental Advisory Committee for Local Control and
           Accountability Plan (LCAP)
           MOORE/HALL
           5/0

1516-87   Discussion: 2016-17 District Calendar and Professional Learning Communities

1516-88   Approval of District Integrated Pest Management Plan, 2016
           DRYDEN/HALL
           5/0

1516-89   Acceptance of the Sierra-Plumas Joint Unified School District Audit Report for year
           ending June 30, 2015
           WRIGHT/HALL
           5/0

                BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

           MOORE motioned to approve Items 1516-90 through and including Item 1516-96.
           WRIGHT seconded.
           5/0

1516-90   Approval of Minor Revisions (CSBA recommended) for the following Policies and Regulations:
           AR 4032 Reasonable Accommodation; BP 4119.11/4219.11/4319.11 Sexual Harassment; BP 5117
           Interdistrict Attendance; BP 5123 Promotion/Acceleration/Retention; AR 5125 Student Records; BP
           6142.92 Mathematics Instruction; BP 6177 Summer Learning Programs

1516-91   Approval of Board Policy 2121, Superintendent's Contract, revision

1516-92   Approval of Board Policy (new) and Administrative Regulation (revision) 5111.1, District
           Residency

1516-93   Approval of Board Policy and Administrative Regulation 5141, Health Care and Emergencies,
           revision

1516-94   Approval of Board Policy and Administrative Regulation 6142.1, Sexual Health and HIV/AIDS
           Prevention Instruction, revision

1516-95   Approval of Deletion of Exhibit 5141.6, School Health Services, revision

1516-96   Approval of Deletion of Administrative Regulation 5111.12, Residency Based on
           Parent/Guardian Employment, revision

Sierra-Plumas Joint Unified School District
Minutes of the School District Governing Board
Regular Meeting
January 12, 2016

G. ADVANCED PLANNING

1. Next Regular Board Meeting will be held on February 9, 2016, at Downieville School, 130   School Street, Downieville CA 95936, beginning with Closed Session, as needed, at 5 pm and the Regular Board Meeting at 6:00 pm.

2. Suggested Agenda items:

   a. 6145 Extracurricular Policy
   b. Energy Audit
   c. Principal Evaluation process

H. ADJOURNMENT

HALL/MOORE
5/0
ADJOURNED at 7:57 pm.

_____   _____
Allen Wright, Clerk   Dr. Merrill M. Grant, Superintendent

Checks Dated 01/01/2016 through 01/31/2016						
Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00080574	01/08/2016	AIRGAS, USA, LLC	01-5600	TANK RENTAL LHS/DVL		95.08
00080575	01/08/2016	AT&T	01-5890	PHONE SERVICES ALL SITES	34.42	
			01-5899	PHONE SERVICES ALL SITES	18.55	
			01-5910	PHONE SERVICES ALL SITES	716.09	769.06
00080576	01/08/2016	AVAYA, INC	01-5600	PHONE SYSTEM LOY/DVL		301.26
00080577	01/08/2016	CITY OF LOYALTON	01-5530	WATER AND SEWER - LOYALTON SITES	3,372.99	
			01-5899	WATER AND SEWER - LOYALTON SITES	209.57	3,582.56
00080578	01/08/2016	CURRENT ELECTRIC & ALARM, INC.	01-5600	ALARM MONITORING	468.75	
			01-5890	FIRE ALARM INSPECTION	1,125.00	
			01-5899	FIRE ALARM INSPECTION	125.00	
				ALARM MONITORING	26.25	1,745.00
00080579	01/08/2016	BENJAMIN DAVIS	01-4305	FUEL FOR ATHLETICS		234.52
00080580	01/08/2016	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530	water		44.80
00080581	01/08/2016	FERRELLGAS	01-5540	PROPANE	6,552.07	
			01-5899	PROPANE	450.61	7,002.68
00080582	01/08/2016	FLINN SCIENTIFIC, INC.	01-4301	Gloves		72.96
00080583	01/08/2016	GOLD COUNTRY DISTRIBUTORS	13-4700	dairy products for dvl school		102.31
00080584	01/08/2016	MERRILL GRANT	01-5200	PER DIEM/MILEAGE	4.84-	
			01-5203	PER DIEM/MILEAGE	839.74	834.90
00080585	01/08/2016	SUSAN GRESSEL	01-5200	PER DIEM		89.00
00080586	01/08/2016	HUNT & SONS, INC.	01-5590	Heating oil		447.18
00080587	01/08/2016	K 12 MANAGEMENT INC.	01-5890	ISP PROGRAM		1,209.00
00080588	01/08/2016	CHRISTA KETCHUM	01-4305	FUEL FOR ATHLETICS		24.26
00080589	01/08/2016	MARIAN LAVEZZOLA	01-5600	TECH COTTAGE RENTAL		200.00
00080590	01/08/2016	LIBERTY UTILITIES	01-5510	ELECTRIC - LOYALTON SITES	6,579.06	
			01-5899	ELECTRIC - LOYALTON SITES	335.19	6,914.25
00080591	01/08/2016	RHONDA MCBRIDE	01-4305	FUEL FOR ATHLETICS		84.11
00080592	01/08/2016	MODEL DAIRY, LLC	13-4700	cafeteria dairy products		279.41
00080593	01/08/2016	MIKE MOORE	01-5200	PER DIEM AND MILEAGE	28.75	
			76-9576	H/W REIMBURSEMENT	582.81	611.56
00080594	01/08/2016	NATIONAL BUSINESS FURNITURE	01-4320	Furniture		4,001.54
00080595	01/08/2016	NORTHEASTERN JOINT POWERS AUTHORITY	76-9571	WORKER'S COMP		31,163.75
00080596	01/08/2016	NWN CORPORATION	01-5890	TECH SERVICES		3,655.00
00080597	01/08/2016	PACIFIC GAS & ELECTRIC COMPANY	01-5510	estimated electrical		1,934.50
00080598	01/08/2016	PLAZA TIRE & AUTO SERVICE	01-4350	Vehicle Maintenance		101.87
00080599	01/08/2016	PROMEVO, LLC	01-4400	CHROMEBOOKS		3,342.14
00080600	01/08/2016	QUILL CORPORATION	01-4320	FURNITURE		994.33

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

006 - Sierra-Plumas Joint Unified School District   Generated for Adrienne Garza (ABALL), Feb 2 2016 8:27AM

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Checks Dated 01/01/2016 through 01/31/2016						
00080601	01/08/2016	SCHOOL SPECIALTY	01-4300	Supplies		422.82
00080602	01/08/2016	SIERRA COUNTY HEALTH DEPARTMENT	01-5510	ELECTRICAL SERVICES FOR TECH COTTAGE		289.50
00080603	01/08/2016	INTERMOUNTAIN DISPOSAL, INC.	01-5520	GARBAGE SERVICE	453.50	
			01-5899	GARBAGE SERVICE	9.00	462.50
00080604	01/08/2016	SIERRA HARDWARE	01-4320	misc supplies		119.27
00080605	01/08/2016	SIERRA VALLEY HOME CENTER	01-4300	Supplies for 2015/16	317.71	
			01-4320	custodial and maintence supplies	65.67	
				GARDEN SUPPLIES	111.53	
				Maintenance supplies	163.34	
				Materials/Supplies	23.57	
			01-4350	MISC. BUS SUPPLIES	8.03	689.85
00080606	01/08/2016	SIERRA-PLUMAS JOINT UNIFIED	01-5890	BANK SERVICE FEES		144.17
00080607	01/08/2016	SIERRA TRANSPORTATION COMPANY, LLC	01-5100	TRANSPORTATION	11,780.20	
			01-5890	TRANSPORTATION	1,944.42	13,724.62
00080608	01/08/2016	SIMPLEX/GRINNELL	01-5600	Intercom Repair		5,591.60
00080609	01/08/2016	TRI COUNTY SCHOOLS INS. GR.	01-3901	JAN 2016 HEALTH INSURANCE	2,373.25	
			01-3902	JAN 2016 HEALTH INSURANCE	1,028.90	
			01-9535	JAN 2016 HEALTH INSURANCE	15,769.75	
			76-9576	JAN 2016 HEALTH INSURANCE	65,907.36	85,079.26
00080610	01/08/2016	U.S. BANK	01-4300	Adobe Creative Cloud	49.98	
				PE Supplies	418.46	
				PRINT SERVER FOR CHROMEBOOKS	168.19	
			01-4305	Library Books	510.35	
				MAGAZINES FOR LIBRARY	126.90	
			01-4320	BULLETIN BOARD	217.73	
				Supplies	181.70	
			01-4330	WEBSITE/DOMAIN REG/ANTIVIRUS	6.31	
				REFERENCE GUIDES	99.04	
			01-4400	REPLACMENT COMPUTER	1,474.62	
				SECURITY CAMERAS	591.24	
			01-5200	REGISTRATION	1,060.00	
			01-5890	WEBSITE/DOMAIN REG/ANTIVIRUS	6.68	
			01-5899	REGISTRATION	265.00	
				REFERENCE GUIDES	12.38	
				Unpaid Sales Tax	43.88-	5,144.70
00080611	01/08/2016	US FOODSERVICE, INC.	13-4340	CAFETERIA - FOOD AND SUPPLIES	95.73	

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006 - Sierra-Plumas Joint Unified School District   Generated for Adrienne Garza (ABALL), Feb 2 2016 8:27AM

Checks Dated 01/01/2016 through 01/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00080611	01/08/2016	US FOODSERVICE, INC.	13-4700	CAFETERIA - FOOD AND SUPPLIES	748.12	843.85
00080612	01/08/2016	VERIZON WIRELESS	01-5910	CELL PHONE SERVICE		117.26
00080613	01/08/2016	VOYAGER FLEET SYSTEMS INC.	01-4305	FUEL FOR ATHLETIC TRIPS	566.89	
			01-4351	FUEL FOR MAINTENANCE	82.85	
				BUS FUEL	1,512.20	
				estimated fuel cost	88.50	
			01-5200	Fuel for Field Trips	30.01	2,280.45
00080614	01/08/2016	YOUNGS	01-5890	BATHROOM REPAIR		1,819.75
00080615	01/15/2016	AMERICAN FIDELITY ASSURANCE COMPANY	76-9579	STATE DATED CHECK		400.36
				Total Number of Checks	**42**	**186,966.99**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	37	87,731.02
13	Cafeteria Fund	3	1,225.57
76	Warrant/Pass Though (payroll)	4	98,054.28
	Total Number of Checks	**42**	187,010.87
	Less Unpaid Sales Tax Liability		43.88
	Net (Check Amount)		**186,966.99**

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

006 - Sierra-Plumas Joint Unified School District   Generated for Adrienne Garza (ABALL), Feb 2 2016 8:27AM

California Department of Education

Sierra-Plumas Joint Unified (46 70177 0000000)

Consolidated Application

Status: Certified
Saved by: Rose Asquith
Date: 2/2/2016 2:05 PM

2015-16 Federal Transferability

Federal transferability is governed by Title VI in ESEA Section 6123. An LEA may transfer a maximum of 50% of any program to other programs. This transferability is not the same as Title VI Subpart 1 REAP Flexibility governed by ESEA Section 6211.

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Program Improvement Year	0
Title II Part A Transfers	
Title II, Part A entitlement	$27,513
Transferred to Title I, Part A	$13,756

California Department of Education

Sierra-Plumas Joint Unified (46 70177 0000000)

Consolidated Application

Status: Certified
Saved by: Rose Asquith
Date: 2/2/2016 2:05 PM

2015-16 Title I, Part A LEA Allocation

The purpose of this data collection is to calculate the full Title I Part A allocation available to the LEA.

CDE Program Contact:

Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259
Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905

2015-16 Title I, Part A entitlement	$67,077
Transferred-in amount	$13,756
Title I, Part A entitlement after transfers	$80,833
Note: In order for the 2014-15 Allowable Carryover amount to be pre-populated, the 2014-15 Title I, Part A Carryover data collection should be completed and saved before beginning data entry on this data collection.	
2014-15 Allowable Carryover (Allowable values are the 12 month 2014-15 carryover amount or, whichever is less either the 15 month 2014-15 carryover amount or 15% of the 2014-15 entitlement plus transfers-in amount)	$0
Repayment of funds	$0
2015-16 Total allocation	$80,833
Indirect cost reservation	$6,510
Administrative reservation	
2015-16 Title I, Part A adjusted allocation	$74,323
Indirect Cost and Administration Calculation Tool To help determine allowable indirect cost and administration reserves, based on your Approved Indirect Cost Rate as defined on http://www.cde.ca.gov/fg/ac/ic/, below are recommended values.	
2015-16 Approved indirect cost rate	8.76%
Maximum allowable indirect cost reservation	$6,510
Recommended administration reservation	$5,614

California Department of Education

Sierra-Plumas Joint Unified (46 70177 0000000)

Consolidated Application

Status: Certified
Saved by: Rose Asquith
Date: 2/2/2016 2:05 PM

2015-16 Title I, Part A Reservations, Required

To report LEA required reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948

Nonprofit Private School Equitable Services Percentage Calculation

Total participating nonprofit school low income students	
Total participating attendance area low income students	122
Percent of nonprofit private school low income students for equitable service calculations	0.00%

Required Reservations

Title I Part A adjusted allocation	$74,323

Parental Involvement

Parental involvement (1% of the entitlement plus transfers-in if greater than $500,000.)	$0
Supplemental parental involvement (Optional: Additional discretionary set-aside.)	
Nonprofit private school parental involvement set-aside	$0
Amount remaining	$0
Public school parental involvement	$0
Balance available for LEA parental involvement activities	$0

Direct and Indirect Services

Direct or indirect services to homeless children, regardless of their school of attendance	$1
Homeless services provided (Maximum 500 characters)	According to CALPADS 1.17 report the district does not have any homeless students at this time.
Local neglected institutions Does the LEA have local institutions for neglected children or children currently classified as neglected?	No
Direct or indirect services in local institutions for neglected children	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Other neglected or delinquent services	

California Department of Education

Sierra-Plumas Joint Unified (46 70177 0000000)

Consolidated Application

Status: Certified
Saved by: Rose Asquith
Date: 2/2/2016 2:05 PM

2015-16 Title I, Part A Reservations, Allowed

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

Allowed Reservations

Professional Development for Highly Qualified Teachers and Paraprofessionals

Professional development for highly qualified teachers and paraprofessionals	$0
Nonprofit private school equitable services	$0
Professional development reserved for public schools	$0

District-wide Instructional Programs

District-wide instructional programs (Non-PI activities)	$0
Nonprofit private school equitable services	$0
District-wide instructional programs for Title I public schools	$0

Other School Programs

Other school programs Including summer school or intersession programs or before and after school programs.	$0
Nonprofit private school equitable services	$0
Other school programs reserved for public schools	$0

Other Allowable Reservations

Salary differentials	$0
Preschool programs	$0
Capital expenses for nonprofit private schools	$0

Reservation Summary

Adjusted Allocation	$74,323
Total required reservations	$1
Total allowed reservations	$0
Allocations after reservations	$74,322
Total nonprofit private school set-aside	$0
Private nonprofit school Parental Involvement set-aside	$0

California Department of Education

Sierra-Plumas Joint Unified (46 70177 0000000)

Consolidated Application

Status: Certified
Saved by: Rose Asquith
Date: 2/2/2016 2:05 PM

2015-16 Title I, Part A Reservations, Allowed

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

Public school Parental Involvement set-aside	$0
Amount available for Title I, Part A school allocations	$74,322

California Department of Education

Sierra-Plumas Joint Unified (46 70177 0000000)

Consolidated Application

Status: Certified
Saved by: Rose Asquith
Date: 2/2/2016 2:06 PM

2015-16 Title II, Part A LEA Allocations and Reservations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II Part A Teacher & Principal Training & Recruiting, and to report required reservations.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov , 916-324-5689
Juan J. Sanchez, Section 2141 Contact, jsanchez@cde.ca.gov, 916-323-5264

2015-16 Title II Part A entitlement	$27,513
Total funds transferred out of Title II, Part A	$13,756
Total entitlement after transfers	$13,757
Repayment of funds	$0
Repayment comment Provide an explanation of why repayment dollars were added back to the allocation	
2015-16 Allocation	$13,757
Administrative and indirect costs	$2,063
2015-16 Title II, Part A adjusted allocation	$11,694
Funds available for flexible use under REAP	$13,757
Budgeted REAP funds	$0

California Department of Education

Sierra-Plumas Joint Unified (46 70177 0000000)

Consolidated Application

Status: Certified
Saved by: Rose Asquith
Date: 2/2/2016 2:04 PM

2015-16 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A (Basic) SACS Code 3010	No
Title I, Part C (Migrant Education) SACS Code 3060	No
Title I, Part D (Delinquent) SACS Code 3025	No
Title II, Part A (Teacher Quality) SACS Code 4035	No
Title III (Immigrant Students) SACS Code 4201	No
Title III (LEP Students) - 2% maximum SACS Code 4203	No
Title IV, Part B (21st Century Community Learning Centers) SACS Code 4124	No

California Department of Education

Sierra-Plumas Joint Unified (46 70177 0000000)

Consolidated Application

Status: Certified
Saved by: Rose Asquith
Date: 2/2/2016 2:03 PM

2015-16 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Note:

In order for CDE program staff to have visibility to all SWP authorized schools, it is important to have an Authorized Representative certify this Notification of Authorization data collection after a change is made.

School Name	School Code	Authorized	Local Board Approval Date (ex. 04/30/2015)	SIG Approval Date (ex. 04/30/2015)	Poverty Level %
Downieville Elementary	6050611	N			
Downieville Junior-Senior High	4632303	Y	07/12/2012		40.00%
Loyalton Elementary	6050629	N			
Loyalton High	4634259	N			
Sierra Pass (Continuation)	4630034	N			

R06

California Department of Education

Sierra-Plumas Joint Unified (46 70177 0000000)

Consolidated Application

Status: Certified
Saved by: Rose Asquith
Date: 2/2/2016 2:05 PM

2015-16 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to be allocated to eligible public schools and equitable services to students in nonprofit private schools.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904

LEA meets small district criteria.

An LEA is defined as a small district criteria if, based on the school list and the data entered in School Student Counts Actuals, the LEA meets one or more of the following:
Is a single school district
Has a single school per grade span
Has enrollment total for all schools less than 1,000

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons
a - Meets 35% Low Income Requirement
c - Funded by Other Allowable Sources
d - Desegregation Waiver on File
e - Grandfather Provision
f - Feeder Pattern
g - Local Funded Charter Opted Out
h - Local Funded Charter Opted In
i - CORE Waiver Eligible High School

Low income measure	FRPM
Group Schools by Grade Span	Yes
District-wide low income %	32.72%
Available Title I, Part A school allocation	$74,322
Available public school parental involvement reservation	$0
Available nonprofit private school set-asides	$0

R08

California Department of Education

Sierra-Plumas Joint Unified (46 70177 0000000)

Consolidated Application

Status: Certified
Saved by: Rose Asquith
Date: 2/2/2016 2:05 PM

2015-16 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to be allocated to eligible public schools and equitable services to students in nonprofit private schools.
Available nonprofit private school parental involvement reservation $0

School Name	School Code	Grade Span Group	Student Enrollment	Low Income Students	Low Income Student %	$ Per Low Income Student (0.00)	Carryover	Public School Parental Involvement	Nonprofit Private Parental Involvement	Nonprofit Private Set Aside	Total School Allocation	Exception Reason	EIA Funded	Other Program Funds	Exception Comment
Downieville Elementary	6050611	1	23	9	39.13	609.20					5482.80		N	N	
Loyalton Elementary	6050629	1	174	56	32.18	609.20					34115.20		N	N	
Sierra Pass (Continuation)	4630034	3	6	3	50.00	0.00					0.00		N	N	
Downieville Junior-Senior High	4632303	3	20	8	40.00	609.20					4873.60		N	N	
Loyalton High	4634259	3	159	49	30.82	609.19					29850.31		N	N	

R08

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

</div>

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

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

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Downieville Elementary School
Street	130 School St.
City, State, Zip	Downieville, CA 95936-0396
Phone Number	530.289.3473
Principal	Merrill M. Grant, Ed.D.
E-mail Address	mgrant@spjusd.org
Web Site	downievilleschool.com
Grades Served	K-6
CDS Code	46701776050611

District Contact Information	
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530-993-1660
Superintendent	Dr. Merrill M. Grant
E-mail Address	mgrant@spjusd.org
Web Site	www.sierracountyofficeofeducation.org

School Description and Mission Statement (Most Recent Year)

Downieville is located on the western slopes of the Sierra Nevada and is the county seat. Its year-round population is approximately 325, but that number swells during the summer due to tourism. Presently, the chief employers in the community are the County of Sierra, Cal-Trans, tourist-related businesses and the schools. Along with recreation, the economy was formerly based in mining and forestry, but the last decade has seen an employment decline in these areas causing an exodus of families from the region. Many homes have been purchased as second homes and are only used during the summer tourist season.

Downieville Elementary School is a small community of two multi-grade classrooms. The first is a Kindergarten through third grade class and the second is a fourth through sixth combination. The school is located at the same site as the Junior-Senior High school. They share their site administrator, office, special education, facility, custodial and kitchen staff. Both classrooms have paraprofessionals (aides) available to the primary teachers. This highly unique school offers the students the opportunity to receive a lot of direct attention from either their certificated instructor or the aide in the classroom. The kids have an opportunity to work at their grade level or move up or down as needed to become successful. Downieville Elementary School has an API of 840.

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

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

Grade Level	Number of Students
Kindergarten	3
Grade 1	3
Grade 2	7
Grade 3	4
Grade 4	2
Grade 5	0
Grade 6	4
Total Enrollment	23

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Asian	3.3
Hispanic or Latino	13.3
White	63.3
Socioeconomically Disadvantaged	50
English Learners	3.3
Students with Disabilities	10
Foster Youth	3.3

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	2	1	1	19
Without Full Credential	0	1	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	5

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

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

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

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

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SRA Open Court Reading 2nd Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 3rd Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 5th Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 6th Grade - SRA/McGraw-Hill Adopted 2002	Yes	0
Mathematics	Math 2 - Saxon Adopted 2008 Math 3 - Saxon Adopted 2008 California Mathmatics concepts, skills - McGraw/Hill Adopted 2009 Problem solving 4th, 5th and 6th - McGraw/Hill Adopted 2009	Yes	0
Science	Science CA. ED. 2nd Grade - Harcourt Adopted 2000 Science CA. ED. 3rd Grade - Harcourt Adopted 2000 Science CA. ED. 5th Grade - Harcourt Adopted 2000 Earth Science - Holt Adopted 2001	Yes	0
History-Social Science	History: Neighborhoods 2nd Grade - Houghton Mifflin Adopted 2007 History: Communities 3rd Grade - Houghton Mifflin Adopted 2007 History: US History 5th Grade - Houghton Mifflin Adopted 2007 Ancient Civilizations - Holt Adopted 2006	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 27, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Central oil fired 50+ year old system, inefficient and requires constant repair. Water pressure tank leaks. The bolier electric and water systems are failing .
Interior: Interior Surfaces		X		Staff room carpet is worn out.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems
Electrical: Electrical		X		The electrical pump doesn't work off the breaker.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems
Safety: Fire Safety, Hazardous Materials	X			No apparent problems
Structural: Structural Damage, Roofs	X			No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		A few windows need to be replaced.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: January 27, 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	54	45	44
Mathematics	23	34	33

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

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	2	1	50.0	--	--	--	--
	4	1	1	100.0	--	--	--	--
	5	8	7	87.5	--	--	--	--
	6	4	4	100.0	--	--	--	--
Male	3		0	0.0	--	--	--	--
	4		1	100.0	--	--	--	--
	5		4	50.0	--	--	--	--
	6		2	50.0	--	--	--	--
Female	3		1	50.0	--	--	--	--
	5		3	37.5	--	--	--	--
	6		2	50.0	--	--	--	--
Asian	5		1	12.5	--	--	--	--
Hispanic or Latino	5		1	12.5	--	--	--	--
	6		1	25.0	--	--	--	--
White	3		0	0.0	--	--	--	--
	4		1	100.0	--	--	--	--
	5		4	50.0	--	--	--	--
	6		3	75.0	--	--	--	--
Socioeconomically Disadvantaged	3		1	50.0	--	--	--	--
	4		1	100.0	--	--	--	--
	5		3	37.5	--	--	--	--
	6		2	50.0	--	--	--	--
Students with Disabilities	5		2	25.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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

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

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

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	2	1	50.0	--	--	--	--
	4	1	1	100.0	--	--	--	--
	5	8	7	87.5	--	--	--	--
	6	4	4	100.0	--	--	--	--
Male	3		0	0.0	--	--	--	--
	4		1	100.0	--	--	--	--
	5		4	50.0	--	--	--	--
	6		2	50.0	--	--	--	--
Female	3		1	50.0	--	--	--	--
	5		3	37.5	--	--	--	--
	6		2	50.0	--	--	--	--
Asian	5		1	12.5	--	--	--	--
Hispanic or Latino	5		1	12.5	--	--	--	--
	6		1	25.0	--	--	--	--
White	3		0	0.0	--	--	--	--
	4		1	100.0	--	--	--	--
	5		4	50.0	--	--	--	--
	6		3	75.0	--	--	--	--
Socioeconomically Disadvantaged	3		1	50.0	--	--	--	--
	4		1	100.0	--	--	--	--
	5		3	37.5	--	--	--	--
	6		2	50.0	--	--	--	--
Students with Disabilities	5		2	25.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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

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

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

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

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

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

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

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

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

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

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

C. Engagement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	12.	10	5.00	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Downieville Elementary is situated in the small rural town of Downieville, California. Although, due to its small size, Downieville does not have a lot of crime that you would see in much larger suburban areas we still consider the safety of students and staff a priority. The Leadership team of the Sierra-Plumas Joint Unified School District has completed an update of our district/schools Safety Plan this school year. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually.

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

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

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

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

D. Other SARC Information

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

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

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

Federal Intervention Program (School Year 2015-16)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16	1			13	1			17	1		
6	12	1			16	1			13	1		

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	0.10	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.33	N/A
Psychologist	0.10	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.10	N/A
Resource Specialist	0.5	N/A
Other	2.90	N/A

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$14,372	$465	$12,273	47,175
District	N/A	N/A	$13,045	$56,544
Percent Difference: School Site and District	N/A	N/A	-5.9	-16.6
State	N/A	N/A	$5,348	$59,460
Percent Difference: School Site and State	N/A	N/A	129.5	-20.7

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

Types of Services Funded (Fiscal Year 2014-15)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

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

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

Professional Development (Most Recent Three Years)

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

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Downieville Junior-Senior High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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

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

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

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

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

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Downieville Junior-Senior High School
Street	130 School St.
City, State, Zip	Downieville, CA 95936
Phone Number	530.289.3473
Principal	Merrill M. Grant, Ed.D.
E-mail Address	mgrant@spjusd.org
Web Site	downievilleschool.org
Grades Served	7-12
CDS Code	46701774632303

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

School Description and Mission Statement (Most Recent Year)

Downieville is located on the western slopes of the Sierra Nevada and is the county seat. Its year-round population is approximately 325, but that number swells during the summer due to tourism. Presently, the chief employers in the community are the County of Sierra, Cal-Trans, tourist-related businesses and the schools. Along with recreation, the economy was formerly based in mining and forestry, but the last decade has seen an employment decline in these areas causing an exodus of families from the region. Many homes have been purchased as second homes and are only used during the summer tourist season.

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

The school is located at the same site as the elementary school. They share their site administrator, office, special education, facility, custodial and kitchen staff. This highly unique school offers the students the opportunity to receive a lot of direct attention from their certificated instructors. Therefore, it is very difficult for our students to "fall through the cracks". Because of our small size and limited teachers, we are forced to offer several classes with combined grade levels. These combined classes are then rotated every other year. This allows the kids an opportunity to work at their grade level or move up or down as needed to become successful. We are very proud of our continued success in having a 100% pass rate for the required California High School Exit Exam. The high school has an API score of 783.

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

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

Grade Level	Number of Students
Grade 7	4
Grade 8	3
Grade 9	3
Grade 10	2
Grade 11	2
Grade 12	4
Total Enrollment	18

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Hispanic or Latino	16.7
White	77.8
Two or More Races	5.6
Socioeconomically Disadvantaged	61.1
English Learners	11.1
Students with Disabilities	11.1
Foster Youth	5.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	2	2	2	19
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	2	2	1	5

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	1	1
Vacant Teacher Positions	0	0	0

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

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

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

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

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

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

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

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature: Bronze & Silver - Prentice Hall Adopted 2002 Language Arts & Literature - Holt Adopted 2003 The Norton Reader - Norton Everyday Use: Rhetoric at Work - Pearson Holt Handbook, Cr 7-12 - Holt, Rinehart,Winston, 2003	Yes	0
Mathematics	Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015 Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015 Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015 Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015 Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015 Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009 Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Life - Holt Adopted 2001 Biology - Glencoe Adopted 2012 Earth Science - Glencoe Adopted 2012 Physical - Holt Adopted 2012 Physics-Pearson Adopted 2012 Chemistry-Matter & Change-Glencoe/McGraw Hill Adopted 2012	Yes	0
History-Social Science	World Geography - Glencoe Adopted 2000 American Government - Prentice Hall Adopted 2000 United States History - Holt Adopted 2006 Ancient Civilizations - Holt Rinehart Medieval to Early Modern Times - Holt US History, Independence to 1914 - Holt The Americans - McDougall-Littel	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)

<table>
<tr><td colspan="5">School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: Sept. 2015</td></tr>
<tr><td rowspan="2">System Inspected</td><td colspan="3">Repair Status</td><td rowspan="2">Repair Needed and
Action Taken or Planned</td></tr>
<tr><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td><td>X</td><td></td><td></td><td>Central oil fired 50+ year old system, inefficient and requires constant repair.</td></tr>
<tr><td>Interior: Interior Surfaces</td><td>X</td><td></td><td></td><td>No apparent problems</td></tr>
<tr><td>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</td><td>X</td><td></td><td></td><td>No apparent problems</td></tr>
<tr><td>Electrical: Electrical</td><td>X</td><td></td><td></td><td>No apparent problems</td></tr>
<tr><td>Restrooms/Fountains: Restrooms, Sinks/ Fountains</td><td>X</td><td></td><td></td><td>No apparent problems</td></tr>
<tr><td>Safety: Fire Safety, Hazardous Materials</td><td>X</td><td></td><td></td><td>No apparent problems</td></tr>
<tr><td>Structural: Structural Damage, Roofs</td><td></td><td>X</td><td></td><td>Ball field has damage.</td></tr>
<tr><td>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td>X</td><td></td><td></td><td>No apparent problems</td></tr>
</table>

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and

• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

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

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

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

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	4	4	100.0	--	--	--	--
	8	3	2	66.7	--	--	--	--
	11	5	4	80.0	--	--	--	--
Male	7		3	75.0	--	--	--	--
	8		1	33.3	--	--	--	--
	11		3	60.0	--	--	--	--
Female	7		1	25.0	--	--	--	--
	8		1	33.3	--	--	--	--
	11		1	20.0	--	--	--	--
White	7		3	75.0	--	--	--	--
	8		2	66.7	--	--	--	--
	11		4	80.0	--	--	--	--
Two or More Races	7		1	25.0	--	--	--	--
Socioeconomically Disadvantaged	7		3	75.0	--	--	--	--
	8		1	33.3	--	--	--	--
Students with Disabilities	8		0	0.0	--	--	--	--
	11		1	20.0	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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

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

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

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	4	4	100.0	--	--	--	--
	8	3	2	66.7	--	--	--	--
	11	5	4	80.0	--	--	--	--
Male	7		3	75.0	--	--	--	--
	8		1	33.3	--	--	--	--
	11		3	60.0	--	--	--	--
Female	7		1	25.0	--	--	--	--
	8		1	33.3	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	11		1	20.0	--	--	--	--
White	7		3	75.0	--	--	--	--
	8		2	66.7	--	--	--	--
	11		4	80.0	--	--	--	--
Two or More Races	7		1	25.0	--	--	--	--
Socioeconomically Disadvantaged	7		3	75.0	--	--	--	--
	8		1	33.3	--	--	--	--
Students with Disabilities	8		0	0.0	--	--	--	--
	11		1	20.0	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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

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

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

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

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

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

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

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

Career Technical Education Programs (School Year 2014-15)

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	11
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	100

State Priority: Other Pupil Outcomes

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				46	68	59	57	56	58
Mathematics				61	76	63	60	62	59

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

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

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	41	37	22	37	48	15
All Students at the School		0			0	

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

C. Engagement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.00	0.00	0.00	3.00	2.60	2.80	13.10	11.40	11.50
Graduation Rate	100.00	100.00	80.00	96.97	94.74	94.44	78.87	80.44	80.95

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

Group	Graduating Class of 2014		
	School	District	State
All Students	100	97.22	84.6
Black or African American		100	76
American Indian or Alaska Native			78.07
Asian	100	100	92.62
Filipino			96.49
Hispanic or Latino		114.29	81.28
Native Hawaiian/Pacific Islander			83.58
White	100	92.59	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	100	150	61.28
English Learners			50.76
Students with Disabilities	100	100	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.00	0.00	0.00	12.00	10.00	5.00	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Downieville Elementary is situated in the small rural town of Downieville, California. Although, due to its small size, Downieville does not have a lot of crime that you would see in much larger suburban areas we still consider the safety of students and staff a priority. The Leadership team of the Sierra-Plumas Joint Unified School District has completed an update of our district/schools Safety Plan this school year. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually.

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

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

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

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

D. Other SARC Information

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

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

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

Federal Intervention Program (School Year 2015-16)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3	11			2	10			2	11		
Mathematics	2	7							3	4		
Science	5	4							5	2		
Social Science	4	7			6	3			6	3		

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.1	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist	0.1	N/A
Other	1.0	N/A

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$21,978	$776	$22,139	$57,865
District	N/A	N/A	$13045	$56,544
Percent Difference: School Site and District	N/A	N/A	69.7	2.3
State	N/A	N/A	$5,348	$59,460
Percent Difference: School Site and State	N/A	N/A	314.0	-2.7

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

Types of Services Funded (Fiscal Year 2014-15)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

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

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	2	1.5

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

Professional Development (Most Recent Three Years)

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development. We have teacher planning and improvement time 9 times a year for a half day.

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

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

</div>

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

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

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

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

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

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

About This School

Contact Information (Most Recent Year)

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

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

School Description and Mission Statement (Most Recent Year)

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

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

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

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

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

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

Student Enrollment by Group (School Year 2014-15)

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

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

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

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

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

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

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			No apparent problems
Structural: Structural Damage, Roofs			X	Edges of the roof pieces are bent up. Roof is patched during the summer months.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Old equipment. Need to replace all worn out parts.

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

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

School Safety Plan (Most Recent Year)

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

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

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

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

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

D. Other SARC Information

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

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

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

Federal Intervention Program (School Year 2015-16)

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

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

Average Class Size and Class Size Distribution (Elementary)

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

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

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

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

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

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

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

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

Types of Services Funded (Fiscal Year 2014-15)

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

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

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

Professional Development (Most Recent Three Years)

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

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

</div>

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

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

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Loyalton High School
Street	700 Fourth Street
City, State, Zip	Loyalton, CA 96118-0037
Phone Number	530.993.4454
Principal	Thomas Jones
E-mail Address	tjones@spjusd.org
Web Site	loyaltonhighschool.com
Grades Served	7-12
CDS Code	46701774634259

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

School Description and Mission Statement (Most Recent Year)

Loyalton High School experiences similar challenges to other small schools in providing a comprehensive educational experience for our students. Students at Loyalton High School can choose from a variety of courses to help them meet academic and vocational interests. These courses range from Agriculture to Advanced Placement Calculus. Graduates of Loyalton High School have succeeded in rigorous university settings and graduated with marketable employment skills. Because of our small enrollment, students receive personalized attention in setting and achieving their academic goals. The dedicated staff provides a wide array of co- and extra-curricular activities to enrich the lives of our students.

The Loyalton High School Mission Statement: We are committed to high expectations and achievement for all students. We encourage students to become knowledgeable, critical thinkers; effective communicators; and healthy individuals who exercise self-discipline and productive, positive citizenship.

The Loyalton High School Athletic Mission Statement: Loyalton High School athletics promote success in academics while emphasizing the positive aspects of health and fitness, commitment, teamwork, competition, and good sportsmanship for the overall good of the students, school, and community.

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

Grade Level	Number of Students
Grade 7	30
Grade 8	20
Grade 9	25
Grade 10	23
Grade 11	29
Grade 12	16
Total Enrollment	143

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.7
Asian	0.7
Hispanic or Latino	16.8
White	77.6
Two or More Races	1.4
Socioeconomically Disadvantaged	39.2
English Learners	9.1
Students with Disabilities	7
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	8	8	8	19
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	3	3	3	5

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	1	1
Vacant Teacher Positions	0	0	0

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

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

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

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

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

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

Year and month in which data were collected: October 2015

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7 & 8: Prentice Hall Literature - Language Arts, 2002 Adopted 2003 Grades 9-12: Literature & Language Arts, Third - Sixth Courses - Holt, Rinehart, & Winston, 2003 Adopted 2003 AP English Lit: Norton Introduction to Literature - W.W. Norton & Company, 2002 Adopted 2003 AP English Lang: The Norton Reader: An Anthology of Nonfiction Prose, W.W. Norton & Company, 2000 Adopted 2003 AP English Lang: Everything's an Argument, Bedford/St. Martin's, 2001 Adopted 2003 Grades 7-12: Holt Handbook - Holt, Rinehart, & Winston, 2003 Adopted 2003	No	0
Mathematics	Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015 Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015 Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015 Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015 Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015 Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009 Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Grade 7 - Life Science, Glencoe McGraw Hill, 2012 Adopted 2013 Grade 8 - Physical Science, Glencoe McGraw Hill, 2012 Adopted 2013 Biology - Biology, Glencoe McGraw-Hill, 2012 Adopted 2013 Earth Science - Geology, The Environment, and the Universe, McGraw-Hill Companies, 2013 Adopted 2013 Chemistry - Chemistry - Glencoe McGraw Hill, 2013 Adopted 2013 AP Chemistry - Chemistry, AP Edition, 8th Edition, Brooks/Cole Cengage Learning, 2012 Adopted 2013 Physics - Physics - Pearson, 2014 Adopted 2013	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Social Studies 7 - Medieval to Early Modern Times, Holt, Rinehart, & Winston, 2006 Adopted 2007 Social Studies 8 - United States History, Independence to 1914, Holt, Rinehart, & Winston, 2006 Adopted 2007 World History - Modern World History Patterns of Interaction - McDougal Littell 2009 Adopted 2009 US History - The Americans, McDougall-Littell, 2000 Adopted 2001 Government - Magruder's American Government - Prentice Hall Adopted 2013 AP Government - American Government, 13th Edition, Wadsworth Cengage Learning, 2013 Adopted 2013 Economics - Principles in Action - Prentice Hall 2007 Adopted 2009 AP US History - The American Pageant - Volumes I and II - Houghton Mifflin 2006 Adopted 2006 AP Government - The Lanahan Readings in the American Polity: 5th Edition, 2011 Adopted 2013	Yes	0
Foreign Language	Spanish: Avancemos! - Holt McDougal, 2010, Levels 1-4	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units. Adopted 2011	Yes	N/A
Visual and Performing Arts	Color: A Workshop Approach - McGraw Hill, 2005 (classroom set only) Adopted 2008 Living with Art - McGraw Hill, 2008 (classroom set only) Adopted 2008	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	A grant provided for the purchase of updated lab equipment in 2011. In addition, a chemical sweep in 2010 made it necessary for an entirely new purchase of chemicals for science labs in 2011. Science equipment for outdoor science labs was donated by Learning Landscapes in 2014.	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

To determine the condition of our facilities our district performs an annual inspection using the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces	X			Carpet is stained in the library. Classrooms need painting. Gym bleachers are worn out and need constant repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Rough athletic field surfaces and gopher problems continue in fields.
Electrical: Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Need new stalls in student restrooms, need appropriate flooring in hallway restrooms and faculty restrooms.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Single-pane windows leak and are so old that many of them no longer operate as designed. Because of the age of the windows, we are unable to find replacement hardware and heat costs are elevated to make up for loss of heat through the windows and frames.

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	34	32	94.1	31	34	28	6
	8	24	20	83.3	40	30	25	5
	11	30	28	93.3	4	29	50	18
Male	7		16	47.1	19	44	38	0
	8		15	62.5	40	40	13	7
	11		17	56.7	6	41	35	18
Female	7		16	47.1	44	25	19	13
	8		5	20.8	--	--	--	--
	11		11	36.7	0	9	73	18
American Indian or Alaska Native	8		0	0.0	--	--	--	--
Hispanic or Latino	7		4	11.8	--	--	--	--
	8		2	8.3	--	--	--	--
	11		3	10.0	--	--	--	--
White	7		24	70.6	38	33	25	4
	8		18	75.0	39	28	28	6
	11		24	80.0	4	21	54	21
Two or More Races	7		2	5.9	--	--	--	--
Socioeconomically Disadvantaged	7		13	38.2	54	8	31	8
	8		9	37.5	--	--	--	--
	11		13	43.3	0	31	38	31
English Learners	7		1	2.9	--	--	--	--
	8		1	4.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	11		2	6.7	--	--	--	--
Students with Disabilities	7		2	5.9	--	--	--	--
	8		2	8.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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

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

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	34	32	94.1	19	44	28	9
	8	24	20	83.3	35	40	10	15
	11	30	28	93.3	36	32	21	11
Male	7		16	47.1	6	38	50	6
	8		15	62.5	40	40	7	13
	11		17	56.7	41	24	29	6
Female	7		16	47.1	31	50	6	13
	8		5	20.8	--	--	--	--
	11		11	36.7	27	45	9	18
American Indian or Alaska Native	8		0	0.0	--	--	--	--
Hispanic or Latino	7		4	11.8	--	--	--	--
	8		2	8.3	--	--	--	--
	11		3	10.0	--	--	--	--
White	7		24	70.6	21	46	25	8
	8		18	75.0	33	39	11	17
	11		24	80.0	33	29	25	13
Two or More Races	7		2	5.9	--	--	--	--
Socioeconomically Disadvantaged	7		13	38.2	31	46	15	8
	8		9	37.5	--	--	--	--
	11		13	43.3	31	31	31	8
English Learners	7		1	2.9	--	--	--	--
	8		1	4.2	--	--	--	--
	11		2	6.7	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	7		2	5.9	--	--	--	--
	8		2	8.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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

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

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	50	52	61	70	60	62	59	60	56

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

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Students at the School	61
Male	61
Female	53
Black or African American	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	68
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students. Loyalton High School has programs in Construction Trades and Agriculture.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	56
% of pupils completing a CTE program and earning a high school diploma	24%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	73.43
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	44.44

State Priority: Other Pupil Outcomes

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	58	79	56	46	68	59	57	56	58
Mathematics	74	86	60	61	76	63	60	62	59

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

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

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	41	37	22	37	48	15
All Students at the School	44	32	24	40	44	16
Male	55	18	27	45	45	9
Female	36	43	21	36	43	21
White	33	33	33	33	44	22

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	2.90	26.50	55.90
9	21.70	8.70	43.50

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

C. Engagement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parents are valuable contributors to the Loyalton High School learning community. As such, the staff encourages and welcomes parental involvement. Parents are invited to participate in annual four-year planning evening sessions where the academic progress of their child(ren) is discussed one-on-one with staff members. Three parents are selected each year to serve on the Loyalton High School Site Council. Loyalton Booster Club and Loyalton Sports Club membership is mostly comprised of parents who provide financial and physical support to school programs. Additionally parents serve on Agricultural and Wood Shop advisory panels. Parents are welcome to visit classrooms and are encouraged to participate in school activities. Parents are sought to serve on WASC Committees during accreditation visit years. Parents often serve as field trip chaperones and drivers to extra- and co-curricular activities. The school calendar or events and activities can be found at the school's website: loyaltonhighschool.com. Weekly automated phone calls are sent out each Sunday night, advertising the weeks upcoming events. The daily bulletin is available online through PowerSchool: powerschool.spjusd.org/public. Parents who do not have their current login information for Powerschool may contact the school office at (530) 993-4454. Additionally, parents are contacted weekly via an automated call service with upcoming event and informational items.

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.00	3.20	0.00	3.00	2.60	2.80	13.10	11.40	11.50
Graduation Rate	100.00	96.77	100.00	96.97	94.74	94.44	78.87	80.44	80.95

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

Group	Graduating Class of 2014		
	School	District	State
All Students	93.1	97.22	84.6
Black or African American	100	100	76
American Indian or Alaska Native			78.07
Asian		100	92.62
Filipino			96.49
Hispanic or Latino	100	114.29	81.28
Native Hawaiian/Pacific Islander			83.58
White	90.91	92.59	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	100	150	61.28
English Learners			50.76
Students with Disabilities	91.67	100	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	9.00	9.00	4.00	12.00	10.00	5.00	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Loyalton High School staff and students enjoy a safe place to work and learn. Staff members remain vigilant during school breaks and before and after school each day. All visitors are asked to check in at the school office, and regular school volunteers are screened through the district screening process. The district School Safety Plan was revised and implemented in the fall of 2008 and reviewed annually since. Monthly safety drills are performed; students are well aware of safety procedures during safety drills. District personnel are assigned to review health records and report to the staff the special health needs of students. The addition of a short, daily period in the school schedule has allowed for all students to participate in school culture activities that promote a safe school environment.

The Leadership team of the Sierra-Plumas Joint Unified School District and the School Site Council have completed an update of our district/schools Safety Plan. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually.

D. Other SARC Information

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

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

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

Federal Intervention Program (School Year 2015-16)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	22	1		8	33	1		8	39		
Mathematics	11	14			10	15			8	20		
Science	10	7			6	5			7	13	1	
Social Science	5	23			5	27	1		7	17	2	

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.12	145
Counselor (Social/Behavioral or Career Development)	.12	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.38	N/A
Psychologist	.37	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	.12	N/A
Resource Specialist	0	N/A
Other	1.7	N/A

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$17,195	$961	$11,875	$52,227
District	N/A	N/A	$13,045	$56,544
Percent Difference: School Site and District	N/A	N/A	-9.0	-7.6
State	N/A	N/A	$5,348	$59,460
Percent Difference: School Site and State	N/A	N/A	122.0	-12.2

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

Types of Services Funded (Fiscal Year 2014-15)

According to the goals in our Single Plan for Student Achievement, budgeted funds were used to support students in the following programs and positions: Noon Lunch Superviser, Intervention Aides, EIA/EL Aide to assist English Learners with core classes, Library Aide, AVID, GATE, FFA, athletics, and advanced placement and on-line classes. In addition, funding was provided for the purchase of technology to assist in our educational goals. Smartboards were installed in classrooms and mobile computer lab was maintained and made available to classes for use on a sign-up basis. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum. Additionally, team building field trips for 7th and 8th grades have been funded.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

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

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All courses	4	.9

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

Professional Development (Most Recent Three Years)

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you will see the amount of time each year we set aside for continuing education and professional development. Loyalton High School has been focusing on school-wide literacy improvement for the past six years. During the past few years, we have spent time at Professional Learning Communities (PLCs) and faculty meetings on school-wide literacy systems such as note taking strategies, writing across the curriculum, academic vocabulary development, and reading. During this school year, our PLCs centered on the Common Core State Standards and teaching techniques that support the new standards and the inclusion of more technology in all classrooms. In addition, the district has promoted the use of technology by purchasing smart boards, computers, and other technology for classrooms and offering multiple in-service programs on their use and the development of classroom activities to support new standards. During a recent 1:1 initiative, all students of Loyalton High School were provided with Google Chrome Books. Much professional development time this year has been designated toward the integration of this technology into the classrooms. The PLCs continue to encourage teacher collaboration for the improvement of subject area teaching, classroom management, and student learning and the development of systems to allow for continual improvement. Teacher meetings are held weekly every Tuesday afternoon. More and more we are including teaching strategies, plans for intervention, and school planning into these meetings. Student data is the beginning point of all planning each school year. In addition to test scores, the staff looks at grades and attendance data to plan for the success of each student in meeting individual goals. This data drives the direction the school takes in professional development, support services, and school goals for each year. School funds have been available for staff to attend a variety of subject specific or general professional development programs during the school year and summers. There is a provision in the certificated contract to pay stipends to teachers for attending in-service programs during holidays or school vacations. Release time is provided for programs offered during the school year. Administration makes every effort to encourage and support professional development.

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Sierra Pass Continuation School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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

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

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

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

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

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Sierra Pass Continuation School
Street	109 Beckwith Road
City, State, Zip	Loyalton CA 96118
Phone Number	530-993-4454
Principal	Thomas Jones
E-mail Address	tjones@spjusd.org
Web Site	sierracountyofficeofeducation.org
Grades Served	9-12
CDS Code	46701774630034

District Contact Information	
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530 993-1660 ext. *837
Superintendent	Dr. Merrill M. Grant
E-mail Address	mgrant@spjusd.org
Web Site	sierracountyofficeofeducation.org

School Description and Mission Statement (Most Recent Year)

Sierra Pass Continuation High School is a small alternative education school located in a small rural county. We strive to give the students a comprehensive high school experience while addressing their unique educational needs with personalized academics and scheduling. Students receive personalized attention in setting and achieving their academic goals. The dedicated staff can tailor each student's academic and vocational programs to directly address their needs while meeting the requirements for graduation.

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

Grade Level	Number of Students
Grade 10	1
Grade 11	0
Grade 12	7
Total Enrollment	8

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Hispanic or Latino	20
White	80
Socioeconomically Disadvantaged	60
Students with Disabilities	40

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	0	0	0	19
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	5

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	1	1
Vacant Teacher Positions	0	0	0

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	89.5	10.5
All Schools in District	85.2	14.8
High-Poverty Schools in District	95.7	4.4
Low-Poverty Schools in District	79.3	20.7

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

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

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 10-12: Literature & Language Arts, Third to Sixth Courses - Holt, Rinehart, & Winston, 2003 Adopted 2003 Basic English Composition, American Guidance Services, Inc. (AGS), 2003, Not Adopted Basic English Grammar, American Guidance Services, Inc. (AGS), 2003, Not Adopted Basic English, American Guidance Services, Inc. (AGS), 2002, Not Adopted Exploring Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted World Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted American Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted	No	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Algebra 1 - Glencoe/McGraw-Hill Companies, 2008 Adopted 2009 Basic Math Skills, American Guidance Services, Inc. (AGS), 2003 Life Skills Mathematics, American Guidance Services, Inc. (AGS), 2003 Pre Algebra, American Guidance Services, Inc. (AGS), 2004 Algebra, American Guidance Services, Inc. (AGS), 2004 Algebra 2, American Guidance Services, Inc. (AGS), 2004 Geometry, American Guidance Services, Inc. (AGS), 2005 Consumer Mathematics, American Guidance Services, Inc. (AGS), 2003	No	0
Science	Biology - Glencoe/McGraw-Hill, 2012 Adopted 2013 Earth Science - Geology, The Environment, and the Universe, McGraw-Hill Companies, 2013 Adopted 2013 Earth Science, American Guidance Services, Inc. (AGS), 2004, Not Adopted Biology, American Guidance Services, Inc. (AGS), 2004, Not Adopted Physical Science, American Guidance Services, Inc. (AGS), 2004, Not Adopted	Yes	0
History-Social Science	World History - Modern World History Patterns of Interaction - McDougal Littell 2009 Adopted 2009 US History - The Americans, McDougall-Littell, 2000 Adopted 2001 Government - Magruder's American Government - Prentice Hall Adopted 2013 Economics - Principles in Action - Prentice Hall 2007 Adopted 2009 World History, American Guidance Services, Inc. (AGS), 2001, Not Adopted World Geography, American Guidance Services, Inc. (AGS), 2001, Not Adopted US History, American Guidance Services, Inc. (AGS), 2005, Not Adopted History of Our Nation, 1865 to Present, American Guidance Services, Inc. (AGS), 2005, Not Adopted US Government, American Guidance Services, Inc. (AGS), 2005, Not Adopted Economics, American Guidance Services, Inc. (AGS), 2005, Not Adopted	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units Adopted 2011 Discover Health, American Guidance Services, Inc. (AGS), 2000, Not Adopted	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	The relocatable restroom linoleum is cracked for both the male and female student entrance way.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

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

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

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	5	3	60.0	--	--	--	--
Male	11		2	40.0	--	--	--	--
Female	11		1	20.0	--	--	--	--
White	11		3	60.0	--	--	--	--
Socioeconomically Disadvantaged	11		0	0.0	--	--	--	--
Students with Disabilities	11		0	0.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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

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

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	5	3	60.0	--	--	--	--
Male	11		2	40.0	--	--	--	--
Female	11		1	20.0	--	--	--	--
White	11		3	60.0	--	--	--	--
Socioeconomically Disadvantaged	11		0	0.0	--	--	--	--
Students with Disabilities	11		0	0.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	**11**	--	--	--	--	--	--	--

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

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

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

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

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

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

Student Group	Percent of Students Scoring at Proficient or Advanced

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

Career Technical Education Programs (School Year 2014-15)

Being a continuation school, Sierra Pass has limited time that the students attend class. They are required to spend 15 hours a week at school. This leaves little time to take classes related to career technical education. Our teacher does spend time with them on assisting students with resume writing, filling our applications, and doing career research. We are also limited on facilities that can provide CTE classes. Sierra Pass students do participate in a horticulture class as an elective.

Career Technical Education Participation (School Year 2014-15)

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

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	25

State Priority: Other Pupil Outcomes

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				46	68	59	57	56	58
Mathematics				61	76	63	60	62	59

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

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

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	41	37	22	37	48	15

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

C. Engagement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged and welcome to visit their child's classroom at any time during the school day. Meetings with parents happen as soon as a student appears to be falling behind their scheduled course of study for graduation. Students and parents are encouraged to participate in annual 4-year planning sessions that are held each spring before the start of the next school year. These sessions are an opportunity to review their students' progress toward graduation and determine their next year's classes. At the beginning of each school year, the parents and students are provided with their log-in information for PowerSchool access. This gives them the opportunity to monitor completion and grades of assignments for each class.

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	3.00	2.60	2.80	3.00	2.60	2.80	13.10	11.40	11.50
Graduation Rate	96.97	94.74	94.44	96.97	94.74	94.44	78.87	80.44	80.95

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

Group	Graduating Class of 2014		
	School	**District**	**State**
All Students	100	97.22	84.6
Black or African American		100	76
American Indian or Alaska Native			78.07
Asian		100	92.62
Filipino			96.49
Hispanic or Latino	40	114.29	81.28
Native Hawaiian/Pacific Islander			83.58
White	60	92.59	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	40	150	61.28
English Learners			50.76
Students with Disabilities		100	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

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

School Safety Plan (Most Recent Year)

Sierra Pass Continuation High School staff and students enjoy a safe place to work and learn. Staff members remain vigilant during school breaks and before and after school each day. All visitors are asked to check in at the district office, and regular school volunteers are screened through the district screening process. The district School Safety Plan was revised and implemented in the fall of 2008 and reviewed annually since. Monthly safety drills are performed; students are well aware of safety procedures during safety drills. District personnel are assigned to review health records and report to the staff the special health needs of students.

The Leadership team of the Sierra-Plumas Joint Unified School District has completed an update of our district/schools Safety Plan. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually.

D. Other SARC Information

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

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

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

Federal Intervention Program (School Year 2015-16)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	2	3			3	4			2	8		
Mathematics	1	5			3	4			1	3		
Science	2	3			2	3			1	3		
Social Science	2	3			3	4			1	6		

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.16	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	3,445	N/A	$7,745	46,733
District	N/A	N/A	$13,045	$56,544
Percent Difference: School Site and District	N/A	N/A	-40.6	-17.4
State	N/A	N/A	$5,348	$59,460
Percent Difference: School Site and State	N/A	N/A	44.8	-21.4

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

Types of Services Funded (Fiscal Year 2014-15)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

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

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

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

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

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

Professional Development (Most Recent Three Years)

Sierra Pass Continuation High School has one certificated teacher. She seeks out professional development in all areas of curriculum and behavior. School funds are available for staff to attend a variety of subject specific or general professional development programs during the school year and summers. There is a provision in the certificated contract to pay stipends to teachers for attending in-service programs during school holidays or school vacations. Release time is provided for programs offered during the school year. Administration makes every effort to encourage and support professional development.

SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT
LOYALTON HIGH SCHOOL

46-70177-4634259
CDS Code

Date of this revision: October 2015

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: Thomas Jones
Position: Principal

Telephone Number: (530) 993-4454 Ext. 203
Address: PO Box 37, Loyalton, CA 96118

E-mail Address: tjones@spjusd.org

Sierra-Plumas Joint Unified School District

The District Governing Board approved this revision of the School Plan in January 2016.

SINGLE PLAN FOR STUDENT ACHIEVEMENT
2015-2016 EXECUTIVE SUMMARY

School: Loyalton High School

Number of Students: 155, Grades 7-12

Number of Teachers: 13

1.   **School-Wide Focus Areas** (in alphabetical order)

- Attendance
- Communication with Stakeholders
- Facilities and Environment
- Math Proficiency
- Professional Development
- Response to Intervention
- School Culture
- School-Wide Literacy
- Technology

2.   **School Profile Highlights**

- Chromebooks are assigned to all students to ensure one-to-one computer use for each student at school and home.
- A mobile MacBook lab is available for use throughout the school to provide students access to technology and on-line research sources.
- An interactive Texas Instruments calculator lab is available for use in all Algebra 1, Algebra 2, Trigonometry, and Calculus classes.
- An iPad lab is available for Grades 7 and 8 Science, Biology, and Earth Science students.
- A Mac computer lab is available for Journalism and newspaper production.

- Computers are available for regular use by Graphic Arts students and the yearbook staff.

- PC workstations are available for use in Chemistry, Physics, and AP Chemistry classes.

- A wide range of extra- and co-curricular activities supports the academic program.

- Academic support in English Language Arts and Math is provided for students whose progress in core classes is at risk.

- Accelerated Reading has been implemented to promote reading throughout the school.

- Google classroom collaboration applications are implemented and in use in several classrooms.

- NewsELA (online adaptive reading assessment and practice) is being implemented schoolwide to promote reading and reading comprehension.

- We offer a wide selection of Advanced Placement courses and the district office has agreed to pay the test fees for all students enrolled in these classes.

- Intervention aides provide support during the regular school day, at lunch, and after school until 4:00 Monday-Thursday.

- California Scholarship Federation peer tutoring provides support for students on Wednesday afternoons from 3:00 – 4:00.

- College planning and financial aid programs continue to encourage students and families to seek higher education and/or training programs.

- Core classes are aligned with the California State Standards.

- Courses of study are aligned district wide and adopted by the Board of Education.

- Data analysis and benchmark resources have been expanded through the purchase and implementation of STAR Math and STAR Reading.

- 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 revisit their post-high school plans.

- Language! courses offer intensive intervention to students testing more than two grade levels behind their current placement in English Language Arts.

- Opportunities for collaboration across disciplines and grade levels are embedded in the school calendar and schedule.

- Our school library is available Monday – Friday for student and staff use.

- Participation in the TRiO program in cooperation with Feather River College promotes a college-going culture at Loyalton High School and provides funding for special programs and activities.

- PeaceMediators continues to provide support in problem solving and promotion of a positive school culture.

- Professional development activities include scheduled opportunities for working as a Professional Learning Community.

- Our new Smithneck Creek Learning Landscape is available for all classes to participate in outdoor education aligned with curriculum.

- SmartBoards are installed in all regular classrooms, and on-going training is provided to assist teachers in using the technology.

- Flex Periods were provided in the schedule to encourage students for silent sustained reading and to provide study time.

- The alternating eight-period schedule allows for daily blocks of Grade 7 and 8 English and math classes.

- Scheduling was adjusted to allow for daily science and PE for Grades 7 and 8 instead of alternating blocks.

- Agriculture Science 1, Agriculture Science 2, and Floriculture were granted a-g credit for students applying to UC/CSUs beginning in 2014. Ag Science 1 and 2 classes earn elective credit and Floriculture is considered a Visual or Performing arts.

- Scheduling reflects the school value of smaller daily English 7 and 8 classes.

- A newly adopted weekly grade check for students involved in athletics and extra-curricular activities promotes our academic goals and assists students in maintaining eligibility for participation in these activities.

- Agriculture students have the opportunity to earn college credit through an articulation agreement with Lassen College.

- The consolidation of Loyalton Middle and High Schools continues to provide a diversity of staff and allows for different course offerings for students at all levels.

- The PSAT is offered onsite to juniors, sophomores, and freshmen to promote academic achievement and college preparation.

- The ASVAB is administered to all juniors and seniors for Career Explorations purposes.

Barriers

- Absences and missed class time due to athletics, field trips, and student activities continue to challenge administration and 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.

- A limited schedule may not allow all students to access classes desired to meet academic goals.

- Some students do not complete homework assignments on a regular basis.

- Teachers have multiple class assignments that require extra time for planning.

- The consolidation of the Loyalton Middle and High Schools in 2013-14 created challenges with scheduling and diversity of programs and activities to meet the needs of all students at all levels.

- The school community continues to be challenged to promote meaningful parental involvement in our schools.

- 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.

- There is a lack of local or nearby professional development that addresses the needs of the staff including technology training.

- Transportation adversely affects student involvement in co- and extra-curricular activities.

Actions

- Communication with parents will be timely and proactive in setting and tracking student academic goals.

- Maintenance and beautification of the school facilities will continue on an on-going basis.

- New technology will be purchased to replace discarded computers and to provide additional computers for teacher and student use.

- Peace Mediators will be supported to provide students opportunities for leadership and problem solving.

- Professional development will be supported to allow teachers to improve their teaching skills and alignment to the Common Core.

- School improvement will be ongoing as need is determined to create a school culture and system that meets the needs of all students at all grade levels.

- The *Master Teacher* program will be continued to offer teachers weekly access to professional development topics.

3. **Overview of Data Analysis**

- All 2015 graduates met the CAHSEE requirement before graduation in June.
- Loyalton High School had a three-year weighted API of 805. Since there was no API calculated in 2014, the California Department of Education is allowing the use of a three-year average of the three most recent API scores. Please visit cde.ca.gov *Data/Statistics* to read more about this calculation.
- Loyalton High School was not included in the AYP calculation for 2014 because of low student enrollment and being part of a *unified* school district. Please visit cde.ca.gov *Data/Statistics* to read about this policy.
- Of the 2015 graduating class, 75% met the UC/CSU admission requirements.

4. **Goals Based on Data Analysis**

- Closely track attendance and involve parents, students, teachers, and other support personnel to improve student attendance as well as utilize the SARB board as needed.
- Continue to develop strategies to provide additional academic support in the area of reading comprehension and English Language Arts.
- Continue to develop strategies to provide additional academic support in the area of mathematics.
- Continue to employ an EIA/ELL aide to work with English Language Learners.
- Continue to offer professional development to support school goals.
- 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.
- Utilize RTI to work on solutions for student behavior, attendance, and academic deficiencies of students.

5. **Professional Development Plan**

- Allow athletic director to attend training programs offered by CIF.
- Encourage faculty to create individual professional development plans.
- Encourage faculty to request and attend curricular specific professional development.
- Offer professional development to assist Advanced Placement teachers.
- Offer professional development to increase use of technology in the classrooms including SmartBoard training.

- Provide professional development to paraprofessionals to increase their effectiveness with students.

- Schedule and promote district curricular collaboration through the use of video conferencing equipment, release time, minimum days, and/or other digital means.

- Train teachers in Response to Intervention techniques, classroom management, and technology.

- Train and plan for the Implementation of the Get Focused Stay Focused program for the Fall of 2016 (Enhanced Freshman induction program with the emphasis of college and career exploration and goal setting).

- Continue training on CAASPP data analysis and using CAASPP interims as a diagnostic tool.

6. School Leadership

- A teacher-in-charge meets site needs in the absence of the principal.

- 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 maintains regular, productive communication with parents, teachers, and students.

- The principal maintains the role of instructional leader.

- The principal meets regularly with staff to maintain positive communication and an academic environment that promotes student learning.

- The principal monitors student attendance, behavior, and achievement and thereby assists students in improving academic performance.

- The principal oversees the operation of the school facilities to ensure that an optimal learning environment is maintained.

- The principal shares student successes with the learning community on a regular basis.

- The principal supports and leads the staff in school improvement strategies and meeting WASC recommendations.

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

Loyalton High School
School Demographics for 2015-2016

School Enrollment	155
Percent Economically Disadvantaged	36.99%
Percent English Learners	4.79%
Ethnicity	
African American	0.68%
American Indian/Alaskan Native	0.68%
Asian	0.68%
Caucasian	81.52%
Hispanic	16.44%

Loyalton High School
Academic Performance Index (API) Growth

	2011 API Actual	2012 API Actual	2013 API Actual	Three-Year Weighted API Average
School-wide	818	806	787	805
Hispanic/Latino	790	791	769	784
White	822	803	788	806
Socioeconomically Disadvantaged	796	820	811	808

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 five in the Sierra-Plumas Joint Unified School District. The present Loyalton High School site has been opened since 1959. With the consolidation of Loyalton Middle and Loyalton High Schools beginning in August 2013, the school currently serves approximately 155 students in Grades 7-12.

Loyalton High School staff includes: 1 Administrator, 1 School Secretary, 12 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 .118 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, but beginning in the fall of 2014 the maintenance person drives a school bus approximately three hours a day, significantly reducing our maintenance 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. We maintain a three-season athletic program for Grades 9-12 and two-season athletic program for Grades 7-8. We recognize that attendance improves for most students during their season(s) of sport.

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 resource specialist, but membership varies depending upon the student needs. At RTI 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.

Loyalton High School academics are measured by benchmark and formative assessments, the Annual Yearly Performance indicator (AYP), results on the California High School Exit Exam (CAHSEE), and the Academic Performance Index (API). Our three-year weighted average API score is above 800 in 2014, all of our seniors in 2015 met the CAHSEE requirements prior to graduation last year, and over 75% of the graduation class of 2014 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. Because of the absence of state standardized testing since spring of 2014, and the size of our school, we did not receive an AYP rating this fall.

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

The district has adopted 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 and is currently on hold until new textbooks reflect changes to the Common Core State Standards. Teams of English Language Arts teachers are currently attending textbook adoption trainings and will make a recommendation for purchase of a textbook that will be implemented in the 2016-17 school year. World History textbooks were purchased for the 2010-11 school year and Spanish books were purchased during the summer of 2011. New AP Government textbooks and on-line Geography textbooks were purchased in 2013. Our Agriculture curriculum is being supported through the purchase of on-line curriculum that is updated annually and keeps our agriculture instruction current. 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 and College Board 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, AP Chemistry, AP U.S. Government and Politics, AP U.S. History, and AP Calculus AB annually. AP English Language and Composition and AP English Literature and Composition are offered on alternating years. We also offer Honors Trigonometry/ Advanced Math Topics and Honors Spanish 4.

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. The core 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 aide works with our ELL students and another part-time bilingual aide works district wide and annually 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:

- Administrative training

- Advanced Placement training
- Agriculture teacher training
- Classroom management and discipline training
- Common Core State Standards and Smarter Balanced Assessments training
- Direct instruction/whole brain training
- General and specific technology training
- Math and science curriculum training
- Reading and literacy training
- Safety training
- Science, Technology, Engineering, and Math (STEM) training
- SmartBoard training
- Strategies and techniques for teaching diverse student populations
- Training in the content areas
- Workshops on increasing student engagement in the classroom
- Writing across the curriculum strategies

At a recent PLC the staff broke into ELA, Math, and student behavior teams. ELA and Math met to identify data trends and analyze the results of the 2014-15 CAASP results. Both departments made recommendations for adjustments based on the data. The student behavior team analyzed student referral information to identify behavior trends and where school misbehavior most occurred. The student behavior team noted the hallway and common areas as areas of need and plans to address this through direct instruction of hallway expectations. Additionally, there will be a reward system implemented for those who are getting it right.

In addition, an inservice on whole-brain teaching was attended by a large percentage of staff during the summer of 2014 to encourage alternative teaching strategies to maintain student engagement in the classrooms and minimize student disruptions of the learning environment. This program has yielded great success in the 7th and 8th grade classrooms.

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

At Loyalton High School all students participate in assessment programs. Student assessment data from STAR Reading/STAR Math benchmark assessments, CAASP Interims, 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. In the fall of 2015 aides were scheduled to provide after-school tutoring Monday through Thursday afternoons for students on a drop-in basis. These support strategies are designed to assist students in meeting the core standards. An EIA/ELL aide provides one-on-one tutoring. CSF members continue to offer peer academic tutoring Wednesdays after school.

At RTI meetings, members collaborate to help underperforming students meet the state standards and teacher expectations. Teams may 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. The RTI staff coordinator maintains RTI plans for intervention and/or academic support.

Beginning in the fall of 2014, a stricter-than-CIF academic policy was instituted by the school staff for student athletes, student leaders, and students involved in extra curricular activities. Any of these students who have an "F" in any class on Monday will be denied time out of the failing class for school activities, athletic contests, or field trips. This policy immediately improved the academic culture of our school.

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

Loyalton 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 categorical accounts have been 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. The schedule provides core intervention courses to assist students with academic improvement in core subjects as needed. An instructional aide remains after school one hour Monday through Thursday to tutor students who need help in any of their classes. CSF students provide peer tutoring once weekly from 3:00pm to 4:00pm. Teachers are also available by appointment after school and during flex periods.

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. English Learner funds provide materials to assist in intervention and with English Learners at Loyalton 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 some students meet graduation requirements through hands-on acquisition of the science. Beginning in 2014 students completing Ag Science 1, Ag Science 2, and Floriculture receive a-g credit. Ag Biology continues to receive a-g science credit.

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.

f. 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. Teachers and aides will continue to be trained in the use of our assessment and intervention programs.

g. 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 in 2015 to Truckee for a day of water safety training and instruction at the Truckee Pool.

h. 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.

i. 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. With the school's incentive program in reading that was started two years ago, more library books are being circulated than in years past.

j. 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.

k. Categorical funds have been made available to fund a team building ropes course field trip for 7th and 8th graders to build a collaborative student culture as well as enhance school culture.

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, the LHS staff at faculty meetings and PLCs, analyzes assessment results. Assessment data from the CAHSEE and STAR programs have been used to identify students for specific intervention. Recently the CAASPP has replaced the STAR program, and the CAHSEE has been phased out. Loyalton High School staff will continue to review data as well as other measures on an ongoing basis to identify students who are in need of intervention.

With the phasing out of the CAHSEE, the framework for data analysis exists and stands ready to analyze the results of any future high school graduation requirement exam.

Teachers 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. 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.

As textbooks in other classes are purchased and as we transition from CST STAR testing to Smarter Balanced Common Core testing, we are implementing 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 RTI plans 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. LHS students have access to counseling services provided by the district psychologist. Additionally, the district has provided

time to a teacher to assist with technology coaching and integration. 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 2015 California Assessment of Student Performance and Progress (CAASPP) and STAR scores (Science), the following classes experienced low academic performance.

Grade/Subject	Standards not met	Standards nearly met
7th Grade ELA	31%	34%
8th Grade ELA	40%	30%
11th Grade ELA	4%	29%
7th Grade Math	19%	44%
8th Grade Math	35%	40%
11 Grade Math	36%	32%

Seven teachers teach Math and English at Loyalton High School. That equates to 53% of teachers who teach in an areas experiencing low student performance. It has been identified that the ELA adoption, with Common Core aligned curriculum, should help increase the performance. Math curriculum changes took place in the fall of 2015. Teachers feel it has better alignment to the Common Core replacing curriculum that was antiquated. We should see improvement in Math scores as well.

Science courses had no groups higher than 30% of students receiving Below Basic or Far Below Basic scores. In fact, Grade 8 had only 24% percent of students scoring Below Basic or Far Below Basic, Grade 10 had only 12% percent of student scoring Below Basic, and no students scoring Far Below Basic. There was no science teacher where 30% or more of the students scored Below Basic or Far Below Basic.

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 daily and after school Monday through Thursday. Loyalton High School remains committed to promoting a college-going culture that supports academic excellence by participating in TRiO with Feather River College. The TRiO program provides a goal-setting retreat for Grade 9, College and Career Fair Participation, academic field trips, on-going support for college readiness, and professional development.

Intervention courses are being offered at Loyalton High School to assist students needing remediation in English Language Arts and mathematics. Additionally, there have been curriculum adoptions (math) and proposed curriculum adoptions (ELA) that will ensure that the curriculum delivered will match what is assessed in the CAASP. Students are able to access the services of the Resource Specialist, Intervention Teachers, 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 continues at Loyalton High School to support students who need intensive intervention in English Language Arts to obtain grade level proficiency.

Math Intervention is offered during a period at LHS to students who need extra assistance passing Algebra 1 or the CAHSEE Math test or who are more than two years behind grade level in math. 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.

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. The newly adopted athletic eligibility program has increased the use of PowerSchool by students, parents, and staff.

Credit recovery courses have been offered in the LHS schedule for students who need to make up credits during the school year to stay on track for graduation and who cannot fit the course needed into their regular school schedule.

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. In spring 2014 the School Psychologist worked with a Sierra County Therapist to plan and provide group sessions for students in Grades 7 and 8 to help them stay on course during these important transitional years. The School Psychologist continues to form student groups to support academics as needed.

The Sierra Safe Program meets weekly with youth who wish to seek counseling on topics dealing with teen stresses and family life. The group has been meeting in our Library and is open to all students who seek assistance.

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

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 an alternating block schedule.

- Decrease in enrollment resulted in a reduction of teaching staff, further limiting courses available to students. The combination of Loyalton Middle and High Schools in 2013 has alleviated some of the pressure and allows for greater flexibility in setting a schedule to meet the needs and goals of the school each year.

- The school board approved the combining of Loyalton Middle School and Loyalton High School in the 2013-14 school year. This allowed for consolidation of administration and sharing of staff, but has made developing a separate culture for the pivotal seventh and eighth grades a challenge. We are still brainstorming how to make this transition more effective for students at all levels.

- 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.

- District schools are separated by miles and geographic barriers during winter months, and as a result, opportunities for collaboration across disciplines and grade levels are challenging. Efforts have been made to use electronic methods to communicate during curricular meetings with mixed results.

- Recently, a greater portion of our student population has become transient. Students who move into our program more often than previously come with standards deficiencies that are difficult to assess and correct in a timely manner.

- The many students who use school transportation daily have difficulties accessing after-school tutoring and in extracurricular activities.

- Loyalton 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:

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. As our student population and staffing decreases, it is more difficult to provide instructional courses for the very few students who need intensive intervention. It is a challenge we recognize and will continue to address.

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: *It is our expectation that during 2015-16 that the population of standards met or higher will increase by 10% on the CAASP this year.*

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*

LCAP Links: *All students receive instruction and services to support their intellectual, social, emotional, and physical development.*

All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

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. Purchase and upkeep of computers and other technology at Loyalton High School to support course goals.

3. Scheduling a period of math intervention to assist students with foundational mathematics skills to enable them to successfully access the core curriculum.

4. Scheduling daily middle school English and math whenever possible to offer more time for mastery of math and English standards.

5. Maintaining small class sizes in English, math, and science whenever possible in the school schedule.

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, during lunch, and after school.

7. Implementing a weekly grade check on Monday mornings to ensure that students who are participating in athletics, field trips, or extra curricular activities are receiving the academic support they need to continue access to these programs and activities.

8. Motivating students to increase time spent in reading by providing materials for reading and continuing to promote the Accelerated Reader program at Loyalton High School.

9. Maintaining a vocational program that provides students with opportunities to apply and enhance the core academic skills in hands-on vocational settings.

10. 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.

11. Developing or acquiring Common Core writing preparation bellwork materials and encouraging implementation by all mathematics teachers.

12. Requesting that the district reinstate a textbook adoption schedule and participating actively in those adoptions to allow for purchase of textbooks, which will enhance educational opportunities for students and more closely align course content with updated curriculum standards.

13. Updating grades weekly on PowerSchool to effectively communicate achievement to stakeholders, parents, and students and to involve students in their achievement.

Funding Source:	Title I: Basic Part A, Title VI: Part B, Rural Education Achievement Program, Agriculture Incentive Block Grant, Local Control Funding Formula
Categorical Funds:	$ 15,600
Implementers:	Administration, Staff, Technology Coordinator, District Testing Coordinator, and Data Coach
Timeline:	Ongoing
Means to Assess:	Comparison of CAASP Math scores and ELA scores from fall 2015 to spring 2016, school schedule, teacher assessments, 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 have all teachers scoring proficient or advanced on their latest evaluations.*

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.*

LCAP Link: *All stakeholders are involved in promoting a district culture where student success is realized, communicated, and celebrated.*

Means of Achievement:

1. Providing professional development opportunities to staff.

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 technology.

5. Providing funding for staff to attend local professional development programs.

6. Encouraging staff to attend subject-specific training and/or to visit other schools.

7. Providing funding for school teams to continue to work with Sacramento County Office of Education and Placer County Office of Education professional development programs.

Funding Source: Title I: Part A Schoolwide Program, Title II: Preparing, Training, and Recruiting Highly Quality Teachers and Principals

Categorical Funds: $ 4,000

Implementers: Administration, Staff, Business Manager

Timeline: Ongoing

Means to Assess: 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 district graduation requirements prior to graduation, and Loyalton High School will achieve its AYP goals in 2016.*

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*

LCAP Links: *All students receive instruction and services to support their intellectual, social, emotional, and physical development.*

All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

Means of Achievement:

1. Evaluating student report cards at the end of each semester and making appropriate course placements.

2. Annual review of assessments to accurately place students in core intervention courses to provide needed support.

3. Working closely with Grade 6 teachers prior to scheduling and four-year planning in the spring to determine proper placement of students in core intervention classes.

4. Using intervention materials and software programs, such as provided with Language!, to accurately assess student placement in core intervention classes.

5. Mandating enrollment in Standards Support for students in Grades 7, 8, and 11 who are scoring not met.

6. Analyzing benchmark results from annual assessments in English and math.

7. Evaluating student grades in PowerSchool each Monday morning to identify students who may benefit from tutoring and motivating them by mandating tutoring to participate in athletics, field trips, or extra curricular activities during any week in which they have had an "F" in any subject at that checkpoint, if appointed by the classroom teacher.

Funding Source: Title I: Basic Part A, Local Control Funding, Sierra COE,

Categorical Funds: $ 8,000

Implementers:	Administration, Staff, Business Manager, 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 assessment scores, review of grades each semester, decreased number of students on ineligibility list each quarter, ongoing review of CAASPP scores, and annual review of action plan at faculty meetings

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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 2014/2015 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*

LCAP Links: *All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.*

All schools and facilities are accessible, safe, and healthy places for students, staff, and community; and all classrooms are designed and furnished for optimal learning.

Means of Achievement:

1. Promoting attendance through a system of recognition and rewards.
2. Teachers reinforcing the benefits of attendance in classes.
3. Calling daily to check on student absences.
4. Remaining active on SARB.

Funding Source:	Local Control Funding, Non Proposition 20: Lottery
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

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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 be
             at least 60 percent, attendance will be at or above the state average, and
             suspensions will decrease by five percent.*

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

ESLR Link: *Healthy Individuals, Effective Communicators*

LCAP Links: *All students receive instruction and services to support their intellectual, social,
             emotional, and physical development.*

             *All schools and facilities are accessible, safe, and healthy places for students,
             staff, and community; and all classrooms are designed and furnished for optimal
             learning.*

Means of Achievement:

1. Supervising 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. Implementing 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. Communicating 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 and other forms of communication.

6. Cooperating 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. Installing of signage to promote a welcoming environment and assist visitors to the school.

8. Replacing of flooring as needed at Loyalton High School.

9. Renovating the student common area known as "the bear cave" with new furniture and paint.

10. Maintaining the exterior of Loyalton High School and planning for grounds improvement.

11. Implementing a plan to replace classroom furniture on a reasonable and regular schedule.

12. Supporting Future Farmers of America as a co-curricular organization that allows students to gain leadership skills and apply their academic skills in competition, career development, community service, and conference activities.

13. Promoting and developing existing co- and extra-curricular activities.

14. District funding for four field trips a year for Grades 7 and 8 to promote a sense of belonging and to foster stronger relationships between students and teachers.

15. Scheduling Flex time for Grades 7 and 8 to allow time for activities that promote leadership, vision, and team building.

16. Scheduling for Grades 7 and 8 to have daily science and PE instead of alternating block periods in their subjects.

17. Maintaining a schedule that "flips" to allow for all classes to have their share of coveted morning sections.

18. Promoting communication of all aspects of the school and community culture through the Professional Learning Communities, School Site Council, advisory committees, student leadership organizations, clubs, and athletics.

19. In fall of 2014, the ASB officers began the tradition of having an annual school theme. This year the theme is, "Remember it All."

20. Supporting student clubs in meeting their stated goals as they relate to leadership development, community service, and academic enhancement.

21. Maintaining an interscholastic athletic program that promotes athletic development, sportsmanship, student academic achievement, and healthy lifestyles.

22. 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.

23. Providing a period in the schedule for a teacher to serve as Leadership Adviser to assist students in promoting student activities and a positive school culture.

Funding Source:	Title I: Basic Part A; Carl Perkins Vocational Education Funds, Title VI: Part B, Rural Education Achievement Program, **TRiO,** Agriculture Incentive Block Grant, Sierra COE
Categorical Funds:	$18,449
Implementers:	Administration, Staff, Students, Parents, Community
Means to Assess:	Annual review of action plan at faculty meetings, annual facilities review at School Site Council, Facilities Inspection Tool results.

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: $ 20,000**

These funds will be used at Loyalton 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.

Title II   **Amount: $ 4,000**

These funds will be used at Loyalton High School to support professional development for administrator, teachers, and paraprofessionals.

Vocational Education Carl D. Perkins Funds   **Amount: $ 2,600**

These funds will be used to purchase equipment for the new Floriculture class in the Agriculture program.

Agricultural Incentive Block Grant   **Amount: $ 11,000**

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

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.

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 for student field trips.

State and Local Programs	*Allocation*

✓	Agricultural Incentive Block Grant ***Purpose***: Promote agricultural education and completion of FFA goals.	$ 11,000
✓	TRiO, Feather River College Grant ***Purpose***: Provide funds to promote college-readiness primarily to economically disadvantaged students.	$ 2,000
	Total amount of state categorical	***$ 13,000***

Federal Programs under No Child Left Behind (NCLB)		*Allocation*
✓	Title I, Part A: Schoolwide Program ***Purpose***: Upgrade the entire educational program of eligible schools in high poverty areas.	$ 20,000
✓	Vocational Education Carl D. Perkins Funds ***Purpose***: Students receive vocational and technology skills that support academic standards.	$ 2,600
✓	Title II: Preparing, Training, and Recruiting Highly Quality Teachers and Principals ***Purpose:*** Provide Professional Development	$4,000
✓	Title VI, Part B: Rural Education Achievement Program ***Purpose***: Allow rural schools to provide academic opportunities and technology for students.	$ 7,000
	Total amount of federal categorical funds allocated to this school	***$ 33,600***

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
Baker, Susan		X			
Bergstrom, Sequoia					X
Bergstrom, Wendy				X	
Calabrese, Laura		X			
Hughes, Dorothy			X	X	
Jaquez, Barbara, Secretary		X			
Mann, Nick					X
Mann, Nikki				X	
McKinney, Kim		X			
Meschery, Grace					X
Jones, Thomas	X				
Number of members in each category	1	4	1	3	3

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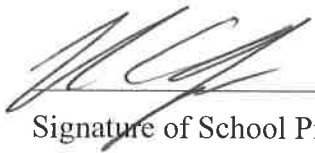
The School Site Council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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 28th, 2016.
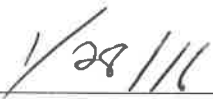
Attested:

Thomas C. Jones		1/28/11
Printed Name of School Principal	Signature of School Principal	Date
Nikki Mann VICHKAS. MANN	Nichok C. Mlan	1/28/16
Printed Name of SSC Chair	Signature of SSC Chair	Date
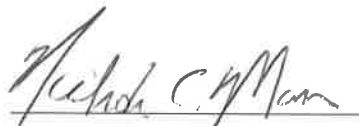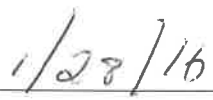
Memorandum of Understanding
Between Sierra Plumas Joint Unified School District
and
The Holy Rosary Catholic Church and the Holy Family Catholic Parish

Whereas, the Sierra-Plumas Joint Unified School District (S-PJUSD) uses the adjacent property of the Holy Rosary Catholic Church (HRCC) for "overflow" parking for numerous extracurricular events free of charge; and

Whereas, S-PJUSD uses the facilities for numerous events related to student activities such as: graduation ceremonies, senior banquet, sports banquets, drama, speech contests, advanced placement exams and senior projects free of charge; and

Whereas, the HRCC provides chairs to S-PJUSD for the high school graduation commencement ceremonies free of charge; and

Whereas, the adjacent Loyalton High School is the emergency center for the citizenry of Loyalton and access to the HRCC would enhance the ability of emergency personnel to provide a safe shelter; and

Whereas, the walkways serve as the access point to Loyalton High School.

Now, Therefore, it is agreed as follows:

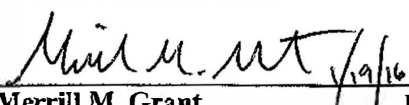At the discretion of S-PJUSD the walkway and the sidewalk adjacent to the HRCC will be cleared of snow by S-PJUSD.

A maintenance employee of S-PJUSD using S-PJSD Equipment or Sierra County Road Department will complete the snowplow operations.

HRCC will incur all liability relative to the operation of the snowplow, both personal and property and holds both S-PJUSD and Sierra County harmless and indemnifies S-PJUSD and Sierra County against any and all liability under this agreement.
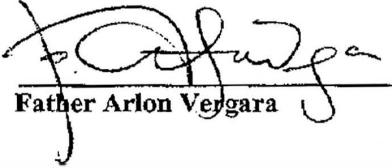
Terms, this agreement is entered into on the date stated below and may be terminated with 30-day written notice by either side to the other submitted to the address and attention as designated below.

Sierra-Plumas Joint Unified	**Holy Rosary Catholic Church**
School District	**Holy Family Catholic Parish**
P. O. Box 958	**108 Taylor Avenue**
Loyalton CA 96118	**Portola, CA 96122**

_____ 1/19/16   _____ 1-14-16
Dr. Merrill M. Grant   Date   Father Arlon Vergara   Date
Superintendent

Amendment No. 4
AGREEMENT NO. 2009-30D

between
Sierra-Plumas Joint Unified School District
and
Sierra Transportation Company, LLC (the "CONTRACTOR")

This document constitutes the Fourth Amendment, dated February 9, 2016, by and between the Sierra-Plumas Joint Unified School District, ("District"), and Sierra Transportation Company, LLC, ("CONTRACTOR") for Pupil Transportation Services.

OPERATIVE PROVISIONS

1. Compensation: $176,461.16 per year.

2. Terms: Terms of the agreement extended to June 30, 2017.

3. All other terms and conditions of the Agreement shall remain in full force and effect.

4. This amendment shall have an effective date of July 1, 2016.

IN WITNESS WHEREOF, the parties hereto have executed this Forth Amendment to the Agreement on the day here first above written.

"DISTRICT"   "CONTRACTOR"
Sierra-Plumas Joint Unified School District   Sierra Transportation Company, LLC

By_____   By_____
Dr. Merrill M. Grant, Superintendent   Doug Peterman, Owner/Manager

Date: _____   Date: _____

Approved by the Sierra-Plumas JUSD Board of Trustees on _____