

**AGENDA FOR THE MEETING OF THE GOVERNING BOARD OF
THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT**

January 2017

Sierra County Office of Education, 109 Beckwith Rd., Loyalton, CA 96118

Immediately following the 6:00 pm meeting of the Sierra County Board of Education

This meeting will be available for videoconferencing at Downieville School, 130 School St., Downieville, CA 95936

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. INFORMATION/DISCUSSION ITEMS

1. Superintendent's Report
 - a. Weather Related Issues
 - b. Testing procedures for CAASPP
 - c. Window Replacement Estimate
 - d. Governor's Budget Update

New/Renew	School Year	Grade Entering	District of Residence	Receiving District
New	2016-2017	10	Nevada Co.	Sierra

2. Business Report
 - a. Account Object Summary Balance through 12/31/16**
 - b. Fourth Month Enrollments for the 2016-2017 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

E. CONSENT CALENDAR

1. Approval of the minutes of the Regular Board meeting held December 13, 2016**
2. Approval of the Board Report – Checks Dated 08/01/2016 through 12/31/2016**
3. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending

December 31, 2016. 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, 2016.

4. Authorization to submit Consolidated Application and Reporting System, Winter Release
5. Approval of Letter of Agency for K-12 High Speed Network**

F. ACTION ITEMS

1. Unfinished Business and General Orders

1617-110 Second Reading, Board Bylaw 9320, Meetings and Notice^^

2. New Business

1617-111 Approval of Student Accountability Report Cards, 2015-2016:

- a. Downieville Elementary** (Grant)
- b. Downieville Jr./Sr. High School** (Grant)
- c. Loyalton Elementary School** (Ceresola)
- d. Loyalton High School** (Jones)
- e. Sierra Pass Continuation School** (Jones)

1617-112 Approval of Loyalton Elementary Single Plan for Student Achievement** (Ceresola)

1617-113 Approval of Out of State Field Trip, Loyalton High School Ag Class, Destination: National FFA Convention, Indianapolis, IN & Washington DC** (Jones)

1617-114 Mid-Year Update: Superintendent Goals** (Grant)

1617-115 Authorization for Superintendent to Enter into a Lease Agreement with GTE Mobilnet of California Limited Partnership, dba, Verizon Wireless for Proposed Verizon Wireless Monopine Site located at: 305 S Lincoln St., Sierraville, CA 96126, * (Grant)

1617-116 Acceptance of Fiscal Year 2015-2016 Financial Audit** (Asquith)

1617-117 Authorization for Superintendent to enter into an agreement with SmartWatt, Inc.** (Grant)

BOARD POLICIES AND ADMINISTRATIVE REGULATIONS (President)

- 1617-118 Approval of Administrative Regulation 1340 Access to District Records, revision^^
- 1617-119 Approval of Administrative Regulation 3543 Transportation Safety and Emergencies, revision^^
- 1617-120 Approval of Administrative Regulation 3550 Food Service/Child Nutrition Program, revision^^
- 1617-121 Approval of Board Policy and Administrative Regulation 4030 Nondiscrimination in Employment, revision^^
- 1617-122 Approval of Board Policy and Administrative Regulation 4119.11, 4219.11, 4319.11, Sexual Harassment, revision^^
- 1617-123 Approval of Board Policy 5030 Student Wellness, revision^^
- 1617-124 Approval of Administrative Regulation 5111.1 District Residency, revision^^
- 1617-125 Approval of Board Policy 5116.2 Involuntary Student Transfers, new^^

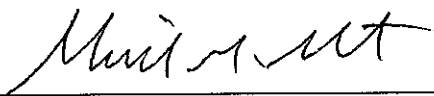
G. ADVANCED PLANNING

1. Next Regular Board Meeting will be held on February 14, 2017, at Downieville School, 130 School St., Downieville, CA 95936, beginning with Closed Session, as needed, at 5 pm and the Regular Board Meeting following the Sierra County Board of Education meeting at 6:00 pm.

2. Suggested Agenda items

a.

H. ADJOURN



Dr. Merrill M. Grant, Superintendent

**enclosed

*handout

^^County agenda backup

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD						
1100	Teachers Salaries	1,553,875.00	1,528,703.00	836,793.72	595,604.94	96,304.34
1105	Per Diem - Same Day Travel				18.00	18.00-
1115	Extra Duty Hourly		2,490.00		3,270.00	780.00-
1120	Certificated Substitutes	22,589.00	20,099.00		17,000.00	3,099.00
1300	Certificated Superv/Admin Sala	215,062.00	215,062.00	107,530.68	107,559.68	28.36-
1310	Teacher In Charge/Head Teacher	16,002.00	16,002.00	6,000.00	4,000.00	6,002.00
1900	Other Certificated Salaries	38,115.00	38,115.00	19,057.50	19,057.50	.00
	Total for Object 1000	1,845,643.00	1,820,471.00	969,381.90	746,510.12	104,578.98
2100	Instructional Aides Salaries	176,965.00	183,298.00	110,206.19	63,068.91	10,022.90
2200	Classified Support Salaries	289,512.00	290,410.00	106,692.71	139,384.68	44,332.61
2201	Bus Driver	56,298.00	41,090.00	22,075.91	20,625.50	1,611.41-
2205	Per Diem - Same Day Travel		53.00		53.00	.00
2220	Classified Support Substitute	7,062.00	12,489.00		9,161.36	3,327.64
2300	Classified Sup/Admin Salaries	82,241.00	83,868.00	40,850.52	41,570.52	1,446.96
2400	Clerical & Office Salaries	136,355.00	137,295.00	75,161.73	62,888.97	755.70-
2900	Other Classified Salaries	23,729.00	21,789.00	13,442.00	8,382.24	35.24-
	Total for Object 2000	772,162.00	770,292.00	368,429.06	345,135.18	56,727.76
3101	State Teachers Retirement Syst	299,139.00	344,929.00	112,415.22	83,523.18	148,990.60
3102	State Teachers Retirement Syst	5,450.00	8,184.00	1,151.16	722.85	6,309.99
3201	Public Employees Retirement Sy	8,031.00	8,051.00	4,819.02	3,241.84	9.86-
3202	Public Employees Retirement Sy	84,436.00	85,620.00	43,695.42	39,153.09	2,771.49
3212	Pers Pickup-Classified Employe	5,644.00	5,644.00	2,929.56	2,713.81	.63
3311	OASDI-Certificated Positions	4,963.00	5,328.00	1,986.42	1,809.07	1,532.51
3312	OASDI-Classified Positions	46,533.00	45,538.00	21,383.39	20,061.23	4,093.38
3321	Medicare-Certificated Position	25,557.00	23,760.00	12,199.08	9,951.31	1,609.61
3322	Medicare-Classified Positions	11,112.00	10,705.00	5,142.19	4,785.45	777.36
3401	Health & Welfare -Certificated	352,373.00	406,215.00	240,133.62	167,103.38	1,022.00-
3402	Health & Welfare-Classified Po	138,921.00	154,767.00	66,479.70	71,035.72	17,251.58
3501	State Unemployment Insurance-C	1,340.00	937.00	484.68	1,028.32	576.00-
3502	State Unemployment Insurance-	541.00	397.00	184.32	159.01	53.67
3601	Workers' Compensation Insuranc	71,835.00	65,985.00	34,705.44	26,965.01	4,314.55
3602	Workers' Compensation Insuranc	29,823.00	28,708.00	13,789.09	12,832.27	2,086.64
3901	Other Benefits, Certificated P	72,354.00	45,223.00		30,678.34	14,544.66
3902	Other Benefits, Classified Pos		14,819.00		1,956.00	12,863.00
	Total for Object 3000	1,158,062.00	1,254,810.00	561,498.31	477,719.88	215,591.81

Fiscal 01a

Account Object Summary-Balance

Balances through December

Fiscal Year 2016/17

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
4100	Textbooks	100,000.00	100,183.00	35,196.77	72,779.62	7,793.39-
4200	Books Other Than Textbooks			113.53	79.97	193.50-
4300	Class Mat'l and Supplies	26,973.00	33,267.00	2,693.36	17,148.66	13,424.98
4301	Class Consumable Mat'l	5,000.00	5,000.00	1,207.89	8,514.56	4,722.45-
4302	Class Paper/Toner	9,500.00	9,500.00	221.89	6,855.59	2,422.52
4305	Other Student M&S	21,825.00	23,515.00	3,171.52	8,715.03	11,628.45
4320	Custodial Grounds Supplies	42,495.00	42,495.00	6,824.90	30,587.90	5,082.20
4330	Office Supplies	16,492.00	17,231.00	369.49	6,355.52	10,505.99
4350	Vehicle Maint. M&S	25,900.00	25,900.00	5,397.44	1,206.86	19,295.70
4351	Vehicle FUEL	25,525.00	25,525.00	21,703.43	7,131.01	3,309.44-
4400	Non-Capital Equipment (Up to \$	30,148.00	28,811.00	1,402.13	42,059.15	14,650.28-
	Total for Object 4000	303,858.00	311,427.00	78,302.35	201,433.87	31,690.78
5100	Subagreement for Services	176,461.00	176,461.00	97,608.84	53,852.32	24,999.84
5200	Travel & Conferences	44,642.00	45,251.00	8,838.22	17,745.32	18,667.46
5300	Dues & Membership	1,327.00	6,068.00	1,140.80	7,169.80	2,242.60-
5400	Insurance-Fire, liability, etc	55,080.00	55,080.00		53,030.85	2,049.15
5510	Power	90,183.00	90,183.00	52,398.29	31,519.73	6,264.98
5520	Garbage	12,813.00	12,813.00	4,998.06	1,743.66	6,071.28
5530	Water	64,350.00	64,350.00	41,666.09	18,333.91	4,350.00
5540	Propane	65,000.00	65,000.00	48,899.43	6,100.57	10,000.00
5590	Miscellaneous Utilities	15,500.00	15,500.00	12,746.37	2,253.63	500.00
5600	Rentals, Leases & Repairs	94,512.00	106,450.00	14,957.45	337.50-	91,830.05
5800	Services & Operating Expense	2,500.00	4,300.00	1,200.00	800.00	2,300.00
5810	Legal Expenses	7,078.00	7,078.00	866.50	6,837.50	626.00-
5812	Board Election Expense	2,500.00	2,500.00		323.78	2,176.22
5840	Audit Expense	17,000.00	17,000.00	10,000.00	7,000.00	.00
5860	Solid Waste Tax	12,161.00	12,161.00	5,885.45	5,397.42	878.13
5890	Contracts/Service	437,634.00	551,736.00	259,935.88	159,892.56	131,907.56
5899	SCOE Interagency Reimburse			9,331.25	1,682.36	11,013.61-
5900	Communications	3,875.00	3,875.00		2,578.07	1,296.93
5910	Telephone-Monthly Service	17,252.00	17,252.00	5,232.51	1,881.24	10,138.25
5920	T Lines	4,800.00	4,800.00			4,800.00
5990	Other Communications	225.00	225.00			225.00
	Total for Object 5000	1,124,893.00	1,258,083.00	575,705.14	377,805.22	304,572.64
6400	Equipment	129,944.00	131,818.00	6,769.42	86,794.71	38,253.87
6500	Equipment Replacement	209,420.00	209,420.00			209,420.00

Fiscal101a

Account Object Summary-Balance

Balances through December

Fiscal Year 2016/17

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
	Total for Object 6000	339,364.00	341,238.00	6,769.42	86,794.71	247,673.87
7110	Out-of-State Tuition	104,450.00	104,450.00			104,450.00
7310	Direct Support/Indirect Costs	200,000.00				.00
7613	Transfer to State Sch Bldg Fun	61,553.00	61,553.00			.00
7616	Trans fr Gen Fund to Cafeteria	300,000.00	275,000.00			61,553.00
7619	Other Interfund Transfers Out	666,003.00	441,003.00	.00	.00	275,000.00
	Total for Object 7000	6,209,975.00	6,197,324.00	2,560,086.18	2,235,398.98	1,401,838.84
	Total for Fund 01 and Expense accounts	70,610.00	69,329.00	42,367.12	27,749.99	788.11-
Fund 13 - Cafeteria						
2200	Classified Support Salaries	7,635.00	7,249.00	4,323.30	2,924.48	1.22
3202	Public Employees Retirement Sy	4,377.00	3,910.00	2,393.04	1,566.47	49.51-
3312	OASDI-Classified Positions	1,024.00	915.00	559.66	366.35	11.01-
3322	Medicare-Classified Positions	13,840.00	13,774.00	8,304.24	5,469.70	.06
3402	Health & Welfare-Classified Po	49.00	34.00	21.17	13.86	1.03-
3502	State Unemployment Insurance-	2,746.00	2,452.00	1,500.76	982.40	31.16-
3602	Workers' Compensation Insuranc	29,671.00	28,334.00	17,102.17	11,323.26	91.43-
	Total for Object 3000	7,924.00	9,011.00	2,248.52	3,374.96	3,387.52
4340	Food Service	5,000.00	5,000.00			5,000.00
4400	Non-Capital Equipment (Up to \$	45,758.00	45,758.00	22,089.95	21,796.28	1,871.77
4700	Food	58,682.00	59,769.00	24,338.47	25,171.24	10,289.29
	Total for Object 4000	710.00	710.00	1,074.43	1,413.61	703.61-
5200	Travel & Conferences	2,279.00	2,800.00	1,074.43	2,597.64	872.07-
5600	Rentals, Leases & Repairs	1,256.00	1,256.00	121.28	288.28	846.44
5800	Services & Operating Expense	800.00	800.00		264.00	536.00
5890	Contracts/Service	121.00	421.00		288.63	132.37
5900	Communications	4,456.00	5,987.00	1,195.71	4,852.16	60.87-
	Total for Object 5000	163,419.00	163,419.00	85,003.47	69,096.65	9,318.88
	Total for Fund 13 and Expense accounts	300,000.00	275,000.00			275,000.00
6200	Building & Improvements	200,000.00	200,000.00			200,000.00
6500	Equipment Replacement	500,000.00	475,000.00	.00	.00	475,000.00
	Total for Fund 40, Expense accounts and Object 6000					
	Total for Fund 40, Expense accounts and Object 6000	500,000.00	475,000.00	.00	.00	475,000.00
Fund 40 - Dist Build						
6200	Building & Improvements	300,000.00	275,000.00			275,000.00
6500	Equipment Replacement	200,000.00	200,000.00			200,000.00
	Total for Fund 40, Expense accounts and Object 6000	500,000.00	475,000.00	.00	.00	475,000.00

Fiscal01a

Account Object Summary-Balance

Balances through December

Fiscal Year 2016/17

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
5800	Services & Operating Expense	6,000.00	6,000.00			6,000.00
	Total for Fund 73, Expense accounts and Object 5000	6,000.00	6,000.00	.00	.00	6,000.00
	Total for Org 006 - Sierra-Plumas Joint Unified School District	6,879,394.00	6,841,743.00	2,645,089.65	2,304,495.63	1,892,157.72

ENROLLMENT BY SCHOOL MONTH 2016-2017

	Loyalton Elementary	Loyalton Jr High	Loyalton Sr High	Downieville Elementary	Downieville Jr/Sr High	Sierra Pass Cont	Long Term ISP	TOTAL
Ending 2015-2016	181	63	87	22	21	9	included in site #	383
1st Day 2016-2017	177	57	97	26	23	1	included in site #	381
2016 CALPADS							included in site #	

	Month	Loyalton Elementary	Loyalton Jr High	Loyalton Sr High	Downieville Elementary	Downieville Jr/Sr High	Sierra Pass Cont	Long Term ISP	TOTAL
September	1	179	57	97	23	23	3	included in site #	382
October	2	176	59	98	23	24	3	included in site #	383
November	3	173	60	98	23	23	3	included in site #	380
December	4	173	60	98	23	23	3	included in site #	380
January	5							included in site #	
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 #	

2015-16	S-PJUSD	SCOE	Washoe
P2 ADA	362.36	0	11.26
Annual ADA	362.83	0.04	10.30

Enrollment difference from June 10, 2016, to
December 16, 2016: -3

Long Term ISP:
LES 8
LHS 1

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

December 13, 2016

Downieville School, 130 School Street, Downieville CA 95936

5:00 PM CLOSED SESSION

6:00 PM REGULAR SESSION

A. CALL TO ORDER

Vice-President DRYDEN called the meeting to order at 5:00 pm.

B. ROLL CALL

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

ABSENT: Mr. Tim Driscoll, President

VACANT: None

C. APPROVAL OF THE AGENDA

HALL/WRIGHT

4/0

1 Absent

D. PUBLIC COMMENT FOR CLOSED SESSION

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

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

1. 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
Confidential Employees
Administrative Employees

The Board of Trustees moved into Closed Session to discuss the following item:

2. Public Employee Discipline/Dismissal/Release (Cal. Govt. Code § 54954.5)
3. Public Employee Discipline/Dismissal/Release (Cal. Govt. Code § 54954.5)

There were no public comments.

E. CLOSED SESSION

F. RETURN TO OPEN SESSION 6:00 pm

G. RECESS FOR BREAK AND TO OPEN SIERRA COUNTY BOARD OF EDUCATION MEETING
AT 6 pm

H. RECONVENE AT 6:07 pm

I. REPORT OUT FROM CLOSED SESSION

1. Government Code §54957.6, Conference with Labor Negotiators
WRIGHT: The Board gave direction to the Superintendent to continue with negotiations.
There was no action taken in closed session.
2. Public Employee Discipline/Dismissal/Release (Cal. Govt. Code § 54954.5)
3. Public Employee Discipline/Dismissal/Release (Cal. Govt. Code § 54954.5)

The Board accepted the recommendations of the attorney in regards to the Public Employee Discipline/Dismissal/Release closed session items.

Direction was given to the superintendent, or his designee, to contact the attorney, to continue with the resolution of this issue.

ANNUAL ORGANIZATIONAL MEETING

BOARD ORGANIZATION

J. OATH OF OFFICE

1. The Superintendent gave the Oath of Office to the following Trustees:
 - A. Patty Hall, Trustee Area 1
 - B. Tim Driscoll, Trustee Area 2 - absent.
2. Election of Officers for 2017
The Superintendent called for the election of a President.
 - a. President
HALL nominated MOORE. DRYDEN seconded.
4/0
1 Absent
 - b. Vice-President –
HALL nominated WRIGHT. MOORE seconded. No vote taken. DRYDEN nominated HALL. WRIGHT seconded.
4/0
1 Absent
 - c. Clerk
DRYDEN nominated WRIGHT as clerk. HALL seconded.
4/0
1 Absent
3. President MOORE Appointed Board Representatives to the Following Committees:
 - a. Nominate and Appoint Two Board Members to Facility Committee

Sierra-Plumas Joint Unified School District
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Regular Meeting

DRISCOLL/HALL

- b. Nominate and Appoint Two Board Members to Negotiations Committee
DRYDEN/WRIGHT
 - c. Nominate and Appoint Two Board Members to Transportation Committee-West Side
HALL/WRIGHT
 - d. Nominate and Appoint Two Board Members to Transportation Committee-East Side
DRYDEN/MOORE
4. Approval of 2017 SPJUSD Governing Board Meeting Calendar
HALL/WRIGHT
4/01 Absent

K. RECESS TO CONTINUATION OF SIERRA COUNTY BOARD OF EDUCATION MEETING

L. RECONVENE at 7:02 pm

M. INFORMATION/DISCUSSION ITEMS

1. Superintendent's Report
 - a. Loyalton Elementary School Roof Report. During a conference with the roof company they indicated that we don't have a major issue now, but in four or five years repairs may be needed. They were impressed with our maintenance crew's repairs.
 - b. Storage Shed Update – Original storage idea shed will need DSA approval. The project has been reduced to a snack shack with small overhang.
2. Business Report
 - a. Account Object Summary-Balances through 11/30/16
 - b. Third Month Enrollments for the 2016-2017 School Year
 - c. The Sierra-Plumas Joint Unified School District Office will be closed for
 - Winter Break from December 23, 2016, through January 2, 2017.
3. Staff Reports (5 minutes)

TOM JONES, Site Administrator of Loyalton High School, indicated that WASC Accreditation process was in full swing and students were filling the hallways with holiday spirit.

ANDREA CERESOLA, Site Administrator for Loyalton Elementary School reported on the sports programs and the Christmas Concert.

Megan Meschery, Curriculum Coordinator, obtained free current curriculum from Plumas County.

MERRILL GRANT, Superintendent, reported on the most recent successful late start.

ROBIN BOLLE, Lead Teacher at Downieville School, reported that the tournament provided great interaction with Loyalton and Downieville JV. She also reported on Christmas activities and retirement party for Bernie Stringer, Maintenance, at Downieville School.

Downieville is also working on WASC accreditation.
4. SPTA Report (5 minutes)
5. Board Members' Report (5 minutes)

Sierra-Plumas Joint Unified School District
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WRIGHT attended the Downieville/Loyalton basketball game. He commented he could see the kids are committed to basketball.

Public Comment

A. Current location-None

Videoconference location-None

B. Opportunity to comment on the Conflict of Interest Code Amendment – No Comments

N. CONSENT CALENDAR

1. Approval of the minutes of the Regular Board meeting held November 8, 2016
2. Approval of Board Report – Checks Dated 11/01/16 through 11/31/2016
3. Appointment of 2016-17 Basketball Coaches Grades 7-8:
 - Dean Morgan (7th grade boys)
 - Louis Siqueido (8th grade boys)
 - Jason Richards (8th grade girls)

HALL/WRIGHT

4/0

1 Absent

O. ACTION ITEMS

1. New Business

- 1617-96 Approval of Assignment of Thomas Potter, Plant Maintenance Worker, 1.0 FTE, Downieville School, effective January 3, 2017

HALL/WRIGHT

4/0

1 Absent

- 1617-97 Approval of Classified Salary Schedule, effective January 1, 2017

WRIGHT/HALL

4/0

1 Absent

- 1617-98 Adoption of 2016-2017 First Interim Actuals and Criteria & Standards Report as of October 31, 2016

DRYDEN asked about the decrease to the LCFF. ASQUITH explained the property tax and EPA are broken down into three different streams to make the LCFF whole.

WRIGHT/HALL

4/0

1 Absent

- 1617-99 Approval of California Energy Commission Proposition 39 Program Energy Expenditure Plan Report (SmartWatt) This plan focuses on providing a portion of the cost of replacing the Downieville Boiler.

WRIGHT/HALL

4/0

1 Absent

Sierra-Plumas Joint Unified School District
Minutes of the School District Governing Board
Regular Meeting

- 1617-100 Approval of College Readiness Block Grant Plan
WRIGHT/DRYDEN
4/0
1 Absent
- 1617-101 Approval of Small Concession Stand Structure Construction (less than 250 sq. ft.)
DRYDEN/HALL
4/0
1 Absent
- 1617-102 The Board Acknowledged the 1979 Ford Pickup Vehicle ID F25BPEJ8168
as surplus property valued at less than \$2,500.
DRYDEN/HALL
4/0
1 Absent
- 1617-103 The Board Acknowledged the 1991 Toyota Wagon Vehicle ID JT2AE94VXM3014825 as
surplus property valued at less than \$2,500.
DRYDEN/HALL
4/0
1 Absent
- BOARD POLICIES AND ADMINISTRATIVE REGULATIONS (President)
DRYDEN motioned to approve Item 1617-104 through and including 1617-109.
HALL seconded.
4/0
1 Absent
- 1617-104 Approval of Board Policy 3541.2, Transportation for Students with Disabilities, revision
- 1617-105 Approval of Administrative Regulation 4217.11, PreRetirement Part-Time Employment
- 1617-106 Approval of Administrative Regulation 5125.3, Challenging Student Records, revision
- 1617-107 Approval of Administrative Regulation 6143, Courses of Study, revision
- 1617-108 Approval of Board Policy, Administrative Regulation and Exhibit (1), (2) 6173, Education
for Homeless Children, revision
- 1617-109 Approval of Board Bylaw, Exhibit 9323.2, Actions by the Board, revision

P. ADVANCED PLANNING

1. Next Regular Board Meeting will be held on January 10, 2017, at Sierra County Office of Education, 109 Beckwith Rd., Loyalton, CA 96118, beginning with Closed Session, as needed, at 5 pm and the Regular Board Meeting following the Sierra County Board of Education meeting at 6:00 pm.
2. Suggested Agenda items
 - a. Superintendent/District Goals

Sierra-Plumas Joint Unified School District
Minutes of the School District Governing Board
Regular Meeting

- b. SMART Watt
- c. FFA Nationals Field Trip Request

Q. ADJOURN

HALL/WRIGHT
4/0
1 Absent
Adjourned at 7:37 pm

Allen Wright, Clerk

Dr. Merrill M. Grant, Superintendent

ReqPay12c

Board Report

Checks Dated 12/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00081279	12/02/2016	SIERRA-PLUMAS JOINT UNIFIED PETTY CASH	01-5200	HOTEL REIMBURSEMENT		302.38
00081280	12/13/2016	AT&T	01-5890	PHONE SERVICES ALL SITES	35.81	
			01-5899	PHONE SERVICES ALL SITES	18.73	
			01-5910	PHONE SERVICES ALL SITES	375.65	430.19
00081281	12/13/2016	AVAYA, INC	01-5600	PHONE SYSTEM LOY/DVL		57.15
00081282	12/13/2016	BROWN-MILBERRY INC.	01-4320	CIRCULATOR PUMP	403.97	
			01-5600	CIRCULATOR PUMP REPAIR	62.52	466.49
00081283	12/13/2016	CALEY ELECTRIC	01-5600	SERVICE CALL		125.00
00081284	12/13/2016	CEV MULTIMEDIA, LTD.	01-4300	License Fees		810.00
00081285	12/13/2016	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
00081286	12/13/2016	CMC-ASIOMAR	01-5200	REGISTRATION		725.00
00081287	12/13/2016	DISCOUNT SCHOOL SUPPLY	01-4300	Classroom supplies		38.16
00081288	12/13/2016	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530	Water		108.40
00081289	12/13/2016	FERRELLGAS	01-5540	PROPANE	3,600.42	
			01-5899	PROPANE	550.22	4,150.64
00081290	12/13/2016	LYNN W. FILLO	01-4300	WATER BOTTLES		14.07
00081291	12/13/2016	FOREST VIEW SCREENING	01-5890	DOT CONSORTIUM		201.00
00081292	12/13/2016	GIRARD & EDWARDS ATTORNEYS AT LAW	01-5810	LEGAL FEES		2,834.00
00081293	12/13/2016	GOLD COUNTRY DISTRIBUTORS	13-4340	FOOD AND SUPPLIES	497.98	
			13-4700	FOOD AND SUPPLIES	1,359.85	1,857.83
00081294	12/13/2016	MERRILL GRANT	01-5200	PER DIEM/HOTEL/MILEAGE		658.77
00081295	12/13/2016	SUSAN GRESSEL	01-5200	PER DIEM		89.00
00081296	12/13/2016	HUNT & SONS, INC.	01-5590	Heating oil		1,183.34
00081297	12/13/2016	IXL LEARNING	01-4300	IXL learning program upgrade		75.00
00081298	12/13/2016	MARIAN LAVEZZOLA	01-5600	TECH COTTAGE RENTAL		200.00
00081299	12/13/2016	LIBERTY UTILITIES	01-5510	ELECTRIC - LOYALTON SITES	5,194.12	
			01-5899	ELECTRIC - LOYALTON SITES	180.50	5,374.62
00081300	12/13/2016	MCGRW-HILL SCHOOL EDUCATION HOLDINGS, LLC	01-4300	INSTRUCTIONAL SUPPLIES		120.07
00081301	12/13/2016	MODEL DAIRY, LLC	13-4700	DAIRY PRODUCTS		232.13
00081302	12/13/2016	MIKE MOORE	76-9576	H/W REIMBURSEMENT		687.32
00081303	12/13/2016	MOUNTAIN MESSENGER	01-5890	ADVERTISEMENTS AND PUBLIC HEARINGS		20.00
00081304	12/13/2016	NASCO MODESTO CORP.	01-4301	Supplies		229.76
00081305	12/13/2016	NWN CORPORATION	01-5890	WEB-FILTER/CISCO INSTALL		194.00
00081306	12/13/2016	OFFICE DEPOT	01-4300	Head phones	278.64	
			01-4302	Office Fax	137.62	416.26
00081307	12/13/2016	OLIVER WORLDCLASS LABS	01-4300	SOFTWARE		2,523.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE
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Checks Dated 12/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00081308	12/13/2016	PACIFIC GAS & ELECTRIC COMPANY	01-5510	Estimated Electrical		2,320.66
00081309	12/13/2016	PLAZA TIRE & AUTO SERVICE	01-4350	Vehicles Maintenance		203.74
00081310	12/13/2016	PRO PACIFIC FRESH	13-4700	FOOD AND SUPPLIES		106.11
00081311	12/13/2016	PROTECH PROJECTION SYS INC. HINCKLEY CORPORATE PARK	01-4400	Projector	655.75	
00081312	12/13/2016	QUILL CORPORATION	01-4300	Cork Boards	45.75	610.00
00081313	12/13/2016	RAY MORGAN COMPANY	01-5600	COPIER AGREEMENT	161.13	81.68
				COPIER MAINT. LHS/LES	526.92	
00081314	12/13/2016	REALLY GOOD STUFF, INC.	01-5899	COPIER AGREEMENT	22.79	710.84
			01-4300	supplies	161.80	
				Unpaid Sales Tax	9.99	
00081315	12/13/2016	RIDDELL ALL AMERICAN SPORTS CORP.	01-4305	HELMETS		151.81
00081316	12/13/2016	SACRAMENTO COUNTY OFFICE OF ED / ATTN: FINANCIAL SERVICES	01-5200	REGISTRATION		619.41
00081317	12/13/2016	SCHOOL SPECIALTY	01-4330	copyroom supplies	174.60	300.00
00081318	12/13/2016	SIERRA COUNTY HEALTH DEPARTMENT	01-4400	Laminator	2.26	172.34
00081319	12/13/2016	SIERRA COUNTY CLERK-RECORDER	01-5510	ELECTRICAL SERVICES FOR TECH COTTAGE		289.50
00081320	12/13/2016	INTERMOUNTAIN DISPOSAL, INC.	01-5812	ELECTION COSTS		323.78
00081321	12/13/2016	SIERRA HARDWARE	01-5520	GARBAGE SERVICE	496.10	506.00
00081322	12/13/2016	SIERRA VALLEY HOME CENTER	01-5899	GARBAGE SERVICE	9.90	25.43
00081323	12/13/2016	SIERRA-PLUMAS JOINT UNIFIED	01-4320	Misc Supplies		607.92
			01-4320	CUSTODIAL & MAINT. SUPPLIES	93.66	
			01-4350	MISC. BUS SUPPLIES	17.19	
			01-5600	SHED PROJECT	497.07	
			01-5890	BANK SERVICE FEES	152.38	
			13-4340	BANK SERVICE FEES	69.86	
00081324	12/13/2016	SIERRA TRANSPORTATION COMPANY, LLC	01-5100	TRANSPORTATION	16,828.85	222.24
			01-5890	TRANSPORTATION	2,777.75	
00081325	12/13/2016	SPORTSMEN'S DEN	01-4305	SPORTS SUPPLIES		19,606.60
00081326	12/13/2016	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5890	EMPLOYMENT FINGERPRINTING		270.82
00081327	12/13/2016	SUMMIT PROFESSIONAL EDUCATION	01-5200	REGISTRATION		241.00
00081328	12/13/2016	TIMBERLINE AUTO PARTS & POWER EQUIPMENT	01-4350	Parts		569.97
00081329	12/13/2016	TRI COUNTY SCHOOLS INS. GR.	01-9535	DEC 2016 HEALTH INSURANCE	12,167.00	160.09
			76-9576	DEC 2016 HEALTH INSURANCE	64,313.66	
00081330	12/13/2016	TRUCKEE DONNER RECREATION & PARK DISTRICT	01-5890	Swimming		76,480.66
00081331	12/13/2016	U.S. BANK	01-4100	FINANCIAL ALGEBRA TEXTS	481.53	600.00

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ESCAPE ONLINE
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Checks Dated 12/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00081331	12/13/2016	U.S. BANK	01-4300	Adobe Creative Cloud	59.98	
				ANTIVIRUS	49.99	
				Classroom Supplies	86.92	
				REPLACEMENT BULB	59.00	
				School supplies	213.97	
				TECH SUPPLIES	534.32	
			01-4301	Classroom supplies	245.77	
				Gloves	42.36	
			01-4302	School supplies	210.00	
			01-4305	Basketballs	209.46	
			01-4320	DOOR LATCH	334.98	
				EYE WASH STATION	79.73	
			01-4330	ADOBE PRO SUBSCRIPTION	11.24	
				GRADING SOFTWARE	199.80	
				WEBSITE/DOMAIN REG/ANTIVIRUS	8.90	
			01-4400	SOFTWARE ADMIN ASST. COMPUTER	339.98	
			01-5600	LIFT RENTAL	300.00	
			01-5890	LOG ME IN SUBSCRIPTION	1,439.88	
				WEBSITE/DOMAIN REG/ANTIVIRUS	11.09	
			01-5899	ADOBE PRO SUBSCRIPTION	3.75	
			13-4340	DISHWASHER PARTS	36.66	
				Unpaid Sales Tax	27.27	4,932.04
00081332	12/13/2016	US FOODSERVICE, INC.	13-4340	CAFETERIA - FOOD AND SUPPLIES	366.58	
			13-4700	CAFETERIA - FOOD AND SUPPLIES	1,761.89	2,128.47
00081333	12/13/2016	VERIZON WIRELESS	01-5910	CELL PHONE SERVICE	507.01	117.08
00081334	12/13/2016	VOYAGER FLEET SYSTEMS INC.	01-4305	FUEL FOR ATHLETIC TRIPS	2,086.62	
			01-4351	BUS FUEL	128.47	
				Fuel	209.40	
				Fuel for Maintenance	244.19	
			01-5200	FUEL FOR MAINTENANCE	61.18	3,236.87
00081335	12/13/2016	ANDREA WHITE	01-5200	TRAVEL EXPENSES		445.99
00081336	12/13/2016	ALLEN WRIGHT	01-5200	PER DIEM AND MILEAGE		20.25
Total Number of Checks					58	143,767.44

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.

Checks Dated 12/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	53	74,418.41
13	Cafeteria Fund	6	4,431.06
76	Warrant/Pass Through (payroll)	2	65,000.98
Total Number of Checks		58	143,850.45
Less Unpaid Sales Tax Liability			83.01
Net (Check Amount)			<u>143,767.44</u>

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.

Letter of Agency

Please complete this Letter of Agency (LOA) by **November 15, 2016**, to:

K-12 High Speed Network
c/o Imperial County Office of Education
1398 Sperber Road
El Centro, CA 92243

From:

Agency: Sierra-Plumas Joint Unified School District

County: Sierra

This Letter of Agency (LOA) is to confirm participation in the Corporation for Education Network Initiatives in California (CENIC) E-rate Consortium as an eligible member entity for E-rate discounts in 2017-18, 2018-19, 2019-20, 2020-21 and 2021-22 E-rate application years. I authorize CENIC (E-rate Entity No. 225495), under contract with the Imperial County Office of Education (ICOE), to act on my behalf in matters related to the federal E-rate discount program for the purposes of securing those discounts on eligible telecommunications services. I understand that in submitting E-rate forms, CENIC is using data provided by the California Department of Education (CDE) on behalf of my school system for the purposes of determining E-rate discounts. I also understand that because CENIC must prepare its statewide application in advance, CENIC may use older National School Lunch Program (NSLP) (enrollment and free/reduced lunch eligibility) data that varies from the NSLP data we may use in our own E-rate applications. We therefore agree in advance that whatever NSLP data CENIC uses and can verify to the satisfaction of Universal Service Administrative Company/ Schools and Libraries Program (USAC/SLP) shall be the correct NSLP data for CENIC's consortium application for our entity.

I authorize CENIC, as the consortium lead, to have rights under the USAC's E-rate Productivity Center (EPC), or any future iterations of E-rate application processing, to act on behalf of my entity in activities related to the consortium, including but not limited to filing, submitting and certifying forms.

I understand that in submitting E-rate forms which include us in the consortium, CENIC is making certifications for our school system. By signing this LOA, I make the following certifications on behalf of our entity:

1. I certify that the schools in our system are all schools under the statutory definitions of elementary and secondary schools found in the No Child Left Behind Act of 2001, 20 U.S.C. §§ 7801(18) and (38), that do not operate as for-profit businesses and do not have endowments exceeding \$50 million.
2. The schools in our system have secured access to all of the resources, including computers, training, software, internal connections, maintenance, and electrical

capacity necessary to make effective use of the discounted telecommunications services acquired by CENIC on our behalf. I certify that to the extent that the billed entity is passing through the non-discounted charges for the services requested under this LOA, that the entities I represent have secured access to all of the resources to pay the non-discounted charges for eligible services from funds to which access has been secured in the current funding year.

3. I certify that the CENIC E-rate discounted services our school system may use (as described in the law, 47 U.S.C. § 254) will be used primarily for educational purposes and will not be sold, resold, or transferred in consideration for money or any other item of value, except as permitted by the rules of the Federal Communications Commission Commission (FCC) at 47 C.F.R. § 54.500 (et seq.).

4. I certify that our school system has complied with all program rules and I acknowledge that failure to do so may result in denial of discount funding and/or cancellation of funding commitments. I acknowledge that failure to comply with program rules could result in civil or criminal prosecution by the appropriate law enforcement authorities.

5. I acknowledge that the discount level used for shared services is conditional, for future years, upon ensuring that the most disadvantaged schools and libraries that are treated as sharing in the service, receive an appropriate share of benefits from those services.

6. I certify that I will retain required documents for a period of at least ten years after the last day of service delivered. I certify that I will retain all documents necessary to demonstrate compliance with the statute and Commission rules regarding the application for, receipt of, and delivery of services receiving schools and libraries discounts, and that if audited, I will make such records available to the Administrator. I acknowledge that I may be audited pursuant to participation in the Schools and Libraries Program.

7. I certify that I am authorized to order telecommunications and other supported services for the eligible entities covered by this Letter of Agency. I certify that I am authorized to make this request on behalf of the eligible entities covered by this Letter of Agency, that I have examined this Letter, that all of the information on this Letter is true and correct to the best of my knowledge, that the entities that will be receiving discounted services under this Letter pursuant to this application have complied with the terms, conditions and purposes of the program, that no kickbacks were paid to anyone and that false statements on this form can be punished by fine or forfeiture under the Communications Act, 47 U.S.C. §§ 502, 503(b), or fine or imprisonment under Title 18 of the United States Code, 18 U.S.C. § 1001 and civil violations of the False Claims Act.

8. I acknowledge that FCC rules provide that persons who have been convicted of criminal violations or held civilly liable for certain acts arising from their participation in

the Schools and Libraries support mechanism are subject to suspension and debarment from the program. I will institute reasonable measures to be informed, and will notify USAC should I be informed or become aware that I or any of the entities, or any person associated in any way with my entity and/or the entities, is convicted of a criminal violation or held civilly liable for acts arising from their participation in the Schools and Libraries support mechanism.

9. I certify that, to the best of my knowledge, the non-discount portion of the costs for eligible services will not be paid by the service provider. I acknowledge that the provision, by the provider of a supported service, of free services or products unrelated to the supported service or product constitutes a rebate of some or all of the cost of the supported services.

10. I understand that savings realized by CENIC on behalf of the consortium members are to be used to benefit consortium members.

11. I certify that I am authorized to sign this LOA and to the best of my knowledge, information and belief, all information provided to CENIC for its role as consortium lead under E-rate is true and correct.

12. I authorize CENIC, as the consortium lead, to have rights under the Universal Service Administrative Company's E-rate Productivity Center to act on behalf of my entity in activities related to the consortium, including but not limited, to filing, submitting and certifying forms.

I understand that persons willfully making false statements on the E-rate forms or through this LOA can be punished by fine or forfeiture, under Communications Act, 47 U.S.C. §§ 502, 503(b), or fine or imprisonment under Title 18 of the United States Code, 18 U.S.C.

LEA INFORMATION

Sierra-Plumas Joint Unified School District

Printed Name of School System (District, COE, ROP)

46 70177 0000000

School System's 14 digit County-District-School Number (CDS Number)

0011963147

School District FCC Registration Number (FCC RN)

144636

USAC/E-rate Billed Entity Number (BEN)

530 993-1660

Phone number for School System

SIGNER INFORMATION

Merrill Grant

Signature of authorized person

1/5/17

Date Signed

Merrill Grant

Printed name (first last) of authorized person

Superintendent

Title or position of authorized signer

CONTACT INFORMATION

Blairie Donnelly

Printed name (first last) of contact person, if different from signer

530-771-7927

Phone number for contact person

bdonnelly@spjUSD.org

Email for contact person

2016 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publically available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School 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
School Website	loyaltonhighschool.com
CDS Code	46701774634259

District Contact Information

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Sierra-Plumas Joint Unified School District
Street	109 Beckwith Road
City, State, Zip	Loyalton, CA 96118
Phone Number	530.993.1660
Superintendent	Dr. Merrill M. Grant
Web Site	www.sierracountyofficeofeducation.org
E-mail Address	mgrant@spjUSD.org

School Description and Mission Statement (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Loyalton High School is a small school that provides a comprehensive educational experience for our students. Students at Loyalton High School can choose from a variety of courses, seated within college and career pathways, 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.

Opportunities for Parental Involvement (Most Recent Year)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Parents are valuable contributors to the Loyalton High School learning community. Our 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 (middle school parents) 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.

School Safety Plan (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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. 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.

School suspensions are extremely low and a positive school culture is supported. Loyalton High school uses restorative justice programs such as Peace Mediators to foster positive peer interaction and student leadership.

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.

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

You can [click here](#) to submit your school's most recent FIT tool in MS Excel format. Please do not submit your FIT tool in any format other than MS Excel.

Year and month of the most recent FIT report: October 2016

This section should be kept to 1-2 paragraphs.

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)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

Please ensure that this section correlates accurately to the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Carpet in the library and weight room is in poor shape. Bleachers mechanism is worn out.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Rough athletic field surfaces and gopher problems continue in fields.
Electrical: Electrical	X			.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Need new stalls in student restrooms.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Building loses energy because of poor hardware on windows

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating			X	

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Teachers at this School	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	8	8	10	26
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	1	2
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	3	3	3	6

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	1	1	3
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2015-16)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

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	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	.38	♦
Psychologist	.37	♦
Social Worker	0.0	♦
Nurse	0.0	♦
Speech/Language/Hearing Specialist	.12	♦
Resource Specialist (non-teaching)	0	♦
Other	1.7	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (Most Recent Year)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.

Year and month in which data were collected: October 2015

This section should be kept to 1-2 paragraphs.

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	<p>Grades 7 & 8: Windows and Mirrors Levels Levels 1&2 , EMC Publishing LLC, 2016, Adopted 2016</p> <p>Grades 9-12: Windows and Mirrors Levels 3&4, American, and British Literature, EMC Publishing LLC, 2016, Adopted 2016</p> <p>AP English Lit: Norton Introduction to Literature - W.W. Norton & Company, 2002 Adopted 2003</p> <p>AP English Lang: The Norton Reader: An Anthology of Nonfiction Prose, W.W. Norton & Company, 2000 Adopted 2003</p> <p>AP English Lang: Everything's an Argument, Bedford/St. Martin's, 2001 Adopted 2003</p> <p>Grades 7-12: Holt Handbook - Holt, Rinehart, & Winston, 2003 Adopted 2003</p>	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015</p> <p>Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015</p> <p>Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015</p> <p>Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009</p> <p>Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015</p>	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Grade 7 - Life Science, Glencoe McGraw Hill, 2012 Adopted 2013</p> <p>Grade 8 - Physical Science, Glencoe McGraw Hill, 2012 Adopted 2013</p> <p>Biology - Biology, Glencoe McGraw-Hill, 2012 Adopted 2013</p> <p>Earth Science - Geology, The Environment, and the Universe, McGraw-Hill Companies, 2013 Adopted 2013</p> <p>Chemistry - Chemistry - Glencoe McGraw Hill, 2013 Adopted 2013</p> <p>AP Chemistry - Chemistry, AP Edition, 8th Edition, Brooks/Cole Cengage Learning, 2012 Adopted 2013</p> <p>Physics - Physics - Pearson, 2014 Adopted 2013</p>	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	<p>Social Studies 7 - Medieval to Early Modern Times, Holt, Rinehart, & Winston, 2006 Adopted 2007</p> <p>Social Studies 8 - United States History, Independence to 1914, Holt, Rinehart, & Winston, 2006 Adopted 2007</p> <p>World History - Modern World History Patterns of Interaction - McDougal Littell 2009 Adopted 2009</p> <p>US History - The Americans, McDougall-Littell, 2000 Adopted 2001</p> <p>Government - Magruder's American Government - Prentice Hall Adopted 2013</p> <p>AP Government - American Government, 13th Edition, Wadsworth Cengage Learning, 2013 Adopted 2013</p> <p>Economics - Principles in Action - Prentice Hall 2007 Adopted 2009</p> <p>AP US History - The American Pageant - Volumes I and II - Houghton Mifflin 2006 Adopted 2006</p> <p>AP Government - The Lanahan Readings in the American Polity: 5th Edition, 2011 Adopted 2013</p>	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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>Color: A Workshop Approach - McGraw Hill, 2005 (classroom set only) Adopted 2008</p> <p>Living with Art - McGraw Hill, 2008 (classroom set only) Adopted 2008</p>	Yes	0
Science Laboratory Equipment (grades 9-12 schools only)	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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 14-15, as needed.

The most recent data available from CDE is for fiscal year 2014-15. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$11,426	\$617	\$10,809	\$58,766
District	♦	♦	\$13,303	\$58,159
Percent Difference: School Site and District	♦	♦	-18.7	1.0
State	♦	♦	\$9,867	\$73,659
Percent Difference: School Site and State	♦	♦	9.5	-20.2

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2015-16)

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

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

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 Supervisor, Intervention Aides, EIA/EL Aide to assist English Learners with core classes, Library Aide, 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 are installed in classrooms and students were issued ChromeBooks on a 1 to 1 ratio. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum. A Curriculum Coordinator position was created in part to train teachers in ways to

integrate technology to enhance instruction.

Professional Development (Most Recent Three Years)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

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

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

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2015-16)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

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

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct. This section should be kept to 1-2 paragraphs.

-
- Thought the CTE Programs at LHS, students are able attend numerous activities that link education with career exploration and guidance. Through the activities associated with FFA competitions, meetings, and field days students interact with industry leaders and are able to visit many colleges. Students are provided with opportunities to explore the careers achievable after high school. The course advisor links course curriculum to current occupational realities, thus providing links to the current agricultural career landscape. Students are able to take advantage of multiple career assessments opportunities such as the ASVAB CEP program and I-CEV, (Online career and instructional courses) wherein students have the ability to obtain industry based certifications in the chosen course of study.
 - Loyaltan High School provides a coherent pathway for students to obtain agricultural completer status through it's diverse Ag. program courses. The following courses are University of California A-G aligned, and lead to completer status and CTE certifications: Agriscience 1 and 2; Ag. Biology; Floriculture; Additional courses that are offered that lead to CTE certification and completer status are: Ag. Mechanics; Ag. Leadership; and Ag. Business; Animal Science; and Horticulture. The courses are offered by a highly qualified and credentialed advisor who ensures the Ag. program is operated by FFA and State Standards. The local CTE Agriculture plan is developed collaboratively with leadership and a local advisory panel comprised of industry experts. Every student has a Supervised Agricultural Work Experience whether in entrepreneurship or work placement. These projects are geared to the student's interests and promote the soft skills (work ethic, integrity, dependability). Additionally these projects are aligned to content standards within their stated goals. Additionally, Loyaltan High School's Ag. department students are able to tie in classroom learning with an on site "learning landscape area" which is located on school district property. The Ag. program assists in the management of the area as they study its animal and plant populations.
 - Program effectiveness and curricular alignment to industry need are evaluated annually as a requirement for CTEIG and Perkins funding. The LHS Ag. Department meets quarterly with a local industry sector panel to stay current on industry trends and curricular alignment.

Career Technical Education Participation (School Year 2015-16)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	39
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	15
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	13

2016 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publically available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Sierra Pass Continuation School
Street	109 Beckwith Road
City, State, Zip	Loyalton CA 96118
Phone Number	530-993-1660 x*847
Principal	Thomas Jones
E-mail Address	tjones@spjUSD.org
School Website	sierracountyofficeofeducation.org
CDS Code	46701774630034

District Contact Information

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Sierra-Plumas Joint Unified School District
Street	109 Beckwith Road
City, State, Zip	Loyalton CA 96118
Phone Number	530 993-1660 ext. *837
Superintendent	Dr. Merrill M. Grant
Web Site	sierracountyofficeofeducation.org
E-mail Address	mgrant@spjUSD.org

School Description and Mission Statement (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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.

Opportunities for Parental Involvement (Most Recent Year)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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.

School Safety Plan (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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.

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

You can [click here](#) to submit your school's most recent FIT tool in MS Excel format. Please do not submit your FIT tool in any format other than MS Excel.

Year and month of the most recent FIT report: October 2016

This section should be kept to 1-2 paragraphs.

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)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

Please ensure that this section correlates accurately to the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			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			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Teachers at this School	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	0	0	1	26
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	2
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	1	1	1	6

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	1	1	1
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2015-16)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

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

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (Most Recent Year)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.

Year and month in which data were collected: November 2014

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades 7 & 8: Windows and Mirrors Levels Levels 1&2 , EMC Publishing LLC, 2016, Adopted 2016</p> <p>Grades 9-12: Windows and Mirrors Levels 3&4, American, and British Literature, EMC Publishing LLC, 2016, Adopted 2016</p> <p>AP English Lit: Norton Introduction to Literature - W.W. Norton & Company, 2002 Adopted 2003</p> <p>AP English Lang: The Norton Reader: An Anthology of Nonfiction Prose, W.W. Norton & Company, 2000 Adopted 2003</p> <p>AP English Lang: Everything's an Argument, Bedford/St. Martin's, 2001 Adopted 2003</p> <p>Grades 7-12: Holt Handbook - Holt, Rinehart, & Winston, 2003 Adopted 2003</p> <p>Grades 10-12: Literature & Language Arts, Third to Sixth Courses - Holt, Rinehart, & Winston, 2003 Adopted 2003</p> <p>Basic English Composition, American Guidance Services, Inc. (AGS), 2003, Not Adopted</p> <p>Basic English Grammar, American Guidance Services, Inc. (AGS), 2003, Not Adopted</p> <p>Basic English, American Guidance Services, Inc. (AGS), 2002, Not Adopted</p> <p>Exploring Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted</p> <p>World Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted</p> <p>American Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted</p>	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015</p> <p>Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015</p> <p>Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015</p> <p>Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009</p> <p>Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015</p> <p>Algebra 1 - Glencoe/McGraw-Hill Companies, 2008 Adopted 2009</p> <p>Basic Math Skills, American Guidance Services, Inc. (AGS), 2003</p> <p>Life Skills Mathematics, American Guidance Services, Inc. (AGS), 2003</p> <p>Pre Algebra, American Guidance Services, Inc. (AGS), 2004</p> <p>Algebra, American Guidance Services, Inc. (AGS), 2004</p> <p>Algebra 2, American Guidance Services, Inc. (AGS), 2004</p> <p>Geometry, American Guidance Services, Inc. (AGS), 2005</p> <p>Consumer Mathematics, American Guidance Services, Inc. (AGS), 2003</p>	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, 2012 Adopted 2013 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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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
Foreign Language			N/A
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
Visual and Performing Arts			N/A
Science Laboratory Equipment (grades 9-12 schools only)			N/A

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 14-15, as needed.

The most recent data available from CDE is for fiscal year 2014-15. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	16865	662	\$16,203	51,146
District	♦	♦	\$13,303	\$58,159
Percent Difference: School Site and District	♦	♦	21.8	-12.1
State	♦	♦	\$9,867	\$73,659
Percent Difference: School Site and State	♦	♦	64.2	-30.6

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2015-16)

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

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

N/A

Professional Development (Most Recent Three Years)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

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

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.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2015-16)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

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

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct. This section should be kept to 1-2 paragraphs.

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 out 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 2015-16)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	0

2016 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publically available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School 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
School Website	downievilleschool.com
CDS Code	46701776050611

District Contact Information

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Sierra-Plumas Joint Unified School District
Street	109 Beckwith Road
City, State, Zip	Loyalton, CA 96118
Phone Number	530-993-1660
Superintendent	Dr. Merrill M. Grant
Web Site	www.sierracountyofficeofeducation.org
E-mail Address	mgrant@spjUSD.org

School Description and Mission Statement (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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 second grade class and the second is a third 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.

Opportunities for Parental Involvement (Most Recent Year)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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.

School Safety Plan (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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 a Safety Plan in place. 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.

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

You can [click here](#) to submit your school's most recent FIT tool in MS Excel format. Please do not submit your FIT tool in any format other than MS Excel.

Year and month of the most recent FIT report: October 2016

This section should be kept to 1-2 paragraphs.

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)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

Please ensure that this section correlates accurately to the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Teachers at this School	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	1	1	2	26
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	1	2	2
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	6

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2015-16)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	0.0	♦
Library Media Teacher (Librarian)	0.0	♦
Library Media Services Staff (paraprofessional)	0.16	♦
Psychologist	0.0	♦
Social Worker	0.0	♦
Nurse	0.0	♦
Speech/Language/Hearing Specialist	0.0	♦
Resource Specialist (non-teaching)	0.5	♦
Other	2.90	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (Most Recent Year)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.

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

This section should be kept to 1-2 paragraphs.

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	<p>SRA Open Court Reading 2nd Grade - SRA/McGraw-Hill Adopted 2002</p> <p>Open Court Reading 3rd Grade - SRA/McGraw-Hill Adopted 2002</p> <p>Open Court Reading 5th Grade - SRA/McGraw-Hill Adopted 2002</p> <p>Open Court Reading 6th Grade - SRA/McGraw-Hill Adopted 2002</p>	Yes	0
Mathematics	<p>Math 2 - Saxon Adopted 2008</p> <p>Math 3 - Saxon Adopted 2008</p> <p>California Mathematics concepts, skills - McGraw/Hill Adopted 2009</p> <p>Problem solving 4th, 5th and 6th - McGraw/Hill Adopted 2009</p>	Yes	0
Science	<p>Science CA. ED. 2nd Grade - Harcourt Adopted 2000</p> <p>Science CA. ED. 3rd Grade - Harcourt Adopted 2000</p> <p>Science CA. ED. 5th Grade - Harcourt Adopted 2000</p> <p>Earth Science - Holt Adopted 2001</p>	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	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
Foreign Language			
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 14-15, as needed.

The most recent data available from CDE is for fiscal year 2014-15. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$13,917	\$679	\$13,238	43,725
District	♦	♦	\$13,303	\$58,162
Percent Difference: School Site and District	♦	♦	-0.5	-24.8
State	♦	♦	\$9,867	\$73,659
Percent Difference: School Site and State	♦	♦	34.2	-40.6

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2015-16)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school’s federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Professional Development (Most Recent Three Years)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

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

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

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2015-16)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

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

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2015-16)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year’s SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	

2016 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publically available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School 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
School Website	downievilleshool.org
CDS Code	46701774632303

District Contact Information

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Sierra-Plumas Joint Unified School District
Street	109 Beckwith Road
City, State, Zip	Loyalton, CA 96118
Phone Number	530.993.1660
Superintendent	Dr. Merrill M. Grant
Web Site	www.sierracountyofficeofeducation.org
E-mail Address	mgrant@spjUSD.org

School Description and Mission Statement (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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. The schools share their site administrator, office, special education, facility, custodial and kitchen staff. This highly unique school offers the students the opportunity to receive ample 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 previously required California High School Exit Exam. The high school had an API score of 783.

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

Opportunities for Parental Involvement (Most Recent Year)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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.

School Safety Plan (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Downieville Junior-Senior High School 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. 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.

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.

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

You can [click here](#) to submit your school's most recent FIT tool in MS Excel format. Please do not submit your FIT tool in any format other than MS Excel.

Year and month of the most recent FIT report: October 2016

This section should be kept to 1-2 paragraphs.

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)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

Please ensure that this section correlates accurately to the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces		X		

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Teachers at this School	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	2	2	2.24	26
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	1	2
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	2	1	2	6

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	1	1	2
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2015-16)

The data that is currently displayed in this table was carried over from last year’s SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	♦
Library Media Teacher (Librarian)	0.0	♦
Library Media Services Staff (paraprofessional)	0.17	♦
Psychologist	0.0	♦
Social Worker	0.0	♦
Nurse	0.0	♦
Speech/Language/Hearing Specialist	0.0	♦
Resource Specialist (non-teaching)	0.0	♦
Other	1.0	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (Most Recent Year)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.

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

This section should be kept to 1-2 paragraphs.

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	Mirrors and Windows- Connecting with Literature- Levels 1-5 and British Tradition (2016) The Norton Reader And Norton Literature- Norton Everyday Use: Rhetoric at Work - Pearson	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015</p> <p>Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015</p> <p>Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015</p> <p>Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009</p> <p>Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015</p> <p>Financial Algebra - Advanced Algebra with Financial Applications - South-Western Cengage Learning, 2014</p>	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
Foreign Language		No	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 14-15, as needed.

The most recent data available from CDE is for fiscal year 2014-15. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$25,148	\$896	\$24,252	\$61,384
District	♦	♦	\$13045	\$58,159
Percent Difference: School Site and District	♦	♦	85.9	5.5
State	♦	♦	\$9,867	\$73,659
Percent Difference: School Site and State	♦	♦	145.8	-16.7

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2015-16)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school’s federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Professional Development (Most Recent Three Years)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

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

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Efforts are made to identify and attend relevant workshops and conferences addressing learning in the 21st century. We also have teacher planning and improvements half day sessions 9 times throughout the school year.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2015-16)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

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

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct. This section should be kept to 1-2 paragraphs.

Our school offers 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. These courses include but are not limited to wood and metals shop classes, a Financial Algebra course and on line career oriented courses.

Career Technical Education Participation (School Year 2015-16)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	11
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	0

2016 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publically available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School 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
School Website	www.sierracountyofficeofeducation.org
CDS Code	46701776050629

District Contact Information

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Sierra-Plumas Joint Unified School District
Street	109 Beckwith Road
City, State, Zip	Loyalton, CA 96118
Phone Number	530.993.1660
Superintendent	Dr. Merrill M. Grant
Web Site	www.sierracountyofficeofeducation.org
E-mail Address	mgrant@spjUSD.org

School Description and Mission Statement (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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!

Opportunities for Parental Involvement (Most Recent Year)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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.

School Safety Plan (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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. There are three morning supervisors are on campus at 7:45 a.m. each day. Students have the choice to go outside(weather permitting) or they stay inside and have breakfast, once finished with breakfast students go outside. One supervisor stays with breakfast students and the two other supervisors go outside with students. Three supervisors are on duty outside 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.

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

You can [click here](#) to submit your school's most recent FIT tool in MS Excel format. Please do not submit your FIT tool in any format other than MS Excel.

Year and month of the most recent FIT report: October 2016

This section should be kept to 1-2 paragraphs.

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)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

Please ensure that this section correlates accurately to the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	heating system has problems with fresh air/pneumatic valves are the major problem
Interior: Interior Surfaces		X		carpets in 2 classrooms and wallpaper throughout the school has rips and tears

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		some drinking fountains leak
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X		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	play ground patches need to be resealed and 2 windows have holes

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating			X	

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Teachers at this School	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	8	8	8	26
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	2
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	6

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2015-16)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

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

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (Most Recent Year)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.

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

This section should be kept to 1-2 paragraphs.

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	K-5 Wonders- McGraw Hill Adopted 2016 6th- Mirrors & Windows- EMC Adopted 2016	Yes	0
Mathematics	K-5 My Math-McGraw Hill- Adopted 2016 6th Course 1 Common Core- Prentice Hall Adopted 2016	Yes	0
Science	Harcourt Science K-6 - Harcourt Adopted 2000	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	History-Social Science Grades K-6 - Houghton Mifflin Adopted 2007	Yes	0
Foreign Language			
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 14-15, as needed.

The most recent data available from CDE is for fiscal year 2014-15. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$6,640	\$640	\$6,000	\$60,755
District	♦	♦	\$13,303	\$58,159
Percent Difference: School Site and District	♦	♦	-54.9	4.5
State	♦	♦	\$9,867	\$73,659
Percent Difference: School Site and State	♦	♦	-39.2	-17.5

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2015-16)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

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

Professional Development (Most Recent Three Years)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

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

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

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2015-16)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

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

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2015-16)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year’s SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	

The Single Plan for Student Achievement

LOYALTON ELEMENTARY SCHOOL

46-70177-6050629
CDS Code

Date of this revision: November 2016

Adopted by the School Site Council at a public meeting on
January 5, 2017

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

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

Contact Person: Andrea White
Position: Site Administrator (Principal)
Phone: 530-993-4482
Address: P.O. Box 127
111 Beckwith
Loyalton, CA, 96118
e-mail: awhite@spjUSD.org

Sierra Plumas Joint Unified School District

The District Governing Board approved this revision of the School Plan on January 10, 2017.

Single Plan for Student Achievement 2016-2017 Executive Summary

School: Loyalton Elementary School

Number of Students: 176

Number of Teachers: Eight

1. School-Wide Focus Areas

- English/Language Arts
- Mathematics Proficiency
- Technology

2. School Profile Highlights

- Data Analysis Program
- Widespread use of Accelerated Reader Comprehension Assessment
- Title 1 support
- Classroom Aides
- Chrome Books- every student K-6
- Parent Club that is growing in membership and has available funds
- Parent Club paid field trips
- Growing community involvement
- Sierra Schools Foundation support
- Sports Club that is growing and has available funds

Barriers

- Lack of community resources due to rural isolation
- Limited ability to facilitate parental involvement in their students' academic endeavors
- Lack of funding for transportation for students participating in after-school programs
- Limited ability to procure necessary staff to open the campus on Saturdays and evenings
- Lack of Resources to meet the needs of growing English Learner population.
- Difficulty keeping pace with technology needs
- Lack of professional development opportunities that are nearby that address California teaching standards, curriculum and locally specific problems

Action

- Instructional aides have been hired to assist in all classes
- Use funding and Professional Development Block Grant dollars to provide

meaningful professional development opportunities

- Gradually increase the budget for EL programs to meet the needs of a growing EL population
- We have after school tutoring available for students 1st-6th grade two days a week
- Other barriers are socio-economically based and cannot be resolved by the site

3. Overview Of Data Analysis

- Loyalton Elementary School met AYP goals for 4 of the 5 subgroups for 2015.
- The new state testing is now CAASP. Our ELA scores showed that 42% of the students are at or above proficient. Math scores showed that students are 42 % at or above proficient.

4. Goals Based On Data Analysis

- Based on student's documented scores in the new CAASP assessment data, in both ELA and Math, we will continue the interventions listed above and with the new curriculum that we have implemented this year that is core aligned with California
- Continued opportunities to increase funding for technology

5. Professional Development

- Professional development will be continued by focusing on the instructional use of standards based benchmark assessments
- We have joined a consortium for professional development with Nevada and Placer counties
- Will provide staff with professional development with new curriculum that is adopted for the district

6. School Leadership Focus on Student Learning

The site administrator, also known as "principal" (hereinafter referred to as "site administrator"), is an instructional leader and monitors progress by:

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

A Teacher-in-Charge are employed to meet site needs in the absence of the site administrator.

Sierra-Plumas Joint Unified School District
 Single Plan for Student Achievement
 Loyalton Elementary School
 School Demographics for 2016-2017

School Enrollment	176
Percent Economically Disadvantaged	26
Percent English Learners	5
Percent Ethnicity of School Enrollment	
❖ African American	.6
❖ American Indian	0
❖ Asian	0
❖ Hispanic	14.2
❖ Pacific Islander	0
❖ White	80.1
❖ Two Or More Races	1.1
❖ Other	3.8

Loyalton Elementary School
 CAASP
 (Latest Comparative Test Data)

2015 Scores

Language Arts:

Standard Met: 36%

Standard Exceeded: 9%

Math:

Standard Met: 34%

Standard Exceeded: 6%

2016 Scores

Language Arts:

Standard Met: 30%

Standard Exceeded: 12%

Math:

Standard Met: 35%

Standard Exceeded: 7%

Single Plan for Student Achievement School Profile

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

The school serves 176 students in transitional kindergarten through sixth grade. The ethnic makeup is as follows: .6% African American; 0% Native American, 0% Pacific Islander, 14.2% Latino/Hispanic, 80.1% Caucasian.

Loyalton Elementary staff includes: 1 full time administrator, 1 school secretary, 8 full time regular education teachers, 1 full time EL Aide, 1 part time special education teacher, 1 contracted part time speech therapist, 1 part time preschool teacher, 1 part time classroom specialist, 1 part time library aide, 6 part time instructional aides, 1 full time cook, 3 part time kitchen staff, 6 noon/recess supervisors, 1 part time custodian, & 1 maintenance person.

All classrooms are self-contained.

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

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

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

The School Site Council (SSC), a group of parents and staff that meet quarterly, is

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

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

The district has adopted the state approved curriculum in reading/language arts, math, social studies, and science. Teachers use those materials to assure that students receive instruction in the content areas based on California's performance standards. Instruction is informed, modified, and differentiated by teachers through the process of grade level teacher analysis of student performance. All students K-6 are expected to master the grade level standards in order to be promoted to the next grade. Loyalton Elementary is on a trimester reporting system with parent teacher conferences held the end of October.

In 2016 our district adopted Wonders for our English Language Arts curriculum grades K-5; Mirrors and Windows grade 6. For math our district adopted My Math grades K-5; Course 1 Common Core grade 6.

Currently in language arts, we are using state adopted textbooks: Wonders in grades K-5; Mirrors and Windows grade 6. These texts are comprehensive and are utilized by all student groups including special education students and English language learners. In mathematics, we are currently using My Math in grades K through 5; Course 1 Common Core in grade 6; Houghton Mifflin Social Studies and Harcourt Brace Science are used in grades K through five. Holt Earth Science is used in 5th grade.

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

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

The goal of our instructional program is to ensure access to standards based curriculum and instruction so that all students can meet or exceed the standards. All students have equal access and opportunity to master grade level standards.

Standards based instructional materials are purchased for every student at every grade level in the core content areas.

All programs in use have extensive accommodations for meeting the instructional needs of special student populations including English learners, at-risk students, special education students and gifted students.

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

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

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

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

- Alignment and development of a benchmark that better assesses student progress on the Common Core state standards.
- Technology training (Smartboards and Chromebooks).
- Strategies and techniques for teaching diverse student populations
- Training in the content areas
- Classroom Management
- Arts Integration into the curriculum/Learning Landscapes/Gardening

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

All teachers implement the standards-based instructional materials described above. The district-adopted materials address the needs of diverse learners, including underperforming students. During initial instruction, teachers use the explicit instructional strategies and techniques built into the programs to address the needs of these students. Teachers additionally use the components of the programs designed as stand-alone intervention tools for at-risk students. Specifically, teachers use Wonders support curriculum for interventions and student materials to address

the needs of students performing below grade level. Teachers are using the Wonders English Language Development Guide and student materials that support English learners' acquisition of English as a second language as well.

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

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

In order to enable the teacher to work effectively with each grade level and the diverse needs of students at that grade level, the staff feels that an aide is necessary.

Instructional assistants work directly with low achieving and underperforming students in the classroom under the direct supervision of credentialed teachers. To comply with NCLB, several of our instructional aides have returned to college to complete a course of higher education on their own time. Title 1 funds are spent on personnel who work directly with underperforming students.

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

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

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

Teachers meet by grade level with the site administrator to discuss results, share

best practices, modify instruction, and determine interventions to implement for specific students. Site administrators monitor effective implementation of standards-based programs and progress of students through observation, meeting and data-basing student progress.

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

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

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

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

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

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

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

We offer tutoring by credentialed teachers two days a week for students grades 1 - 6.

There is an on-site counselor from the county offices that provide services one time a week.

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

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

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

and mental health care services, absenteeism, child abuse and neglect, family instability and violence.

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

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

- Rural isolation results in lack of community resources
- Limited ability to facilitate parental involvement deemphasizes students' academic endeavors
- Students are restricted from participating in after school programs due to lack of funding to provide transportation
- Preliminary vocational education opportunities needed to motivate students not on college prep track
- Lack of funding to hire necessary staff to open the campus and resources on Saturdays and evenings.
- Sufficient funding and staff are required to fully meet the needs of EL students
- Professional development opportunities that address California standards, curriculum and other specific problems are not located locally

Single Plan for Student Achievement

Planned Improvement in Student Achievement

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

Goal: ENGLISH/LANGUAGE ARTS

Goal Statement

To increase the school wide percentage of students scoring "Standard Met" or "Standard Exceeded" by 5 percent as measured on the 2016 California Standards Test in English/Language Arts.

Student Group

School wide

Performance Gains

The school wide percentage scoring "standard met" or higher will increase from 42% (May 2016) to 65% (May 2017)

Means of Evaluating

Annual state assessments

Report card data

Other local assessments

Goal: ENGLISH/LANGUAGE ARTS
English Language Learners (ELL)

Goal Statement

To increase the percentage of English Language Learners scoring "proficient" or advanced by 5 percent as measured on the 2013 California Standards Test in English/language arts.

Student Group

English Learners

Performance Gains

The percentage of EL students scoring "standard met" or higher will increase from 30% (May 2016) to 45% (May 2017).

Means of Evaluating

Annual state assessments (CST-suspended 2014)

Report card data

Other local assessments (STAR reading, STAR math)

Description of Specific Actions to Improve Educational Practice

School Wide Instructional Assistants

Means of Achievement: Increased educational opportunity

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

Measures: Daily schedules, ongoing classroom monitoring

Number of People assigned: Seven

Start Date: 8/29/16

End Date: 6/09/17

Funding Source	Related Expenditure	Estimated Costs
Title 1	Classified Hourly Personnel	\$6,500

Professional Development

Means of Achievement: Staff development and professional collaboration

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

Measures: CST, Benchmark exams,

People Assigned: Site administrator

Start Date: 8/29/16

End Date: 6/09/17

Funding Source	Related Expenditures	Estimated Costs
Title II	Registration Fees and Stipends	\$4,500
Educator Effectiveness	Registration Fees, Substitutes and Stipends	\$5,600

GOAL: ENGLISH LANGUAGE DEVELOPMENT

Goal Statement

To increase the proficiency levels of all English Learner students by one level as measured on the 2016 CELDT

Student Group

English Learners

Performance Gains

All English Learners will gain one proficiency level annually.

Means of Evaluating

CELDT

Description of Specific Actions to Improve Educational Practice

Means of Achievement: Increased educational opportunity

Task: Provide supplemental instruction to EL students

Measures: CELDT, CST ELA, ongoing classroom monitoring

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

Start Date: 8/29/16

End Date: 6/09/17

Funding Source	Related Expenditures	Estimated Costs
Unrestricted, LCFF	Classified Personnel	\$ 8,000.00

GOAL: MATHEMATICS

Goal Statement

To increase the percentage of students scoring proficient or advanced by 5 percent as measured on the 2016 CASSP in mathematics

Student Group

- School-wide
- Socio-economically disadvantaged
- English Learner

Performance Gains

The percentage of students scoring proficient or higher (school-wide) will increase from 42% (May 2016) to 60% (May 2017)

Description of Specific Actions to Improve Educational Practice

School wide instructional assistants

Means of Achievement: Increased educational opportunity

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

Measures: Daily schedules, ongoing classroom monitoring

Start Date: 8/29/16

End Date: 6/09/17

Funding Source	Related Expenditure	Estimated Costs
Title 1	Classified Aide	\$7,300
Proposition 20, Lottery	Math Textbooks	\$7,900

GOAL: FINE ARTS, SOCIAL STUDIES, & SCIENCE

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

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

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

Measures: Informal teacher assessment

People assigned: Staff, Art Teacher

Start Date: 8/29/16

End Date: 6/09/17

FundingSource	Related Expenditure	EstimatedCosts
Sierra Schools Foundation	Music Program	\$ 5,000.00

GOAL: SCHOOL CULTURE

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

Means of Achievement: Increased educational opportunities.

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

Measures: informal assessments by staff

People assigned: staff

Start Date: 8/29/16

End Date: 6/09/17

Funding Source	Related Expenditure	Estimated Costs
TITLE I	Instructional supplies, equipment	\$ 17,000
LOTTERY	Technology, Media, repairs/upgrade existing equipment.	\$ 8,000
TITLE VI	RTI Stipend	1,300
REAP	Classroom Materials & Supplies, and Services	3,600

Categorical Funding Allocated to this School

The following state, federal and other categorical funds were allocated to this school:

STATE PROGRAMS

Educator Effectiveness	Amount: \$5,600
Non-Proposition Lottery	Amount: \$8,000
Proposition 20, Lottery	Amount: \$6,900

Purpose: Educator Effectiveness money is to provide beginning teacher and administrator support and mentoring, professional development, coaching and support services for teachers identified as needing improvement or additional support, professional development for teachers and administrators aligned to the state standards, and to promote educator quality and effectiveness. Lottery money is used exclusively for the education of and students.

FEDERAL PROGRAMS

Elementary and Secondary Education Act:

(3010) Title 1: School-wide Program **Amount: \$30,800**

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

Title II: Teacher Quality **Amount: \$4,500**

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

Title VI:

SMALL RURAL SCHOOL ACHIEVEMENT PROGRAM (REAP) **Amount: \$ 4,900**

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

OTHER:

SIERRA SCHOOLS FOUNDATION **Amount: \$ 5,000**

Purpose: To increase arts in the classroom.

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 through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows: ¹

Names of Members	Administration	Certificated	Parent
Andrea White	x		
Juli Lane		x	
Lennie Garcia		x	
Sheri Roen			x
Randy Durney			x
April Burns			x
Hayden Stahl			x
Kerstin Harrison			x
Numbers of members of each category	1	2	5

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

Recommendations and Assurances

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (list) ___ Grizzly Cubs Parent Club _____

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

This school plan was adopted by the school site council at a public meeting on January 10, 2017.

Attested:

Andrea White	/s/	01/05/2017
Typed name of Site Administrator	Signature of Site Administrator	Date

Sheri Roen	/s/	01/05/2017
Typed name of School Site Council Chairperson	Signature of School Site Council	Date

SIERRA – PLUMAS JOINT UNIFIED SCHOOL DISTRICT

109 Beckwith Road, P.O. Box 955, Loyalton, CA 96118
 Tel: (530) 993-1660 Fax: (530) 993-0828

REQUEST FOR FIELD TRIP

(Not required for regularly scheduled athletic trips)

***** PURCHASE ORDER and LIST OF STUDENTS REQUIRED FOR EACH TRIP REQUEST *****

Prepayment Required?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Date Due: _____ June 2017 _____ To: <u>Indianapolis, IN & Washington DC</u> _____	(Itemize on Page 2)
-----------------------------	--	---	---------------------

School: _____ LHS _____

Date of Trip: ___ Oct 24, 2017 ___ Nov 3, 2017 ___

K – 6	7 – 12	Total # of Students
x		Unknown

Time of Departure	Time of Return
6am	6pm

Description of Trip (include specific information on establishments you plan to visit and their educational value):
 Travel to National FFA Convention in Indianapolis and the tour Washington DC with CA FFA. Agri science Fair, Award Interviews, Career Development Events, Career Success Tours, Expo Hall, General FFA Sessions, Leadership workshops, National Days of Service, Talent/Band/Chorus and American Degree Recipients. The entire time, including travel in FFA uniform.

Destination (Address, City & State)
Indianapolis & Washington DC

Out of State Waiver Distributed to Parents

Yes No

Chaperone List

1/10 students (K – 8)	1/20 students (9 – 12)
	<u>Griffin</u>

Total Cost of Trip: \$ _____ Approx 1600 _____ (from Page 2)

Other source of funding: Student Body Amount: \$ _____ AIG _____ (Attach list of student expenses paid/to be paid)

Other source(s): ASB _____

Approval

<i>Authorizing Agent</i>	<i>Signature</i>	<i>Date</i>
Administrator:		
Superintendent:		

Note: Signature on waiver of all claims required for all students and pupils taking out-of-state field trips or excursions (Ed. Code Section 355330).
 Please submit to the District Business office for approval at least three weeks in advance of the date of the scheduled trip.

REQUEST FOR FIELD TRIP – Page 2

*** Did you attach your list of students and all relevant backup documents? This request **will be returned without a list of students attached.** If any of the trip is to be funded by the District a Purchase Order Request **must** be submitted. ***

Substitute(s)

Number of Substitute Days/Hours needed:	4
Substitute Job Classification:	teacher

Transportation

School Bus <input type="checkbox"/>	Personal Vehicle <input type="checkbox"/> <small>*Insurance information must be on file</small>	Walking <input type="checkbox"/>	Other <input type="checkbox"/>
Funding Source:	<input type="checkbox"/> District Office <input type="checkbox"/> Student Body Funds <input type="checkbox"/> Other <small>*District Office will charge the funding program for the use of a School Bus (see chart below)</small>		
Vendor Name/Address: <small>(Where to send invoice for the bus)</small>			

Registration

Cost of Registration: (Attach copy of entire flyer)	\$
Vendor Name:	
Vendor Address/Phone:	
Funding Source:	<input type="checkbox"/> District Office <input type="checkbox"/> Student Body Funds <input type="checkbox"/> Other

Entrance Tickets/Lodging/Meals

Cost of Entrance Tickets:	\$	
<i>Vendor Name(s)</i>	<i>Vendor Address(es)</i>	<i>Vendor Phone(s)</i>
Funding Source:	<input type="checkbox"/> District Office <input type="checkbox"/> Student Body Funds <input type="checkbox"/> Other	
Cost of Meals:	\$	
<i>Vendor Name(s)</i>	<i>Vendor Address(es)</i>	<i>Vendor Phone(s)</i>
Funding Source:	<input type="checkbox"/> District Office <input type="checkbox"/> Student Body Funds <input type="checkbox"/> Other	
Cost of Lodging:	\$	
<i>Vendor Name(s)</i>	<i>Vendor Address(es)</i>	<i>Vendor Phone(s)</i>
Funding Source:	<input type="checkbox"/> District Office <input type="checkbox"/> Student Body Funds <input type="checkbox"/> Other	

Extra Duty Sessions (Certificated Staff Only)

Total Number of Extra Duty Sessions Anticipated:	
Funding Program:	

2015 -2016 Field Trip Bus & Driver Charge		
Miles	Rate Per Mile	Not to Exceed
0-200	\$ 4.00	800
201-400	\$ 3.50	1400
401-600	\$ 3.00	1800
601-800	\$ 2.75	2200
801-up	\$ 2.25	

TASK ORDER

Date: 05 January 2017

Task Order No. 1

This Task Order No. 1 (this "Task Order") entered into between:

Sierra-Plumas Joint Unified School District ("Owner")
PO Box 955-109 Beckwith Road
Loyalton, Ca 96118

And

SmartWatt Energy, Inc. ("SmartWatt")
3 Rosell Drive
Ballston Lake, NY 12019

Is made pursuant to that certain Master Services Agreement #152153 between the Parties made effective 15 June 2016 (the "MSA"),

The terms of the MSA are incorporated herein by this reference, and shall be fully binding and controlling as to the Parties, as if fully set forth herein. Capitalized terms used but undefined herein shall have the meanings ascribed to them in the MSA.

1. **The Project:** Design a high efficiency boiler system to replace the existing oil fired boiler at the Downieville school location.
2. **The Scope of Work to be performed pursuant to this Task Order:**

SmartWatt will create a complete system design that meets Owner's Project Objectives and Description as outlined below.

A. Scope of Services:

1. Detail all required materials and equipment required to result in installation of a reliable and operational Boiler system.
2. Optimize the design by balancing the system function, installation costs, budget constraints and prop 39 regulations.
3. Create a full set of California Division of the State Architect (DSA) ready design drawings with code review and basis of design.
4. Mechanical engineering required to produce DSA ready drawings.
5. Structural engineering to determine DSA compliant mounting configuration
6. Create equipment submittal packages for customer sign-off which will include the selected equipment.
7. Obtain DSA approval

B. Deliverables: Engineering Design Drawings and Pre-Construction

1. Complete detailed written scopes of work
2. DSA Application/ Plan review fees
3. DSA ready, stamped drawings, including all drawings necessary for a construction ready project.
4. Required DSA forms
5. Drawing revisions, if required, after DSA review
6. Equipment submittal packages

3. Compensation and Payment:

Payment for the Work is to be a fixed price (the “Fixed Price”) in the amount of Sixty Five Thousand, One Hundred and Ninety Four Dollars (\$65,194). This fee will be reduced to **Forty Three Thousand, Two Hundred Fifty Dollars (\$43,250)** upon execution of a Task Order #2 that is inclusive of SmartWatt providing a turn-key project inclusive of Project Management and procurement of Material and Labor.

Within twenty (15) days from the date of execution of this Task Order, SmartWatt shall submit to Owner a schedule of values apportioned to the various divisions or phases of the Work. Each line item contained in the schedule of values shall be assigned a monetary price such that the total of all items shall equal the full amount of the Fixed Price.

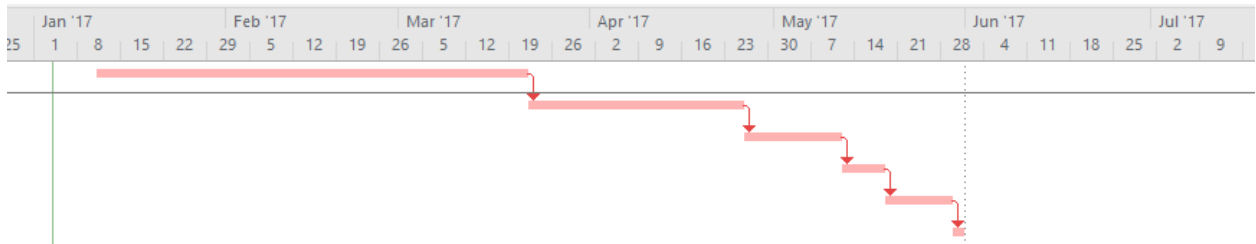
Payment Applications are to be made monthly, and must be submitted on or before the 1st day of each month. If requested by Owner, SmartWatt shall submit partial lien waivers with each interim Payment Application.

The following exclusions shall apply to the Fixed Price:

1. DSA inspector or inspection fees
2. DSA lab or field testing fees
3. Structural engineering to correct existing infrastructure deficiencies
4. Additional engineering services not listed above
5. Construction administration, project management, site supervision, installation, equipment or any other services required for project implementation.

4. Work Schedule/Time.

Task Name	Duration	Start	Finish
Design Process / Create drawings	50 days	Wed 1/11/17	Tue 3/21/17
DSA Submittal Package	25 days	Wed 3/22/17	Tue 4/25/17
DSA Plan Review	12 days	Wed 4/26/17	Thu 5/11/17
DSA Drawing Return	5 days	Fri 5/12/17	Thu 5/18/17
Address DSA Comments	7 days	Fri 5/19/17	Mon 5/29/17
DSA Back Check	2 days	Tue 5/30/17	Wed 5/31/17



Note: DSA Review, return and back check durations are based on DSA published figures and are estimates only. Actual durations are at the discretion of DSA and not guaranteed.

5. Other Provisions.

The drawings and specifications produced under this Task Order are part of a design-build construction process where SmartWatt is both the designer and builder. SmartWatt assumes no design liability should the Owner and/or another contractor implement the project without SmartWatt acting as the prime contractor.

[Signature Page Immediately Follows]

Sierra-Plumas Joint Unified School District

SMARTWATT ENERGY, INC.

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____



Downieville School Loyalton, CA

Energy Efficient Lighting Proposal

SmartWatt Energy, Inc. Contacts:

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Lighting Engineer, Northern California Office
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Vincent Marfe
Senior Project Manager
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Downieville School:

Merrill Grant
Superintendent
(530) 771-7926
mgrant@spjUSD.org

Introduction:

SmartWatt Energy is a leading nationwide provider of turnkey energy-efficiency solutions. We are dedicated to lowering businesses' operational costs through demand-side energy reduction strategies. SmartWatt Energy provides whole building energy assessments and implements lighting upgrades, control system enhancements, variable frequency drive (VFD) upgrades, HVAC enhancements and other energy conservation measures to help commercial, industrial, institutional, and government customers and utilities meet their sustainability goals.



National Accounts:

SmartWatt Energy also specializes in completing turnkey energy-efficiency projects for customers with multiple locations. With a single point of contact, we can streamline management and optimize the efficiencies for your nationwide energy-efficiency projects. Through analyzing local utility costs and rebates we are able to help target and prioritize your facilities by the anticipated project paybacks. We also have the ability to offer a multi-location discount for all national account customers. Currently, SmartWatt employs 230 employees in 17 offices nationwide.



Services Provided

Energy Efficient Lighting Projects include all of the following services provided by Smart Watt Energy Inc:

- ✔ All documentation and work required to verify and collect Electric Utility Rebates. If rebates are available, SmartWatt will prepare all required documentation so that the owner can realize the maximum available rebates to be submitted after project completion.
- ✔ The installation of new energy efficient lighting fixtures wired and installed exactly as proposed. SmartWatt employs electrical and mechanical engineers, project managers, and electrical installation technicians. All project phases will be designed and managed by SmartWatt employees.
- ✔ The removal and environmentally friendly disposal of current fixtures in the facility.
- ✔ SmartWatt Project Management will be available at all times during the installation of your project.
- ✔ Pre-Installation Meeting. This meeting will be used to work out all of the installation details. Including staging areas, installation concerns and workflow process throughout the course of the project.
- ✔ Weekly or as needed meetings with SmartWatt Project Management during the installation of the project. These meetings will go over progress being made on the job, scheduling for upcoming days, and projections for completion of the project.
- ✔ Providing warranty documentation, EPA Certification, Disposal/Hazardous Waste Certificates, and the location, product specs, ordering codes, and warranty contact information for all installed products as applicable.

The Facilities:




Downieville School

The Sierra-Plumas Joint Unified School District serves all of Sierra County and the eastern quarter of Plumas County. Downieville School is committed to high expectations and achievements for all of their students. They assist students in becoming citizens that possess knowledge and set them up with the foundation to become critical thinkers, effective communicators and individuals who exercise discipline.









Project Guidelines and Goals:

SmartWatt Energy, Inc. has worked with the Downieville School to design this project to accomplish the following objectives:

-  Upgrade existing lighting fixtures by rebuilding and retrofitting fixtures with low maintenance and high reliability solutions.
-  Install motion sensors in rooms to conserve energy and ensure efficiency.
-  Relamp and/or replace exterior fixtures to ensure safety and upgrade existing light levels.

Key Points and Assumptions:

Information Provided by Sierra Plumas Joint Unified School District and assumptions include:

-  This proposal covers lighting upgrades at Downieville Junior – Senior High School, as listed in the attached calculation sheets.
-  Operating hours are estimated at 4,380 hours per year for all exterior lighting (4,380 hours per year- 12 hours a day, 7 days a week) and 2,200 hours for all interior fixtures, per the DEER documentation recommended to be used by the California Energy Commission (CEC).
-  New interior lighting controls are proposed to meet new California Title 24 2016 code.
-  Average energy cost of \$0.21/kWh with Pacific Gas and Electric (PGE) at Downieville School.
-  Installation budget based on an accessible reach to the roof of the building and the ability for crews to work an 8 hour shift each day without delays.
-  Assuming that the existing wiring for interior and exterior light fixtures meets current electrical code.

Proposed Fixture/Material Selection

Proposed fixtures and ancillary material have been carefully selected based on the design considerations that are outlined above.

Interior Lighting and Controls

o Downieville School

- Interior fixtures at Downieville School consist of screw in lamps, Strip Fixtures, Troffer Fixtures, Wrap Fixtures and 1x4 Fixtures.
- Interior Strip Fixtures, Troffer Fixtures, Wrap Fixtures and 1x4 Fixtures will be relamped with LED Tubular Low Wattage Tubes. The fixtures will be controlled by wireless ceiling sensors and wireless dimmable wall switches.
- Direct-Indirect fixtures located in the school will be rebuilt with T8 bulbs and new ballasts. These fixtures will be controlled with motion sensors and new switches.
- Screw-in Incandescent and compact florescent lamps will be replaced with lower wattage LED bulbs and will be controlled by switches with motion sensors.
- Interior high pressure sodium (HPS) fixtures located inside of the Multi-Purpose room will be replaced with new LED canopy style fixtures with an integrated dimmable motion sensor.
- Interior Exit signs and “frog eye” fixtures located inside of the Multi-Purpose room will be replaced with new LED fixtures with battery backup.
-



Exterior Lighting and Controls

- The exterior fixtures that will be replaced / relamped are located in Downieville School and the Multi Purpose Building.
- The fixtures that will be relamped are the fixtures containing CFL light bulbs. They will be replaced with new LED twist and pin bulbs.
- Exterior wallpacks will be replaced with new fixtures that will have dimmable motion sensors integrated into the fixture.
- The current locations and counts are shown in the attached calculation sheet.



General Notes

- ✔ Project Payback is calculated using a tiered system which allows Sierra Plumas Joint Unified School District to determine the criteria to use. Simple payback is calculated using the total project cost divided by the monthly estimated energy savings. The tiered payback approach includes the following savings:
 - Maintenance Savings – Calculated using the estimated life of the existing system in conjunction with the estimated cost for new equipment.

Project Exclusions

- ✔ Cutting, patching, and painting
- ✔ Fireproofing patch back, fire protection and service
- ✔ LEED Certification or evaluation
- ✔ Inspections, Permits and fees
- ✔ Priming & framing
- ✔ Trash dumpster
- ✔ Type I indemnity clauses
- ✔ Installing access doors
- ✔ Roof patch and repairs
- ✔ Structural engineering

1/3/2017



Executive Summary

Overall System Investment:

Lighting Investment (Material, Disposal and Labor Costs):	\$	114,565.07
*Sales Tax:	\$	-
Total Out of Pocket Investment:	\$	114,565.07

Value Analysis:

Annual Energy Savings (Lighting):	\$	10,862.50
Annual Energy Savings (Interactive):	\$	971.32
Annual Energy Savings:	\$	11,833.82
Monthly Energy Savings:	\$	986.15

		Pre-Install (Baseline)					Post-Install (Proposed)							Energy Savings	
Action #	Location Description	# of Baseline Fixtures	Pre-Install Fixture Code	Pre Watts Per Fixture	Pre KW Demand	Pre Kwh	Proposed # of Fixtures	Proposed Fixture Code	Proposed Ceiling / Wall Mounted Sensor (#1)	Proposed Ceiling / Wall Mounted Sensor (#2)	Proposed Watts per Fixture	Proposed KW Demand	Annual Proposed Kwh	KW Demand Saved	Kwh Saved
33	Entry Hallway	4	W4/2F32/E	59	0.24	519	4	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Ceiling Sensor	Wireless Lutron Wall Switch	30	0.12	238	0.15	310
34	Right Side Hallway	9	W4/2F32/E	59	0.53	1,168	9	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	30	0.27	535	0.33	697
35	Back Hallway	4	TF/2F32/E	59	0.24	519	4	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	30	0.12	238	0.15	310
36	Back Hallway	1	TF/2F32/E	59	0.06	130	1	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	-	-	30	0.03	59	0.04	77
37	Storage	2	S4/2F34/M	80	0.16	352	2	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Sensor Switch	-	30	0.06	119	0.13	257
38	Classroom #11	8	DI8/2F95/M	227	1.82	3,996	8	Rebuild existing direct - indirect florescent T12 fixture with (2) 59 watt LED T8 bulbs and a new instant start ballast.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	118	0.94	1,869	1.09	2,339
39	Classroom #10	12	DI8/2F95/M	227	2.72	5,994	12	Rebuild existing direct - indirect florescent T12 fixture with (2) 59 watt LED T8 bulbs and a new instant start ballast.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	118	1.42	2,804	1.64	3,509
41	Shop	3	TF/3F32/E	89	0.27	588	3	Rebuild existing (3) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	45	0.14	267	0.17	352
42	Shop	3	S4/4F32/E	112	0.34	739	3	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	-	-	60	0.18	356	0.20	421
43	Shop	1	TS8/2F95/M	227	0.23	499	1	Rebuild existing direct - indirect florescent T12 fixture with (2) 59 watt LED T8 bulbs and a new instant start ballast.	-	-	118	0.12	234	0.14	292
44	Shop	4	I/150	150	0.60	1,320	4	Relamp existing bulb with a new LED 18 watt twist bulb.	-	-	18	0.07	143	0.66	1,295
45	Storage	2	I/150	150	0.30	660	2	Relamp existing bulb with a new LED 18 watt twist bulb.	Wireless Lutron Wall Sensor Switch	-	18	0.04	71	0.33	648
46	Office	1	TF/4F32/E	112	0.11	246	1	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Sensor Switch	-	60	0.06	119	0.07	140
47	Storage	2	CF/23TWIST	23	0.05	101	2	Relamp existing bulb with a new LED 8 watt twist bulb.	Wireless Lutron Wall Sensor Switch	-	9	0.02	36	0.04	72
48	Classroom #8	9	W4/4F32/E	112	1.01	2,218	9	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	60	0.54	1,069	0.59	1,263
49	Storage Room	2	I/100	100	0.20	440	2	Relamp existing bulb with a new LED 18 watt twist bulb.	Wireless Lutron Wall Sensor Switch	-	18	0.04	71	0.21	406
50	Storage Room	2	I/100	100	0.20	440	2	Relamp existing bulb with a new LED 18 watt twist bulb.	Wireless Lutron Wall Sensor Switch	-	18	0.04	71	0.21	406
51	Classroom #7	6	W4/4F32/E	112	0.67	1,479	6	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	60	0.36	713	0.39	842
52	Storage Room	1	O4/2F34/M	80	0.08	176	1	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Sensor Switch	-	30	0.03	59	0.06	128
53	Mechanical Room	1	I/60	60	0.06	132	1	Relamp existing bulb with a new LED 8 watt twist bulb.	Wireless Lutron Wall Sensor Switch	-	9	0.01	18	0.06	126
54	Classroom #6	6	W4/4F32/E	112	0.67	1,479	6	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	60	0.36	713	0.39	842
55	Classroom #9	8	DI8/2F95/M	227	1.82	3,996	8	Rebuild existing direct - indirect florescent T12 fixture with (2) 59 watt LED T8 bulbs and a new instant start ballast.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	118	0.94	1,869	1.09	2,339
56	Classroom #9	3	O4/2F34/M	80	0.24	528	3	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	-	-	30	0.09	178	0.19	385

		Pre-Install (Baseline)					Post-Install (Proposed)							Energy Savings	
Action #	Location Description	# of Baseline Fixtures	Pre-Install Fixture Code	Pre Watts Per Fixture	Pre KW Demand	Pre Kwh	Proposed # of Fixtures	Proposed Fixture Code	Proposed Ceiling / Wall Mounted Sensor (#1)	Proposed Ceiling / Wall Mounted Sensor (#2)	Proposed Watts per Fixture	Proposed KW Demand	Annual Proposed Kwh	KW Demand Saved	Kwh Saved
57	Classroom #5	6	W4/4F32/E	112	0.67	1,479	6	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	60	0.36	713	0.39	842
58	Staff Restroom	1	VN4/2F34/M	80	0.08	176	1	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Sensor Switch	-	30	0.03	59	0.06	128
59	Janitor's Closet	1	O4/2F34/M	80	0.08	176	1	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Sensor Switch	-	30	0.03	59	0.06	128
60	Office (Main)	4	W4/2F32/E	59	0.24	519	4	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Sensor Switch	-	30	0.12	238	0.15	310
61	Storage Room	1	I/75	75	0.08	165	1	Relamp existing bulb with a new LED 8 watt twist bulb.	Wireless Lutron Wall Sensor Switch	-	9	0.01	18	0.08	162
62	Principal's Office	2	W4/2F32/E	59	0.12	260	2	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Sensor Switch	-	30	0.06	119	0.07	155
63	Storage / Server Room	1	I/50	50	0.05	110	1	Relamp existing bulb with a new LED 8 watt twist bulb.	Wireless Lutron Wall Sensor Switch	-	9	0.01	18	0.05	101
64	Women's Restroom	1	W4/4F32/E	112	0.11	246	1	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Ceiling Sensor	Wireless Lutron Wall Switch	60	0.06	119	0.07	140
65	Men's Restroom	1	W4/4F32/E	112	0.11	246	1	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Ceiling Sensor	Wireless Lutron Wall Switch	60	0.06	119	0.07	140
66	Learning Center	12	W4/4F32/E	112	1.34	2,957	12	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	60	0.72	1,426	0.78	1,685
67	Learning Center	6	S4/1F34/M	50	0.30	660	6	Rebuild existing (1) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	-	-	15	0.09	178	0.26	530
68	Learning Center	2	I/150	150	0.30	660	2	Relamp existing bulb with a new LED 18 watt twist bulb.	-	-	18	0.04	71	0.33	648
69	Learning Center	1	TT/2F32/E	59	0.06	130	1	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 8 watt tubes with direct wire installation.	-	-	17	0.02	34	0.05	106
70	Men's Restroom	1	W4/4F32/E	112	0.11	246	1	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Ceiling Sensor	Wireless Lutron Wall Switch	60	0.06	119	0.07	140
71	Women's Restroom	1	W4/4F32/E	112	0.11	246	1	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Ceiling Sensor	Wireless Lutron Wall Switch	60	0.06	119	0.07	140
72	Staff Room	8	W4/2F32/E	59	0.47	1,039	8	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Ceiling Sensor	Wireless Lutron Wall Switch	30	0.24	475	0.29	620
73	Staff Room	1	I/25	25	0.03	55	1	Relamp existing bulb with a new LED 8 watt twist bulb.	-	-	9	0.01	18	0.02	41
74	Janitor's Room	1	I/25	25	0.03	55	1	Relamp existing bulb with a new LED 8 watt twist bulb.	Wireless Lutron Wall Sensor Switch	-	9	0.01	18	0.02	41
75	Classroom #1	9	W4/4F32/E	112	1.01	2,218	9	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	60	0.54	1,069	0.59	1,263
76	Classroom #2	9	W4/4F32/E	112	1.01	2,218	9	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	60	0.54	1,069	0.59	1,263
77	Classroom #3	9	W4/4F32/E	112	1.01	2,218	9	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	60	0.54	1,069	0.59	1,263
78	Classroom #4	4	TF/4F32/E	112	0.45	986	4	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	60	0.24	475	0.26	562
79	Classroom #4 Storage	3	O4/2F32/E	59	0.18	389	3	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Sensor Switch	-	30	0.09	178	0.11	232
80	Library	12	TF/4F32/E	112	1.34	2,957	12	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Ceiling Sensor	Wireless Lutron Wall Switch	60	0.72	1,426	0.78	1,685
81	Library	6	S4/1F34/M	50	0.30	660	6	Rebuild existing (1) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	-	-	15	0.09	178	0.26	530
82	Library	2	I/150	150	0.30	660	2	Relamp existing bulb with a new LED 18 watt twist bulb.	-	-	18	0.04	71	0.33	648

		Pre-Install (Baseline)					Post-Install (Proposed)								Energy Savings	
Action #	Location Description	# of Baseline Fixtures	Pre-Install Fixture Code	Pre Watts Per Fixture	Pre KW Demand	Pre Kwh	Proposed # of Fixtures	Proposed Fixture Code	Proposed Ceiling / Wall Mounted Sensor (#1)	Proposed Ceiling / Wall Mounted Sensor (#2)	Proposed Watts per Fixture	Proposed KW Demand	Annual Proposed Kwh	KW Demand Saved	Kwh Saved	
83	Library Storage	1	O4/2F32/E	59	0.06	130	1	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Sensor Switch	-	30	0.03	59	0.04	77	
84	Hallway	8	W4/2F32/E	59	0.47	1,039	8	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	30	0.24	475	0.29	620	
85	MPR Room	24	MH/400	458	10.99	24,187	24	Replace existing Metal Halide 2x2 Surface Mounted box fixtures with a new LED Surface Mounted Box fixture with a 88 watt fixture.	Wireless Wall Switch	Wireless Ceiling Sensor	88	2.11	4,183	11.10	22,005	
86	MPR Room	4	FROG Eyes	50	0.20	440	4	Replace existing Exit Signs with a new LED Exit Sign with Frog Eyes and an integrated Battery Backup.	-	-	3	0.01	24	0.24	458	
87	MPR Room	3	X/2I/25	50	0.15	330	3	Replace existing Exit Signs with a new LED Exit Sign with Frog Eyes and an integrated Battery Backup.	-	-	3	0.01	18	0.18	343	
88	Men's Locker Room	1	W4/2F32/EMB Ballast	59	0.06	130	1	Rebuild existing 2 Lamp fixture with a new Emergency battery back-up bulb and (1) new LED 15 watt tube.	-	-	15	0.02	30	0.06	110	
89	Men's Locker Room	10	W4/2F32/E	59	0.59	1,298	10	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	-	-	30	0.30	594	0.36	775	
90	Men's Locker Room	2	I/60	60	0.12	264	2	Relamp existing bulb with a new LED 8 watt twist bulb.	-	-	9	0.02	36	0.13	251	
91	Men's Locker Room	1	FROG Eyes	50	0.05	110	1	Replace existing Exit Signs with a new LED Exit Sign with Frog Eyes and an integrated Battery Backup.	-	-	3	0.00	6	0.06	114	
92	Women's Locker Room	1	W4/2F32/EMB Ballast	59	0.06	130	1	Rebuild existing 2 Lamp fixture with a new Emergency battery back-up bulb and (1) new LED 15 watt tube.	-	-	15	0.02	30	0.06	110	
93	Women's Locker Room	10	W4/2F32/E	59	0.59	1,298	10	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	-	-	30	0.30	594	0.36	775	
94	Women's Locker Room	2	I/60	60	0.12	264	2	Relamp existing bulb with a new LED 8 watt twist bulb.	-	-	9	0.02	36	0.13	251	
95	Women's Locker Room	1	FROG Eyes	50	0.05	110	1	Replace existing Exit Signs with a new LED Exit Sign with Frog Eyes and an integrated Battery Backup.	-	-	3	0.00	6	0.06	114	
96	Coache's Room (Locked)	2	W4/4F32/E	112	0.22	493	2	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Sensor Switch	-	60	0.12	238	0.13	281	
97	Coache's Room (Locked)	2	I/60	60	0.12	264	2	Relamp existing bulb with a new LED 8 watt twist bulb.	Wireless Lutron Wall Sensor Switch	-	9	0.02	36	0.13	251	
98	Weight Room	4	TF/3F32/E	89	0.36	783	4	Rebuild existing (3) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Ceiling Sensor	Wireless Lutron Wall Switch	45	0.18	356	0.22	470	
99	Storage Room	4	W4/2F34/ESM	72	0.29	634	4	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	30	0.12	238	0.21	436	
100	Hallway Entrance	1	I/75	75	0.08	165	1	Relamp existing bulb with a new LED 8 watt twist bulb.	Wireless Lutron Ceiling Sensor	Wireless Lutron Wall Switch	9	0.01	18	0.08	162	
101	Storage / Janitor's Closet	2	W4/2F32/E	59	0.12	260	2	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Ceiling Sensor	Wireless Lutron Wall Switch	30	0.06	119	0.07	155	
102	Kitchen Storage Room	1	VT4/2F34/ESM	72	0.07	158	1	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Sensor Switch	-	30	0.03	59	0.05	109	
103	Freezer (1)	1	VT4/2F34/ESM	72	0.07	158	1	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	-	-	30	0.03	59	0.05	109	
104	Freezer (2)	1	VT4/2F34/ESM	72	0.07	158	1	Rebuild existing (2) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	-	-	30	0.03	59	0.05	109	
105	Kitchen	10	W4/4F34/ESM	144	1.44	3,169	10	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Ceiling Sensor	Wireless Lutron Wall Switch	60	0.60	1,188	1.05	2,178	
106	Kitchen	2	W4/4F34/ESM	144	0.29	634	2	Rebuild existing (4) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	-	-	60	0.12	238	0.21	436	
108	Dining Room	48	S4/1F32/E	30	1.44	3,169	48	Rebuild existing (1) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Wall Mount Sensor	Wireless Lutron Wall Switch	15	0.72	1,426	0.90	1,917	
109	Dining Room	48	S4/1F32/E	30	1.44	3,169	48	Rebuild existing (1) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	-	-	15	0.72	1,426	0.90	1,917	

		Pre-Install (Baseline)					Post-Install (Proposed)								Energy Savings	
Action #	Location Description	# of Baseline Fixtures	Pre-Install Fixture Code	Pre Watts Per Fixture	Pre KW Demand	Pre Kwh	Proposed # of Fixtures	Proposed Fixture Code	Proposed Ceiling / Wall Mounted Sensor (#1)	Proposed Ceiling / Wall Mounted Sensor (#2)	Proposed Watts per Fixture	Proposed KW Demand	Annual Proposed Kwh	KW Demand Saved	Kwh Saved	
110	Dining Room	2	X/2I/25	50	0.10	220	2	Replace existing Exit Signs with a new LED Exit Sign with Frog Eyes and an integrated Battery Backup.	-	-	3	0.01	12	0.12	229	
111	Dining Room	2	FROG Eyes	50	0.10	220	2	Replace existing Exit Signs with a new LED Exit Sign with Frog Eyes and an integrated Battery Backup.	-	-	3	0.01	12	0.12	229	
112	Dining Room	4	CFQ22W Quad PIN	24	0.10	211	4	Relamp existing bulb with a new LED 10 watt twist bulb.	-	-	10	0.04	79	0.07	145	
113	Women's Restroom	1	VT4/1F34/M	50	0.05	110	1	Rebuild existing (1) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Ceiling Sensor	Wireless Lutron Wall Switch	15	0.02	30	0.04	88	
114	Women's Restroom	2	I/60	60	0.12	264	2	Relamp existing bulb with a new LED 8 watt twist bulb.	-	-	9	0.02	36	0.13	251	
115	Men's Restroom	1	VT4/1F34/M	50	0.05	110	1	Rebuild existing (1) lamp fixture by bypassing the existing ballast and replacing it with new LED 15 watt tubes with direct wire installation.	Wireless Lutron Ceiling Sensor	Wireless Lutron Wall Switch	15	0.02	30	0.04	88	
116	Men's Restroom	2	I/60	60	0.12	264	2	Relamp existing bulb with a new LED 8 watt twist bulb.	-	-	9	0.02	36	0.13	251	
117	By Front Entrance	2	I/60	60	0.12	526	2	Relamp existing bulb with a new LED 8 watt twist bulb.	-	-	9	0.02	79	0.10	447	
118	Side Entrance (Staff Room)	1	I/60	60	0.06	263	1	Relamp existing bulb with a new LED 8 watt twist bulb.	-	-	9	0.01	39	0.05	223	
119	Exterior of Classroom #3	1	I/25	25	0.03	110	1	Relamp existing bulb with a new LED 8 watt twist bulb.	-	-	9	0.01	39	0.02	70	
120	End Of hallway by Classroom #3	1	I/60	60	0.06	263	1	Relamp existing bulb with a new LED 8 watt twist bulb.	-	-	9	0.01	39	0.05	223	
121	Behind Shop Room	1	I/25	25	0.03	110	1	Relamp existing bulb with a new LED 8 watt twist bulb.	-	-	9	0.01	39	0.02	70	
122	By Shop Hallway	1	MH/100	128	0.13	561	1	Retrokit the existing exterior Metal Halide fixture with a new LED high powered screw in lamp and bypass the existing ballast.	-	-	28	0.03	123	0.10	438	
123	Exterior of Principals Office	1	I/25	25	0.03	110	1	Relamp existing bulb with a new LED 8 watt twist bulb.	-	-	9	0.01	39	0.02	70	
124	Side Entrance (Front Office Entrance)	1	I/25	25	0.03	110	1	Relamp existing bulb with a new LED 8 watt twist bulb.	-	-	9	0.01	39	0.02	70	
125	MPR Exterior	6	I/75	75	0.45	1,971	6	Retrokit the existing exterior Metal Halide fixture with a new LED high powered screw in lamp and bypass the existing ballast.	-	-	28	0.17	736	0.28	1,235	
126	MPR Exterior	4	MH/250	295	1.18	5,168	4	Replace existing wallpack with a new LED 78 watt wallpack and a fixture integrated dimmable motion sensor.	-	-	78	0.31	1,367	0.87	3,802	
127	MPR Exterior	1	I/150	150	0.15	657	1	Retrokit the existing exterior Metal Halide fixture with a new LED high powered screw in lamp and bypass the existing ballast.	-	-	28	0.03	123	0.12	534	
		439			44.88	103,644	439					17.32	35,753	34	73,961	

Savings Projections

Existing Lighting Conditions

Number of Baseline Fixtures	Baseline KW	Baseline Demand Charge	Baseline Annual kWh	Baseline Annual kWh Cost	Total Annual Baseline Cost
439	44.88	\$0.00	103,644	\$16,583.03	\$16,583.03

Proposed Lighting Conditions

Number of Proposed Fixtures	Proposed KW	Proposed Demand Charge	Proposed Annual kWh	Proposed kWh Cost	Total Annual Proposed Cost
439	17.32	\$0.00	35,753	\$5,720.53	\$5,720.53

Energy Savings Summary

KW Demand Savings	Annual kWh Savings
34.04	73,961

Cost Savings

Monthly Cost Savings	Annual Cost Savings
\$986.15	\$11,833.82

Energy Savings Summary (Lighting)		Energy Savings Summary (Lighting and Interactive)	
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KW Demand Savings	Annual kWh Savings	KW Demand Savings	Annual kWh Savings
27.56	67,891	34.04	73,961

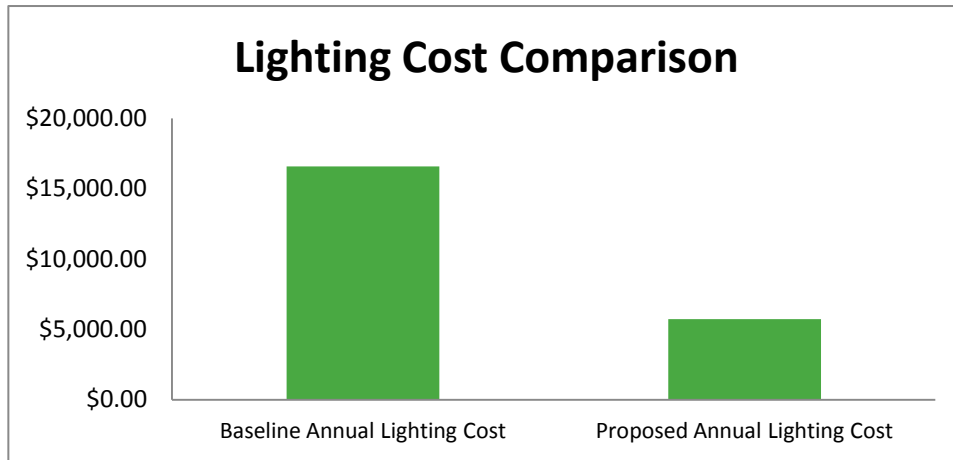
Cost Savings (Lighting)		Cost Savings (Lighting and Interactive)	
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Monthly Cost Savings	Annual Cost Savings	Monthly Cost Savings	Annual Cost Savings
\$905.21	\$10,862.50	\$986.15	\$11,833.82

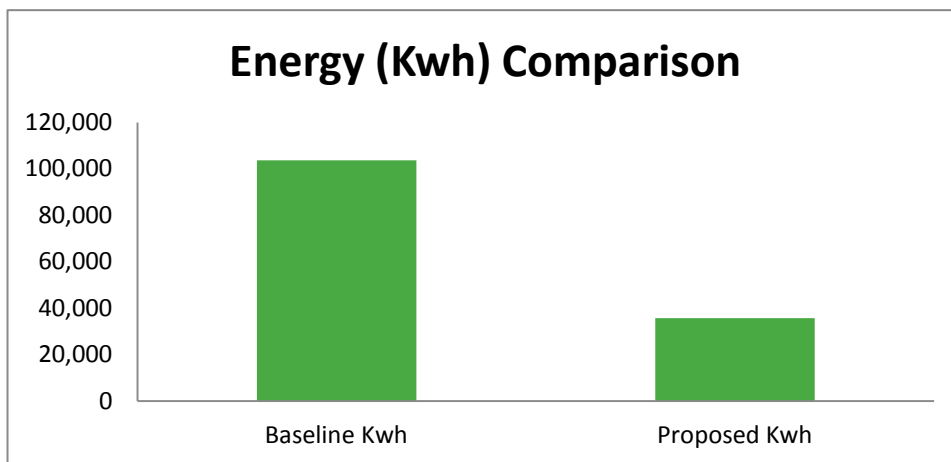
65.50% Reduction in total lighting cost

Lighting Systems Comparison

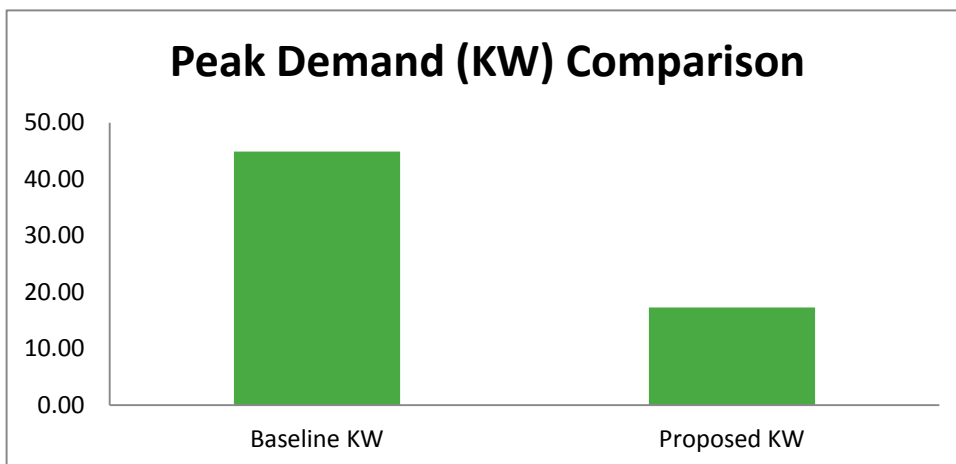
The bar chart below shows the annual electrical cost comparison between the two lighting systems.



The bar chart below shows the annual energy consumption comparison between the two lighting systems.



The bar chart below shows the Peak KW Demand comparison between the two lighting systems.



20-Year Accumulated Savings

This proposed lighting project offers significant long-term operational savings. Over the course of 20 years the accumulated savings from this lighting project will exceed **\$263,930.10**

	Annual Cost of Current Lighting System	Annual Cost of Proposed Lighting System	Accumulated Energy Savings
Year 1	\$16,583.03	\$5,720.53	\$10,862.50
Year 2	\$16,914.69	\$5,834.94	\$21,942.24
Year 3	\$17,252.98	\$5,951.64	\$33,243.58
Year 4	\$17,598.04	\$6,070.67	\$44,770.95
Year 5	\$17,950.00	\$6,192.08	\$56,528.87
Year 6	\$18,309.00	\$6,315.93	\$68,521.94
Year 7	\$18,675.18	\$6,442.24	\$80,754.88
Year 8	\$19,048.68	\$6,571.09	\$93,232.47
Year 9	\$19,429.66	\$6,702.51	\$105,959.62
Year 10	\$19,818.25	\$6,836.56	\$118,941.31
Year 11	\$20,214.62	\$6,973.29	\$132,182.63
Year 12	\$20,618.91	\$7,112.76	\$145,688.78
Year 13	\$21,031.29	\$7,255.01	\$159,465.05
Year 14	\$21,451.91	\$7,400.11	\$173,516.85
Year 15	\$21,880.95	\$7,548.12	\$187,849.68
Year 16	\$22,318.57	\$7,699.08	\$202,469.17
Year 17	\$22,764.94	\$7,853.06	\$217,381.05
Year 18	\$23,220.24	\$8,010.12	\$232,591.17
Year 19	\$23,684.64	\$8,170.32	\$248,105.49
Year 20	\$24,158.34	\$8,333.73	\$263,930.10
Totals	\$402,923.90	\$138,993.80	\$263,930.10

**For calculation purposes we have assumed a conservative 2% annual electric rate increase.*

How can lighting damage the environment?

Although it appears innocuous, lighting causes air pollution. Each day, your local power plant will commonly burn coal, oil, and gas to generate electricity for your lighting system as well as for your other electrical needs. While burning these fossil fuels produces a readily available and instantaneous supply of electricity, it also generates air pollutants: carbon dioxide (CO₂), sulfur dioxide (SO₂), and nitrogen oxides (NO_x).

Air pollution causes global warming, acid rain, and smog.

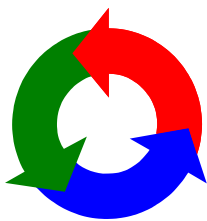
Each of these pollutants causes environmental damage. Carbon dioxide (CO₂) causes global warming, sulfur dioxide (SO₂) causes acid rain, and nitrogen oxides (NO_x) cause both acid rain and smog.

Your lighting project will help to decrease air pollution and environmental damage by the following amounts each year:



110,942	pounds of Carbon Dioxide
184,903	grams of Sulfur Dioxide
428,976	grams of Nitrogen Oxides

By removing these quantities of pollutants from the air, your lighting project will have the same affect on the environment as:



Planting	16	acres of trees
Removing	10	cars from the road each year or
Saving	6,724	gallons of gasoline each year



LED 78W Wallpacks with multi-level motion sensor. 3 cutoff options. Patent Pending thermal management system. 100,000 hour L70 lifespan. 5 Year Warranty.

Color: White

Weight: 28.0 lbs

Project:

Type:

Prepared By:

Date:

Driver Info

Type: Constant Current
 120V: 0.66A
 208V: 0.41A
 240V: 0.41A
 277V: 0.30A
 Input Watts: 79W
 Efficiency: 99%

LED Info

Watts: 78W
 Color Temp: 4000K
 Color Accuracy: 82 CRI
 L70 Lifespan: 100000
 Lumens: 6,301
 Efficacy: 80 LPW

Technical Specifications

Listings

UL Listing:

Suitable for wet locations as a downlight.

IESNA LM-79 & IESNA LM-80 Testing:

RAB LED luminaires have been tested by an independent laboratory in accordance with IESNA LM-79 and 80, and have received the Department of Energy "Lighting Facts" label.

Dark Sky Approved:

The International Dark Sky Association has approved this product as a full cutoff, fully shielded luminaire.

DLC Listed:

This product is on the Design Lights Consortium (DLC) Qualified Products List and is eligible for rebates from DLC Member Utilities.
 DLC Product Code: P5BBQ9FQ

Optical

Lumen Maintenance:

100,000-hour LED lifespan based on IES LM-80 results and TM-21 calculations.

Specification Grade Optics:

The Type II distribution is ideal for wide walkways, on ramps and entrance roadways, bike paths and other long and narrow lighting applications. This type is meant for lighting larger areas and usually is located near the roadside. This type of lighting is commonly found on smaller side streets or jogging paths.

Replacement:

The WPLED78 replaces 400W Metal Halide Wallpacks.

BUG Rating:

B1 U0 G2

Construction

IP Rating:

Ingress Protection rating of IP66 for dust and water

Ambient Temperature:

Suitable for use in 40°C ambient temperatures.

Cold Weather Starting:

The minimum starting temperature is -40°C/-40°F

Thermal Management:

Superior heat sinking with external Air-Flow fins.

Housing:

Die cast aluminum housing, lens frame and mounting arm.

Reflector:

Specular vacuum-metallized polycarbonate

Gaskets:

High temperature silicone gaskets.

Finish:

Our environmentally friendly polyester powder coatings are formulated for high-durability and long-lasting color, and contains no VOC or toxic heavy metals.

Green Technology:

Mercury and UV free. RoHS compliant components. Polyester powder coat finish formulated without the use of VOC or toxic heavy metals.

For use on LEED Buildings:

IDA Dark Sky Approval means that this fixture can be used to achieve LEED Credits for Light Pollution Reduction.

LED Characteristics

LEDs:

Six (6) multi-chip, 13W, high-output, long-life LEDs.

Color Consistency:

3-step MacAdam Ellipse binning to achieve consistent fixture-to-fixture color.

Color Stability:

LED color temperature is warrantied to shift no more than 200K in CCT over a 5 year period.

Color Uniformity:

RAB's range of CCT (Correlated Color Temperature) follows the guidelines of the American National Standard for Specifications for the Chromaticity of Solid State Lighting (SSL) Products, ANSI C78.377-2011.

Electrical

Driver:

Constant Current, Class 2, 2000mA, 100-277V, 50-60Hz, 1.1A, Power Factor 99%

THD:

4.6% at 120V, 12.9% at 277V

Surge Protection:

6kV

Dimming Driver:

Driver includes dimming control for 0-10V dimming systems. Requires separate 0-10V DC dimming circuit. Dims as low as 10%.

Technical Specifications (continued)

Other

California Title 24:

See WPLED2T78/BL, WPLED2T78/PC, WPLED2T78/PC2, WPLED2T78/PCS, WPLED2T78/PCS2, WPLED2T78/PCT for a 2013 California Title 24 compliant product. Any additional component requirements will be listed in the Title 24 section under technical specifications on the product page.

Warranty:

RAB warrants that our LED products will be free from defects in materials and workmanship for a period of five (5) years from the date of delivery to the end user, including coverage of light output, color stability, driver performance and fixture finish.

Patents:

The WPLED design is protected by patents pending in the U.S., Canada, China, Taiwan and Mexico.

Country of Origin:

Designed by RAB in New Jersey and assembled in the USA by RAB's IBEW Local 3 workers.

Buy American Act Compliant:

This product is a COTS item manufactured in the United States, and is compliant with the Buy American Act.

Recovery Act (ARRA) Compliant:

This product complies with the 52.225-21 "Required Use of American Iron, Steel, and Manufactured Goods-- Buy American Act-- Construction Materials (October 2010).

Trade Agreements Act Compliant:

This product is a COTS item manufactured in the United States, and is compliant with the Trade Agreements Act.

GSA Schedule:

Suitable in accordance with FAR Subpart 25.4.

Sensor Specifications

Operating Voltage:

120V or 277V

Power Consumption:

1W

0-10V Sinking Current:

50mA

Adjustable High and Low Modes:

High: 0-10V; Low: off, 0-9.8V

Adjustable Time Delay:

Amount of time in high mode with no motion before switching to low mode: 5 min., 1 -30 min.

Adjustable Cut Off Delay:

Time in which the fixture will remain on low mode with no motion before turning off and waiting for new motion to turn on: None, 1 -60 min., 1 -5 hrs.

Adjustable Sensitivity:

None, low, medium, maximum

Adjustable Setpoint:

None, 1 to 250 fc, auto

Adjustable Ramp Up and Fade Down Times:

1 to 60 sec.

Operating Temperature:

-40°F/-40°C. to 167°F (-40°C to +75°C)

Operating Humidity:

20% to 90% noncondensing

Relay Life Rating:

200,000 cycles (120/277VAC), 50,000 cycles (230VAC)

IP Rating:

Ingress Protection rating of IP66 for dust and water

UL Listing:

Suitable for Wet Locations as factory installed.

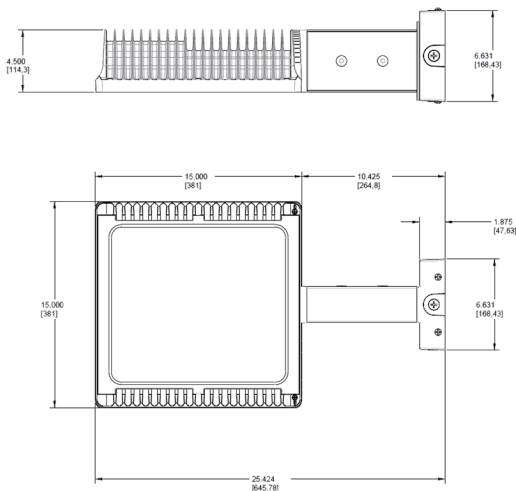
Handheld Wireless Configuration Tool:

Adjust settings using handheld wireless configuration tool. Only available with 0-10V dimming driver options.

Multi Level Motion Sensor:

40 ft. diameter coverage from 20 ft. height.

Dimensions



Features

- High performance LED light engine
- Maintains 70% of initial lumens at 100,000 hours
- Weatherproof high temperature silicone gaskets
- Superior heat sinking with die cast aluminum housing and external fins
- Replaces 400W MH
- 100 up to 277 Volts
- 5-year warranty

Product Information

Project Name	Type
Catalog Number	Date

SPECIFICATIONS

Features

- Upgrade to modern architectural aesthetics providing controlled uniform light distribution.
- Improves facial recognition for enhanced security.
- Energy-efficient dark sky compliant canopy solution without color shift.
- Cast aluminum housing with gasket seals the fixture for IP65 rating.
- Recessed and surface mount options available.
- Quick driver access for easy maintenance.
- Designed to fit into existing 4 inch round opening in canopy.
- Long-life LEDs at L95 (95% lumen maintenance) at 60,000 hours reduce life cycle maintenance costs.
- Choice of four lumen packages and dimming option available.
- Configurative acrylic optics designed to illuminate both area and fuel pumps.
- Up to 108 lumens per watt.
- Suitable for dry, damp and wet location applications, IP65 rated.

Construction

- Finned cast aluminum housing for heat dissipation
- Tool less driver access
- Modular LED light engine
- Certain airborne contaminants can diminish integrity of acrylic. Consult factory for chemical compatibility.
- Optional surface mount box
- Weight: 18 lbs.

Electrical

- Input Voltage Range: 120/277 VAC Nom. (90-305 V Min/Max)
- Frequency: 50/60 Hz Nom. (47-63 Hz Min/Max)
- Active Power Factor Correction
- Power Factor: >0.90 @ full load, 100V through 277V
- Harmonic Distortion: THD < 20% @ full load
- Protection: Over-Voltage, Over-Temperature (110°) & Short Circuit with self-recovery
- Compliant to FCC Part 15 requirements for EMI/RFI emissions
- NEC/CEC compliant ballast disconnect is standard.
- Standard surge protection: ANSI Std. C62.4.2 Category A (10 kV)



Certifications

- CSA listed for U.S. & Canada. Tested to UL 1598 & UL 8750 standards.
- Luminaires bear appropriate listing labels.
- Adheres to LM79, LM80 and TM21 industry standards.
- DesignLights Consortium® (DLC) qualified.
- Please refer to the DLC website for specific product qualifications at www.designlights.org.
- Please refer to the Lighting Facts website for specific product qualifications at www.lightingfacts.com.

Application

- Suitable for use with most wired or wireless lighting control systems
- Target opportunities include:
 - C-Store fuel centers
 - Big box retail fuel centers
 - Truck stops
 - Banks
 - Most any outdoor canopy
 - Road tunnels
 - Cold storage
 - Hotels

Warranty

- Five-year warranty. (Terms and Conditions Apply)

CERTIFICATION



ORDERING INFORMATION

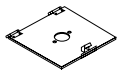
EXAMPLE QCF-UL-60C-F-51K-GCO

MODEL	DRIVER VOLTAGE	QTY OF LED CHIPS	DRIVER OUTPUT	COLOR TEMP	OPTICS	MOUNTING OPTIONS
QCF LED Gas Canopy Fixture	UL 120/277 VAC	24C 24 Chip Board 36C 36 Chip Board 48C 48 Chip Board 60C 60 Chip Board	F Fixed DM 0-10v Dimming ¹	51K 5100	GCO Gas Canopy Optic WAO Wide Area Optics (Non DLC) WQO Wide Square Optics (Non DLC) OAO Open Area Optics (Non DLC)	SDC Single Deck Canopy DDC Double Deck Canopy SMB Surface Mount Box QCK-1 Whiteway Riviera 2, Whiteway Vision, Cooper CLS, Whiteway LeSabre 3 QCK-2 LSI/Master Dakota, Jet Philips Houstonian (Old Style), Whiteway Riviera QCK-3 Jet-Philips Houstonian (SHO/RHO), Guardian MC-1411 QCK-4 LSI Richmond QCK-5 Whiteway Civic

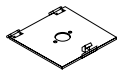
FOOTNOTES

1. Must be used in conjunction with lighting controls. Contact factory for assistance.

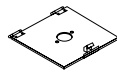
MOUNTING OPTIONS OVERVIEW



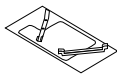
QCK-1



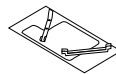
QCK-2



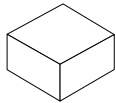
QCK-3



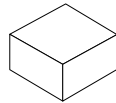
QCK-4



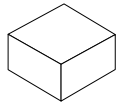
QCK-5



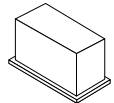
Whitway Riviera 2
Whitway Vision



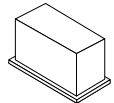
LSI/Master
Dakota



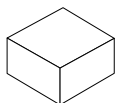
Jet-Philips
Houstonian
(SHO/RHO)



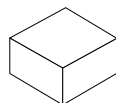
LSI
Richmond



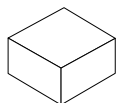
Whitway
Civic



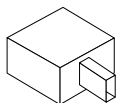
Cooper
CLS



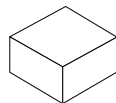
Jet-Philips
Houstonian
(Oldstyle)



Guardian
MC-1411



Whitway
LeSabre 3



Whitway Riviera

QCK-1

Fixture size: 21-1/8" square; min. 6" above flange; flange opening range: 18-13/16" through 19-5/16"; Whitway Riviera 2 / Thunderbird / Vision / LeSabre 3; Cooper CLS

QCK-2

Fixture size: 23" square; min. 6" above flange; flange opening range: 20-13/16" through 21-9/32"; LSI Master / Dakota; Jet Philips Houstonian (oldstyle); Whitway Riviera 1

QCK-3

Fixture size: 21-3/4" square through 22" square; min. 6" above flange; flange opening range: 19-3/4" – 20-7/32"; Jet Philips Houstonian SHO / RHO; Guardian MC-1411

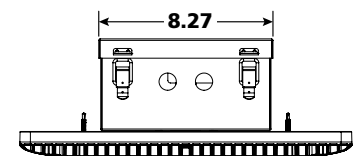
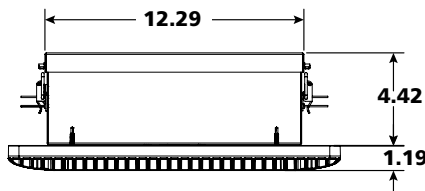
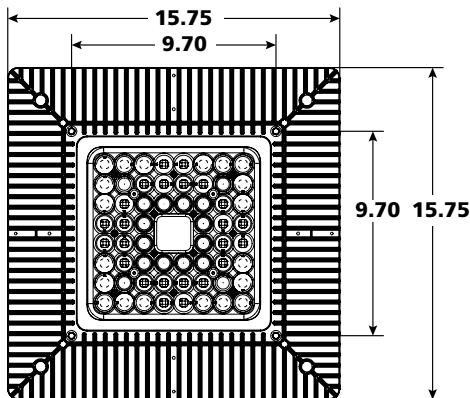
QCK-4

Fixture size: LSI Richmond Series 21-1/2" X 11-15/16" outside frame

QCK-5

Fixture size: Whitway Civic Series 20-3/4" X 11-1/16" outside frame

FIXTURE DIMENSIONS



PHOTOMETRIC DATA

PHOTOMETRIC DATA: QCF-UL-60C-F-51K-GCO

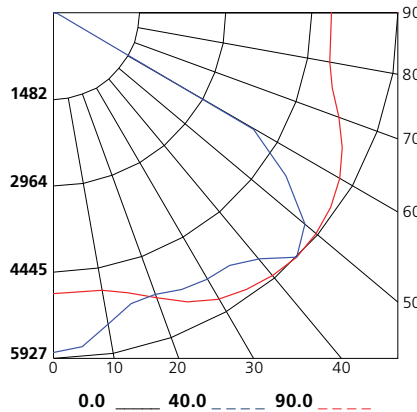
All published luminaire photometric testing performed to IESNA LM-79-08 standards by a NVLAP certified lab.

Test: L10138803R01
Test Date: 12/6/13

LUMINAIRE DATA

Luminaire	QCF-UL-60C-F-51K-GCO
	LED Gas Canopy Fixture LLP
Ballast	LLP 150W 0.7A 30-54V DRIVER
Ballast Factor	1.00
Lamp	LED
Fixture Lumens	15169
Watts	141
Mounting	Surface & Recessed
Shielding Angle	N.A.
Spacing Criterion	0° = 1.32 90° = 1.32
Luminous Opening in feet	Length: 0.69 Width: 0.69 Height: 0.00

INDOOR CANDELA PLOT



ZONAL LUMEN SUMMARY

Zone	Lumens	%Lamp	%Fixt
0-20	2025	N.A.	13
0-30	4415	N.A.	29
0-40	7637	N.A.	50
0-60	14450	N.A.	95
0-80	15118	N.A.	100
0-90	15169	N.A.	100

COEFFICIENTS OF UTILIZATION (%)

RCR	RW	80				70				50				0
		70	50	30	10	70	50	30	10	50	30	10	0	
0	119	119	119	119	116	116	116	116	111	111	111	111	100	
1	111	107	104	101	108	105	102	99	101	98	96	88	88	
2	102	95	90	85	100	94	88	84	90	86	82	76	76	
3	94	85	78	72	92	83	77	72	81	75	70	66	66	
4	87	76	68	62	84	75	67	62	72	66	61	57	57	
5	80	68	60	54	78	67	59	53	65	58	53	50	50	
6	74	61	53	47	72	60	52	47	59	52	46	44	44	
7	68	55	47	41	67	55	47	41	53	46	41	38	38	
8	63	50	42	37	62	50	42	37	48	41	36	34	34	
9	59	46	38	33	58	45	38	33	44	37	33	30	30	
10	55	42	35	30	54	42	34	29	41	34	29	27	27	

RCR = Room Cavity Ratio RC = Effective Ceiling Cavity Reflectance RW = Wall Reflectance

AVG. LUMINANCE (Candela/Sq. M.)

Average Luminance Angle	0					25					45					65					90				
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85							
0	5828	5828	5828	5828	5828	5828	5828	5828	5828	5828	5828	5828	5828	5828	5828	5828	5828	5828							
5	5746	5752	5747	5746	5742	5746	5742	5746	5742	5746	5742	5746	5742	5746	5742	5746	5742	5746							
10	5377	5405	5433	5406	5377	5406	5377	5406	5377	5406	5377	5406	5377	5406	5377	5406	5377	5406							
15	5253	5209	5159	5202	5244	5202	5244	5202	5244	5202	5244	5202	5244	5202	5244	5202	5244	5202							
20	5271	5201	5141	5182	5258	5182	5258	5182	5258	5182	5258	5182	5258	5182	5258	5182	5258	5182							
25	5187	5168	5241	5144	5185	5144	5185	5144	5185	5144	5185	5144	5185	5144	5185	5144	5185	5144							
30	5015	5074	5280	5057	5018	5057	5018	5057	5018	5057	5018	5057	5018	5057	5018	5057	5018	5057							
35	4915	5079	5298	5061	4915	5061	4915	5061	4915	5061	4915	5061	4915	5061	4915	5061	4915	5061							
40	5079	533	5518	5320	5064	5320	5064	5320	5064	5320	5064	5320	5064	5320	5064	5320	5064	5320							
45	4790	5489	5927	5471	4811	5471	4811	5471	4811	5471	4811	5471	4811	5471	4811	5471	4811	5471							
50	4408	4893	5644	4906	4460	4906	4460	4906	4460	4906	4460	4906	4460	4906	4460	4906	4460	4906							
55	2171	2596	4877	2592	2182	2592	2182	2592	2182	2592	2182	2592	2182	2592	2182	2592	2182	2592							
60	643	1197	3988	1137	615	1137	615	1137	615	1137	615	1137	615	1137	615	1137	615	1137							
65	201	188	326	185	198	185	198	185	198	185	198	185	198	185	198	185	198	185							
70	137	135	151	135	137	135	137	135	137	135	137	135	137	135	137	135	137	135							
75	106	107	121	107	107	107	107	107	107	107	107	107	107	107	107	107	107	107							
80	83	79	76	79	82	79	82	79	82	79	82	79	82	79	82	79	82	79							
85	53	55	54	55	52	55	52	55	52	55	52	55	52	55	52	55	52	55							

OPERATING ENVIRONMENT

Proposed System	Min Temp	Max Temp
QCF-24C-GCO	-30°C/-22°F	40°C/104°F
QCF-36C-GCO	-30°C/-22°F	40°C/104°F
QCF-48C-GCO	-30°C/-22°F	40°C/104°F
QCF-60C-GCO	-30°C/-22°F	40°C/104°F

Application Notes

1. Application temperatures are provided to ensure the longevity and performance of the driver and LEDs.
2. Results are based off the In-Situ Temperature Measurement Test (ISTMT) along with the drivers' temperature and life curves.
3. Precision-Paragon [P2]'s 5 year warranty assumes operation at the maximum ambient temperature range.

LUMEN PACKAGE OPTIONS

Proposed System	Light Source Quantity & Type	CRI	CCT	Lumens Per Fixture	Input Watts	Lumens Per Watt
QCF-24C-GCO	1 QCF-58W	67	5100K	6160	58	106
QCF-36C-GCO	1 QCF-88W	67	5100K	8982	88	103
QCF-48C-GCO	1 QCF-114W	67	5100K	12033	114	106
QCF-60C-GCO	1 QCF-141W	67	5100K	15169	141	108

*Lumen values shown are initial delivered lumens tested at 25°C per IES LM-79 standards.

PROJECTED LUMEN MAINTENANCE

Operating Hours	0	10,000	20,000	25,000	35,000	50,000	60,000	75,000	100,000
Lumen Maintenance Factor	1.00	0.98	0.98	0.97	0.97	0.97	0.96	0.96	0.95

LUMENS VS. AMBIENT TEMPERATURE

Ambient °C	Ambient °F	Lumen Multiplier
-15	5	1.11
-7	20	1.09
2	35	1.07
10	50	1.05
18	65	1.02
27	80	1.00
35	95	0.96
43	110	0.92
52	125	0.87
60	140	0.71

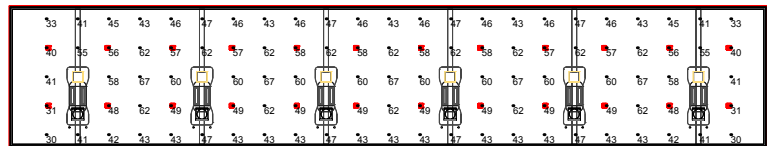
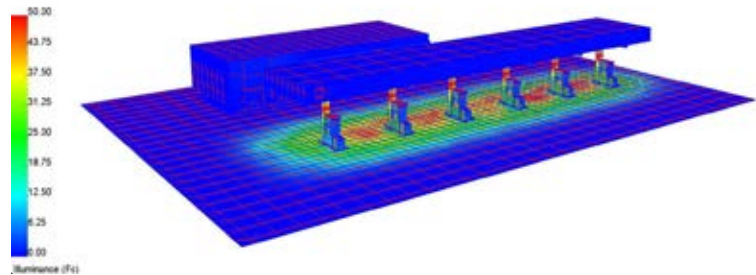
ENERGY USAGE AND SAVINGS DATA

Existing System	Typical Wattage	New Led System	Typical Wattage	kWh Savings Total Site	Annual \$ Savings \$ 0.095 kWh	Annual \$ Savings \$ 0.125 kWh	Annual \$ Savings \$ 0.155 kWh
MH175	210	QCF-24C	58	15977	\$1,517.80	\$1,997.11	\$2,476.41
MH250	295	QCF-36C	88	21812	\$2,072.18	\$2,726.55	\$3,380.92
MH320PS	368	QCF-48C	114	26700	\$2,536.55	\$3,337.56	\$4,138.57
MH400	458	QCF-60C	141	33323	\$3,165.69	\$4,165.38	\$5,165.07

*kWh savings are based on 4,380 Annual Hours.

ACTUAL ONE-FOR-ONE REPLACEMENT

- 17' Mounting Height, 6 Pump Islands, 24 Fixtures
- Average Maintained FC MH400 = 21
- Average Initial FC QCF-60C-GCO = 55 FC
- Excellent Uniformity



QCF PERFORMANCE

LED System	Initial Lumens	Wattage	Efficacy	CCT (K)	CRI	Power Factor	THD %
QCF-60C-GCO	15169	141	108	5100	67	>.90	<20%
QCF-48C-GCO	12033	114	106	5100	67	>.90	<20%
QCF-36C-GCO	8982	88	103	5100	67	>.90	<20%
QCF-24C-GCO	6160	58	106	5100	67	>.90	<20%

Efficacy= Lumens Per Watt **CCT**= Correlated Color Temperature **CRI**= Color Rendering Index **THD**= Total Harmonic Distortion

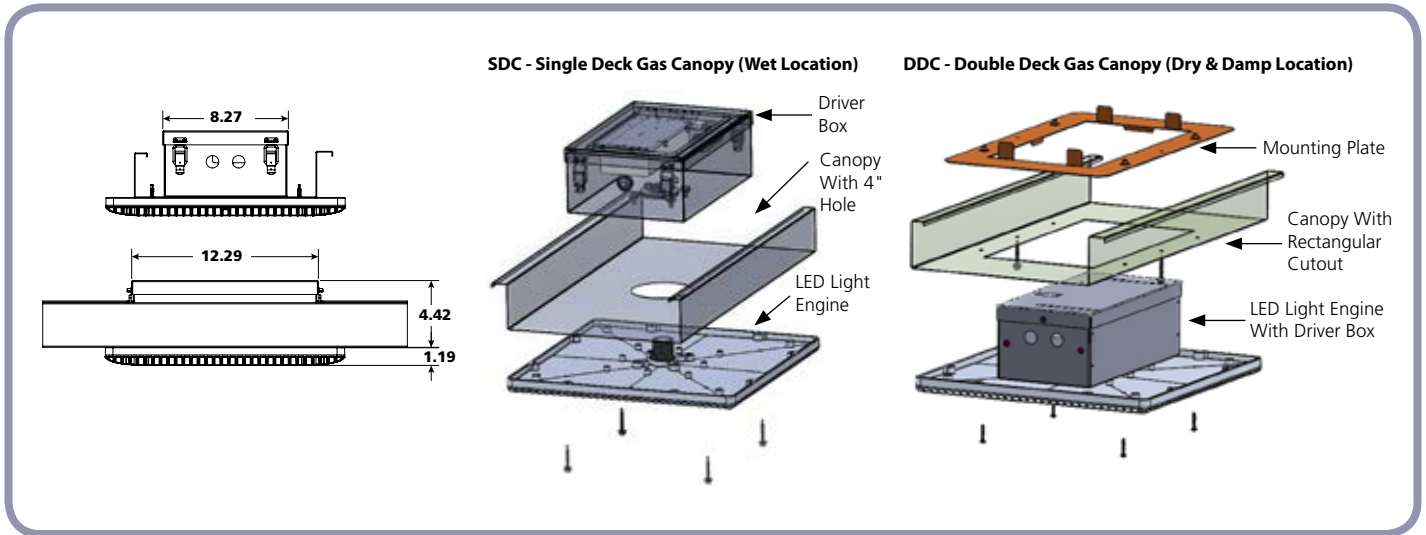
*System values shown are a general reference intended to supply a quick comparison of several common HID systems and the associated energy consumption.

*QCF Performance values shown are based on LM-79 testing in a 25°C ambient.

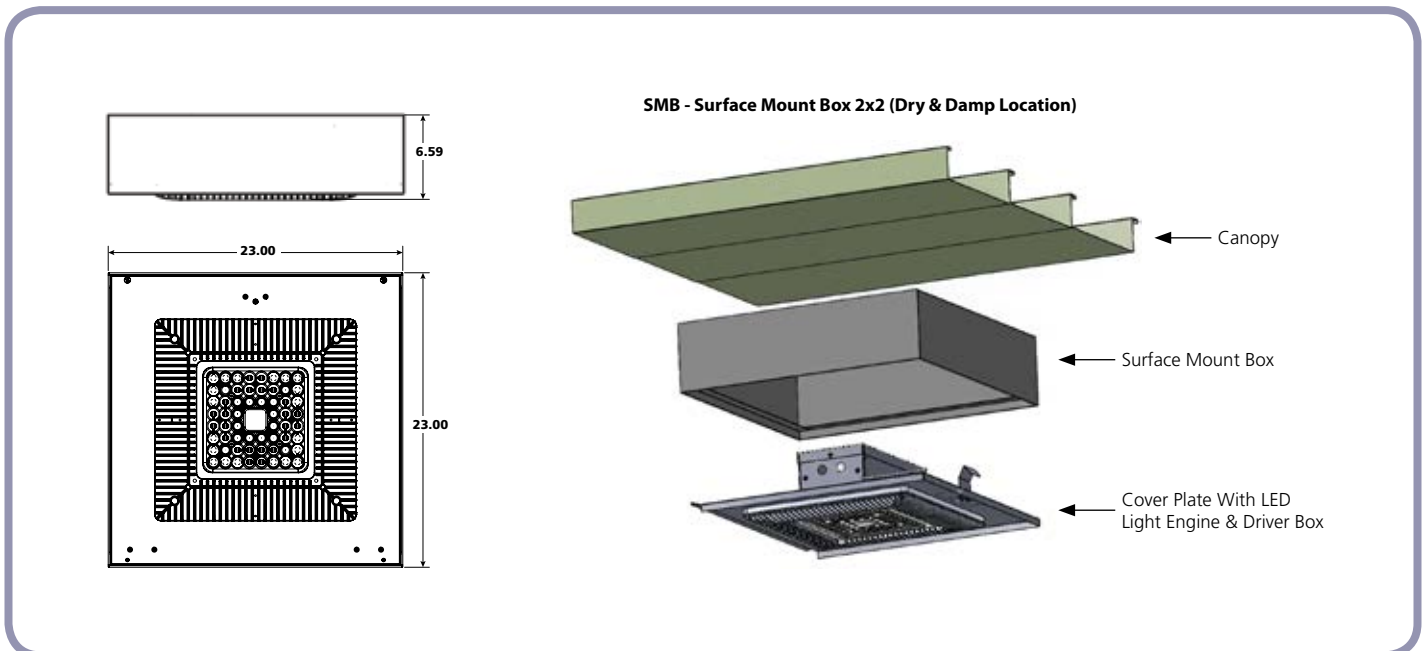
*Dollar savings are based on several average power consumption rates and a total site consisting of 24 fixtures.

*Precision-Paragon [P2] recommends test installation for luminance verification.

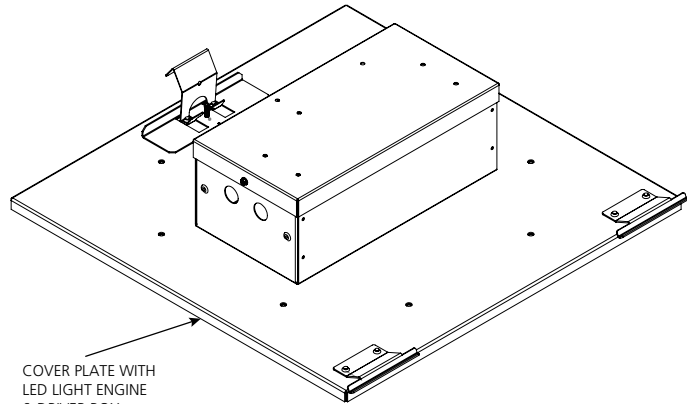
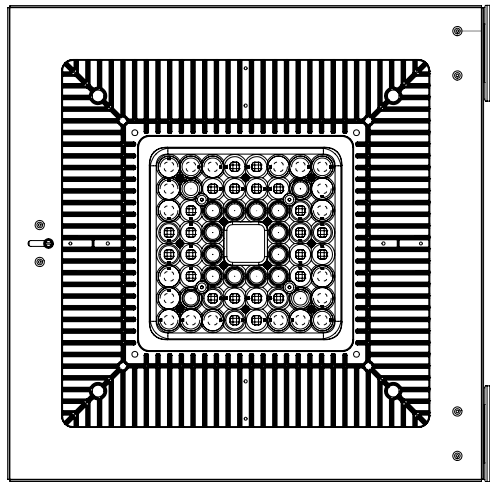
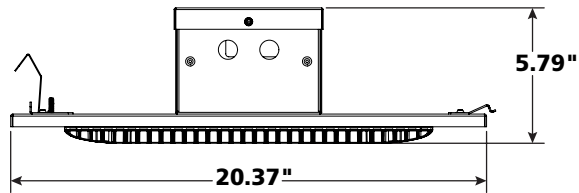
FIXTURE DIMENSIONS - INSTALLED IN 12" CANOPY - SDC & DDC



FIXTURE DIMENSIONS - 2X2 WITH SURFACE MOUNT BOX - SMB



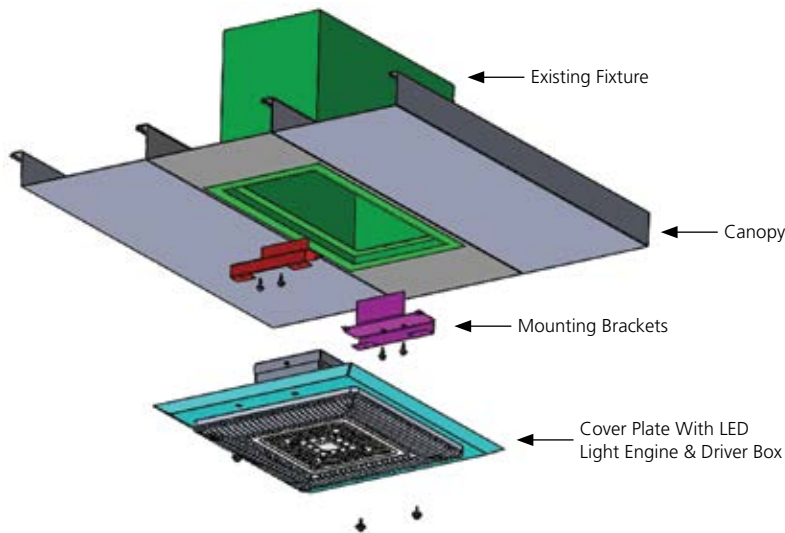
MOUNTING OPTIONS - QCK 1, QCK 2, QCK 3



COVER PLATE WITH LED LIGHT ENGINE & DRIVER BOX

- QCK-1** = Fixture size: 21-1/8" square; min. 6" above flange; flange opening range: 18-13/16" through 19-5/16"; Whiteway Riviera 2 / Thunderbird / Vision / LeSabre 3; Cooper CLS
- QCK-2** = Fixture size: 23" square; min. 6" above flange; flange opening range: 20-13/16" through 21-9/32"; LSI Master / Dakota; Jet Philips Houstonian (old style); Whiteway Riviera 1
- QCK-3** = Fixture size: 21-3/4" square through 22" square; min. 6" above flange; flange opening range: 19-3/4" – 20-7/32"; Jet Philips Houstonian SHO / RHO; Guardian MC-1411

MOUNTING OPTIONS - RECESSED RECTANGULAR - QCK 4 & QCK 5



- QCK-4** = Fixture size: LSI Richmond Series 21-1/2" X 11-15/16" outside frame
- QCK-5** = Fixture size: Whiteway Civic Series 20-3/4" X 11-1/16" outside frame



PHILIPS

LED

Lamps with
warm glow effect



The comfort of **softer**
and more appealing
light with warm glow



Philips LED Lamps with warm glow effect

Create a warm, relaxing ambiance using Philips LED lamps with warm glow effect. Cutting-edge technology reduces the lamp's color temperature to a warm glow when dimmed, taking LED lamp dimming to new levels. The A19 and G25 feature a new omni-directional prism that creates the look and feel of a filament, with a uniform lighting effect for use in most lighting fixtures.

LED benefits with the ambiance of incandescent

- Select A19 and Reflector lamps are suitable for use in enclosed fixtures
- Traditional lamp shape with smooth dimming to <10%
- A19, R20, BR30 and BR40 are ENERGY STAR® certified
- Color temperature ranges from 2700K to 2200K as the lamps are dimmed
- 25,000 hour ENERGY STAR® qualified life
- A19 and G25 clear lamps feature all-around light¹
- For warranty information visit www.philips.com/warranties

Easy to experience

- Incandescent-like dimming experience²
- Long Life, can reduce maintenance costs
- Enjoy the energy-savings of LEDs without sacrificing light quality
- Dims to a smooth, even glow³
- Maintains CRI throughout dimming range

1. This lamp provides a measured light distribution of 300°. In use, this lamp gives the appearance of light all-around (360°).

2. Dims from 2700K to 2200K along the black body line, while maintaining CRI.

3. Dimmable when using leading and trailing edge dimmers. (See <http://www.philips.com/ledtechguide> for compatible dimmers.)



Philips LED Lamps with warm glow effect

Ordering, Electrical and Technical Data Subject to change without notice

Light dims to a warm glow, similar to incandescent.

Product Number	Model Number	Order Code	Lamp Watts ¹	Volts	Description	Enclosed Fixture	Lamp Type	Base	Life (Hrs.) ²	Approx. Lumens	CRI	Color Temp. (K)	MOL (in.)
Standard Incandescent A19 40W ENERGY STAR® Equivalent³													
■ 45331-6	9290011176	6.5A19/2200-2700 DIM	6.5	120V	A19 Dimmable	Yes	A19	Med.	25,000	450	80	2700-2200	4.3
Standard Incandescent A19 60W ENERGY STAR® Equivalent³													
■ 45582-4	9290011345	9.5A19/LED/827-22 DIM	9.5	120V	A19 Dimmable	Yes	A19	Med.	25,000	800	80	2700-2200	4.3
Standard Incandescent 75W ENERGY STAR® Equivalent³													
□ 45907-3	9290011839	14A21/LED/827-22 DIM 120V	14	120V	A21 Dimmable	No	A21	Med.	25,000	1100	80	2700	5.2
Standard Incandescent 100W ENERGY STAR® Equivalent³													
□ 45911-5	9290011741	18A21/LED/827-22 DIM 120V	18	120V	A21 Dimmable	No	A21	Med.	25,000	1600	80	2700	5.2
Standard Incandescent BR/R 65W/45W ENERGY STAR® Equivalent³													
■ 45697-9	9290011557	6R20/LED/827-22/DIM	6	120V	R20 Flood Dimmable	Yes	R20	Med.	25,000	450	80	2700-2200	3.97
■ 45704-4	9290011555	9BR30/LED/827-22/DIM	9	120V	BR30 Flood Dimmable	Yes	BR30	Med.	25,000	650	80	2700-2200	5.20
■ 45701-0	9290011558	9BR40/LED/827-22/DIM	9	120V	BR40 Flood Dimmable	Yes	BR40	Med.	25,000	650	80	2700-2200	6.38
Standard Halogen MR16 35W ENERGY STAR® Equivalent³													
45453-8	9290011278	6.5MR16/F25/2700-2200 DIM	6.5	12V	MR16 Flood 25° Dimmable	No	MR16	GU5.3	25,000	410	80	2700-2200	1.9
45454-6	9290011279	6.5MR16/F35/2700-2200 DIM	6.5	12V	MR16 Flood 35° Dimmable	No	MR16	GU5.3	25,000	410	80	2700-2200	1.9
Standard Halogen PAR16 50W ENERGY STAR® Equivalent³													
■ 45765-5	9290011565	5GU10/LED/827-22/F25 DIM	5	120V	PAR16 Flood 25° Dimmable	No	PAR16	GU10	25,000	400	80	2700-2200	2.3

Decoratives

Standard Incandescent 25W Equivalent³													
■ 45723-4	9290011668	3.5B12/LED/827-22/E12/DIM	3.5	120V	Dimmable Blunt tip	No	B12	Cand.	15,000	180	80	2700	4.4
Standard Incandescent 40W Equivalent³													
■ 45712-7	9290011670	4.5B12/LED/827-22/E12/DIM	4.5	120V	Dimmable Blunt tip	No	B12	Cand.	15,000	330	80	2700	4.4
■ 45719-2	9290011673	4.5B12/LED/827-22/E26/DIM	4.5	120V	Dimmable Blunt tip	No	B12	Med.	15,000	330	80	2700	4.4
■ 45721-8	9290011671	4.5BA12/LED/827-22/E12/DIM	4.5	120V	Dimmable Bent tip	No	BA12	Cand.	15,000	330	80	2700	4.4
■ 45818-2	9290011791	4.5BA12/LED/827-22/E26/DIM	4.5	120V	Dimmable Bent tip	No	BA12	Med.	15,000	330	80	2700	4.4
Standard Incandescent 60W Equivalent³													
■ 45863-8	9290011822	7F15/LED/827-22/E26/DIM	7	120V	Dimmable Flame tip	No	F15	Med.	25,000	500	80	2700	4.4
■ 45866-1	9290011821	7B12/LED/827-22/E26/DIM	7	120V	Dimmable Blunt tip	No	B12	Med.	25,000	500	80	2700	4.4
□ 45869-5	9290011820	7B12/LED/827-22/E12/DIM	7	120V	Dimmable Blunt tip	No	B12	Cand.	25,000	500	80	2700	4.4
Standard Incandescent 40W Equivalent³													
■ 45874-5	9290011815	7A19/LED/827-22/E26/DIM	7	120V	Dimmable Clear A19	No	A19	Med.	25,000	450	80	2700	4.5
■ 45877-8	9290011818	7A15/LED/827-22/E26/DIM	7	120V	Dimmable Clear A15	No	A15	Med.	25,000	450	80	2700	4.5
■ 45880-2	9290011817	7G25/LED/827-22/E26/DIM	7	120V	Dimmable Clear Globe	No	G25	Med.	25,000	450	80	2700	4.5
Standard Incandescent 60W Equivalent³													
■ 45883-6	9290011816	10A19/LED/827-22/E26/DIM	10	120V	Dimmable Clear A19	No	A19	Med.	25,000	800	80	2700	4.5
■ 45934-7	9290011898	10G25/LED/827-22/E26/DIM	10	120V	Dimmable Clear Globe	No	G25	Med.	25,000	800	80	2700	4.5

- This wattage should be used to determine the maximum number of LED lamps for a given transformer, not the Lamp Watts.
- Life based on engineering testing and probability analysis.
- All Philips LED Lamp equivalencies for light output are based upon the ENERGY STAR® guidelines as detailed in the ENERGY STAR Lamps V1.1 September 2014 specification.
 - This lamp is ENERGY STAR® Certified.
 - ENERGY STAR® Test in progress.

Notes

These lamps comply with Part 15 of the FCC Rules. Operation is subject to the following 2 conditions: (1) this device may not cause harmful interference, and (2) this device must accept any interference received, including interference that may cause undesired operation. This class B digital apparatus complies with Canadian ICES-003.

Warnings and Cautions

- Suitable for use in damp locations.
- Do not use in outdoor fixtures.
- Not for use in totally enclosed luminaires.
- Before replacing, turn off power and let lamp cool to avoid electrical shock or burn.

Caution

Risk of electric shock—do not use where directly exposed to water.

Philips LED Lamps with warm glow effect

Shipping Data (Subject to change without notice)

Light dims to a warm glow, similar to incandescent.

Product Number	SKU UPC (0-46677)	Outer Bar Code (5-00-46677)	Case Qty.	Case Weight (lbs.)	Case Cube (cu. Ft.)	Pallet Qty	SKUs per Layer	Layers High	SKU Dimensions (W x D x H) (in.)	Case Dimensions (W x D x H) (in.)	Pallet Dimensions (W x D x H) (in.)
Standard Incandescent A19 40W ENERGY STAR® Equivalent											
45331-6	45331-2	45331-7	6	1.19	0.13	1584	264	6	2.4 x 2.4 x 4.9	7.7 x 5.3 x 5.5	47.2 x 39.4 x 38.8
Standard Incandescent A19 60W ENERGY STAR® Equivalent											
45332-4	45332-9	45332-4	6	1.19	0.13	1584	264	6	2.4 x 2.4 x 4.9	7.7 x 5.3 x 5.5	47.2 x 39.4 x 38.8
Standard incandescent 75W ENERGY STAR® Equivalent											
45907-3	45907-9	45907-4	6	2.82	0.179	1224	204	6	2.7 x 2.7 x 5.4	8.6 x 5.9 x 6.1	47.2 x 39.4 x 42.6
Standard Incandescent 100W ENERGY STAR® Equivalent											
45911-5	45911-6	45911-1	6	2.82	0.179	1224	204	6	2.7 x 2.7 x 5.4	8.6 x 5.9 x 6.1	47.2 x 39.4 x 42.6
Standard Incandescent BR/R 65W/45W ENERGY STAR® Equivalent											
45697-9	45697-9	45697-4	6	0.82	0.114	2340	234	10	2.4 x 2.4 x 3.9	8.1 x 5.4 x 4.5	48 x 40 x 45.9
45704-4	45704-4	45704-9	6	2.79	0.31	840	120	7	3.6 x 3.6 x 5.2	11.4 x 7.8 x 6	48 x 40 x 42.8
45701-0	45701-3	45701-8	6	3.26	0.57	432	72	6	4.6 x 4.6 x 6.3	14.4 x 9.8 x 7	48 x 40 x 42.8
Standard Halogen MR16 35W ENERGY STAR® Equivalent											
45453-8	45453-1	45453-6	10	0.61	0.104	6110	470	13	1.77 x 1.77 x 2.17	9.3 x 4.0 x 2.8	47.2 x 39.4 x 42.6
45454-6	45454-8	45454-3	10	0.61	0.104	6110	470	13	1.77 x 1.77 x 2.17	9.3 x 4.0 x 2.8	47.2 x 39.4 x 42.6
Standard Halogen PAR16 50W ENERGY STAR® Equivalent											
45765-5	45765-5	45765-0	10	1.5	0.08	4560	380	12	2.0 x 2.0 x 2.4	10.5 x 4.4 x 3.0	47.2 x 39.4 x 42.3

Decoratives

Standard Incandescent 25W Equivalent											
45723-4	45723-5	45723-0	10	1.7	0.133	2730	390	7	2.0 x 2.0 x 4.5	10.5 x 4.3 x 5.1	47.2 x 39.4 x 41.7
Standard Incandescent 40W Equivalent											
45712-7	45712-9	45712-4	10	1.7	0.133	2730	390	7	2.0 x 2.0 x 4.5	10.5 x 4.3 x 5.1	47.2 x 39.4 x 41.7
45719-2	45719-8	45719-3	10	1.7	0.133	2730	390	7	2.0 x 2.0 x 4.5	10.5 x 4.3 x 5.1	47.2 x 39.4 x 41.7
45721-8	45721-1	45721-6	10	1.92	0.110	2900	580	5	1.6 x 1.6 x 5.7	8.4 x 3.6 x 6.3	47.2 x 39.4 x 37.4
45818-2	45818-8	45818-3	10	1.92	0.110	2900	580	5	1.6 x 1.6 x 5.7	8.4 x 3.6 x 6.3	47.2 x 39.4 x 37.4
Standard Incandescent 60W Equivalent											
45863-8	45863-8	45863-3	8	2.4	0.225	1440	240	6	2.0 x 2.0 x 4.8	12.2 x 5.8 x 5.5	47.4 x 39.4 x 39.0
45866-1	45866-9	45866-4	10	2.2	0.133	2730	390	7	2.0 x 2.0 x 4.5	10.5 x 4.3 x 5.1	47.2 x 39.4 x 41.7
45869-5	45869-0	45869-5	10	2.2	0.133	2730	390	7	2.0 x 2.0 x 4.5	10.5 x 4.3 x 5.1	47.2 x 39.4 x 41.7
Standard Incandescent 40W Equivalent											
45874-5	45874-4	45874-9	10	3.4	0.324	1050	150	7	2.4 x 2.4 x 4.7	14.8 x 7.0 x 5.4	47.2 x 39.4 x 43.2
45877-8	45877-5	45877-0	10	2.31	0.207	1680	210	8	2.0 x 2.0 x 3.9	12.8 x 6.2 x 4.5	47.2 x 39.4 x 41.7
45880-2	45883-6	45883-1	10	1.8	0.260	840	120	7	2.8 x 2.8 x 4.7	10.8 x 7.7 x 5.4	47.2 x 39.4 x 43.2
Standard Incandescent 60W Equivalent											
45883-6	45880-5	45880-0	10	3.4	0.324	1050	150	7	2.4 x 2.4 x 4.7	14.8 x 7.0 x 5.4	47.2 x 39.4 x 43.2
45934-7	45934-5	45934-0	6	2.5	0.324	612	102	6	3.1 x 3.1 x 5.1	11.7 x 8.4 x 5.7	47.2 x 39.4 x 40.2

See notes on previous page.



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F96T8 59W/84I Single Pin ALTO Plus ILP

Product family description

Philips leads the industry with the lowest level mercury technology. Reducing the mercury level (source reduction) during the manufacturing phase is essential to creating products that are less harmful to the environment.

Features

- Long Life—Up to 30,000 hours rated average life.
- T8 lamps means reduced maintenance and disposal costs.
- Environmentally Responsible—Low mercury.
- Sustainable Lighting Solution—Less mercury and fewer lamps in landfills, combined with energy efficiency reduces the impact on the environment.
- TCLP compliant*
- Available in 59 watts with 3000,3500,4100,and 5000 color temperatures.
- * Fluorescent lamps that are TCLP compliant reduce the amount of pollutants released into the environment.

Benefits

- Sustainable lighting solution - Reduces the impact on the environment—low mercury and energy efficient.
- Outstanding lumen maintenance - 95%.
- Reduced lamp end blackening.

Application

- Ideal for applications where long life is important.

Notes

- Rated average life under specified test conditions with lamps turned off and restarted no more frequently than once every 3 operating hours. Lamp life is appreciably longer if lamps are started less frequently. (202)
- Average life under engineering data with lamps turned off and restarted once every 12 operating hours.(241)

PHILIPS

CL Series - 28 Watts

Project: _____ Date: _____
 Catalog #: _____
 Notes: _____

Key Features & Benefits:

- 120-277 VAC
- IP64 Rated
- Omnidirectional
- Suitable for Enclosed Fixtures



Technical Specifications:

Power: 28 Watts
 Lumen Output: Up to 3,555
 Efficacy (lm/W): Up to 127 Lumens per Watt
 Correlated Color Temperature (CCT): 3000K, 4000K, 5000K
 CRI: >80
 Input Voltage: 120-277 VAC
 Life Span: 40,000 Hours
 Beam Angle: 275°
 Dimensions(ØxH): 3.66" x 7.82"
 Weight(lbs): 1.6 lbs
 Base Type: E39/E26



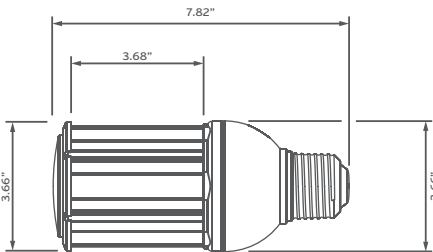
No Fans



No Noise



No Bugs



ITEM #	WATTS	LUMEN OUTPUT	EFFICACY (lm/W)	KELVIN	CRI	REBATE
ESL-CL-28W-230	28W	3210	115	3000K	>80	LDL / DLC*
ESL-CL-28W-240	28W	3378	121	4000K	>80	LDL / DLC*
ESL-CL-28W-250	28W	3555	127	5000K	>80	LDL / DLC*

* LDL available on "S" Base types / DLC available on "M" Base types

Example Part Number: ESL-CL-28W-230M

ESL	-	CL	-	28W	-	2	-	
ESL		TYPE		WATTS		GENERATION		COLOR
		CL (CL)		28W (28 Watts)		2 (Series 2)		S (3000 Kelvin) 40 (4000 Kelvin) 50 (5000 Kelvin)
								S (E26) M (E39)

Catalog Number
Notes
Type

FEATURES & SPECIFICATIONS

INTENDED USE

To be powered by Quantum® LED series unit or combo with high-output option as part of an emergency lighting system providing light for the path of egress. Remote lamp head matches the appearance of the Quantum LED series family units. **Certain airborne contaminants can diminish integrity of acrylic.** [Click here for Acrylic Environmental Compatibility table, for suitable uses.](#)

CONSTRUCTION

Single or twin heads available. Fully adjustable lamp heads to meet all aiming requirements. Strong, compact and corrosion-resistant with a UL94V-0 flame rating. Constructed of UV-stabilized thermoplastic that resists discoloration by natural or artificial sunlight. Lamp housing snaps off for easy lamp replacement.

OPTICS

Lamps: 12 series-parallel white LEDs per head. The typical life of the LED lamp is 10 years.

ELA L0309 remote head 1.5W, 9.6V; ELA L0304 remote head 1.5W, 3.6V.

INSTALLATION

Mounting base for use with single- or twin-head applications. Mounts to a single-gang switch box.

LISTINGS

UL Listed. Damp location listed (ELA Q) 50°F to 104°F (10°C to 40°C). Wet location listed (ELA QWP) 14°F to 122°F (-10°C to 50 °C).

WARRANTY

5-year limited warranty. Complete warranty terms located at: www.acuitybrands.com/CustomerResources/Terms_and_conditions.aspx

NOTE: Actual performance may differ as a result of end-user environment and application. All values are design or typical values, measured under laboratory conditions at 25°C. Specifications subject to change without notice.



Thermoplastic Emergency Light

ELA Q

Remote Fixture
Adjustable LED Lamp Head



ELA Q



ELA QWP



ELA T Q



ELA T QWP

Specifications

Q single:	6-5/8" W x 4-3/4" H
Q twin:	8-1/4" W x 4-1/4" H
QWP single:	4-1/2" W x 5-3/4" H
QWP twin:	8-1/2" W x 5-3/4" H

ORDERING INFORMATION

Lead times will vary depending on options selected. Consult with your sales representative.

Example: ELA Q L0304

ELA Family	Housing	Number of heads	Fixture	Lamp type	Options
ELA	(blank) White/gray ¹ B Black	(blank) Single T Twin	Q Quantum LED series adjustable lamp head QWP Quantum LED series adjustable lamp head, weather-proof, cast aluminum	L0304 1.5W/3.6V LED lamps, per lamp head ² L0309 1.5W/9.6V LED lamps, per lamp head ³	SD For use with self-diagnostic fixtures ⁴

Accessories: Order as separate item.	
ELA WG1	Wireguard, 15"W x 13-1/2" H x 6" D ⁵

Notes

- White standard for Q, gray standard for QWP.
- For use with [ELM2 LED](#) only.
- For use with [LHQM LED](#) only.
- SD must be ordered in combination with [ELM2 LED](#) and [LHQM LED](#) fixtures.
- See spec sheet [ELA_WG](#).

ELA Q LED QUANTUM® Thermoplastic Emergency Light

The following information is provided to assist in planning layouts for emergency lighting systems. The National Electrical Code limits voltage drop to a maximum of 5% of nominal. Thus, circuit runs must be of sufficient size to maintain operating voltage when remote fixtures and/or exit signs are connected to the emergency lighting equipment. The table below shows the length of wire run based on system voltage, wire gauge and total wattage on the run.

ELA_L0304 configurations (for use with ELM2 LED)

AWG	18	16	14	12	10
DC Resistance (ohms/ft)	0.0078	0.0049	0.0031	0.0019	0.0012

Watts	Length of Run				
1.5	26	42	67	106	170
3	13	21	33	53	85
4.5	9	14	22	35	57
6	7	10	17	27	42
7.5	5	8	13	21	34
9	4	7	11	18	28
10.5	4	6	10	15	24
12	3	5	8	13	21

ELA_L0309 configurations (for use with LHQM LED)

AWG	18	16	14	12	10
DC Resistance (ohms/ft)	0.0078	0.0049	0.0031	0.0019	0.0012

Watts	Length of Run				
1.5	188	298	475	756	1206
3	94	149	238	378	603
4.5	63	99	158	252	402
6	47	75	119	189	301
7.5	38	60	95	151	241
9	31	50	79	126	201
10.5	27	43	68	108	172
12	23	37	59	95	151

200D Series LED Tube

Linear Fluorescent Retrofit Lamp

For: T8 and T12 lamp replacement



Product Specifications

Length	2' and 4' versions available
Body	oval extruded aluminum / polycarbonate lens
Lens	clear (striated) or frosted available
Connection	medium bi-pin (G13) end cap
Input voltage	100-277vac, 50/60hz
Driver	single end power; integrated LED driver
Available colors	warm white 3500k neutral white 4000k cool white 5000k
CRI	>80
Dimming	non-dimmable
Lifetime	rated life of 50,000 hours (L70)
Environmental Requirements	Operating temp: -20 to +50°C Storage temp: -30 to +60°C Working humidity: 30% to 85% Storage humidity: 10% to 90% Non-corrosive environments
Regulatory	UL, cUL, DLC, RoHS



Must use non-shunted lamp holders

200D Series LED Tubes are single ended electrically connected, labeled (Input). The tube's other end is safe for handling, and is mechanically connected, non electrical. Non-shunted lamp holder required. Replacement of existing tombstones recommended when retrofitting.

Meets ANSI standard.

200D SERIES TLED ORDERING GUIDE

PRODUCT LINE	LAMP TYPE	COLOR TEMP*	LENGTH	WATTAGE	SERIES	LENS
LEDFL LED Tube	T8 LAMP	835 Warm White 3500K	2 24"	08 W	228	C Clear
		840 Neutral White 4000K	4 48"	15 W	2B2	F Frosted
		850 Cool White 5000K				

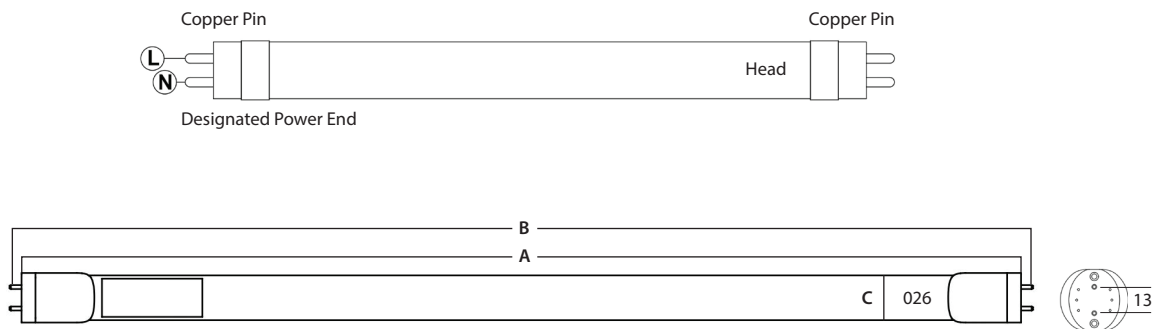
200D Series LED Tube

Product Specification

PART NUMBER	SIZE NOMINAL	POWER	LUMINOUS FLUX	EFFICACY	VOLTAGE	POWER FACTOR
LEDFLT8-8XX-208-228C	(24") 2'	8 W	1000 lm	125 lm/W	100-277 VAC	>0.9
LEDFLT8-8XX-208-228F	(24") 2'	8 W	900 lm	113 lm/W	100-277 VAC	>0.9
LEDFLT8-8XX-415-228C	(48") 4'	15 W	1800 lm	120 lm/W	100-277 VAC	>0.9
LEDFLT8-8XX-415-228F	(48") 4'	15 W	1650 lm	110 lm/W	100-277 VAC	>0.9

PART NUMBER	SIZE NOMINAL	WEIGHT	A (MAX) MM	B (MAX) MM	C (MAX) MM	UL PART NUMBER
LEDFLT8-8XX-208-228C	(24") 2'	0.42 lbs	590	640	26	3AJ810086
LEDFLT8-8XX-208-228F	(24") 2'	0.42 lbs	590	64	26	3AJ810086
LEDFLT8-8XX-415-228C	(48") 4'	0.75 lbs	1200	1214	26	3AJ810156
LEDFLT8-8XX-415-228F	(48") 4'	0.75 lbs	1200	1214	26	3AJ810156

LED LIGHT TUBE WIRING DIAGRAM



ACCESSORIES

- Single lampholder, no wires (Model no. LEDFSLH-G13NS-SBOG)
- Pair of two (2) lampholders, one with 3' wires (Model no. LEDFSLH-G13NS-SNETGW)
- Single lampholder, with 3' wires (Model no. LEDFSLH-G13NS-SBOGW)



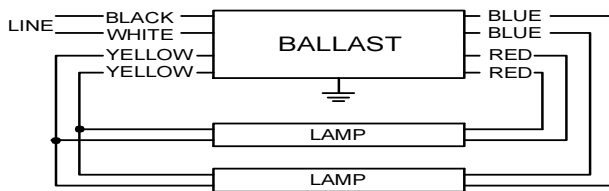
PHILIPS ADVANCE

Electrical Specifications

ICN-2S86-SC@120V	
Brand Name	CENTIUM
Ballast Type	Electronic
Starting Method	Programmed Start
Lamp Connection	Series
Input Voltage	120-277
Input Frequency	50/60HZ
Status	Active

Lamp Type	Num. of Lamps	Rated Lamp Watts	Min. Start Temp (°F/C)	Input Current (Amps)	Input Power (ANSI Watts)	Ballast Factor	MAX THD %	Power Factor	MAX Lamp Current Crest Factor	B.E.F.
F48T8/HO	1	44	-20/-29	0.40	48	0.99	20	0.99	1.6	2.06
F48T8/HO	2	44	-20/-29	0.77	93	0.98	10	0.99	1.6	1.05
F72T8/HO	1	65	-20/-29	0.59	71	1.02	15	0.99	1.6	1.44
F72T8/HO	2	65	-20/-29	1.15	138	1.00	10	0.99	1.6	0.72
F96T8/HO	1	86	-20/-29	0.77	92	1.02	10	0.99	1.6	1.11
* F96T8/HO	2	86	-20/-29	1.52	182	1.00	10	0.99	1.6	0.55

Wiring Diagram



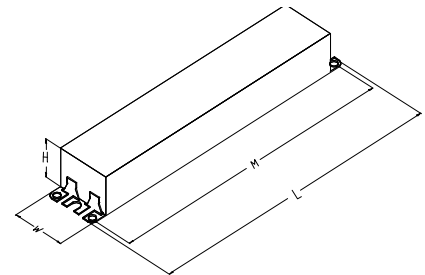
Diag. 21

The wiring diagram that appears above is for the lamp type denoted by the asterisk (*)

Standard Lead Length (inches)

	in.	cm.		in.	cm.
Black	22	55.9	Yellow/Blue		0
White	22	55.9	Blue/White		0
Blue	46	116.8	Brown		0
Red	46	116.8	Orange		0
Yellow	70	177.8	Orange/Black		0
Gray		0	Black/White		0
Violet		0	Red/White		0

Enclosure



Enclosure Dimensions

OverAll (L)	Width (W)	Height (H)	Mounting (M)
9.50 "	1.7 "	1.18 "	8.90 "
24.1 cm	4.3 cm	3 cm	22.6 cm



Revised 05/20/15

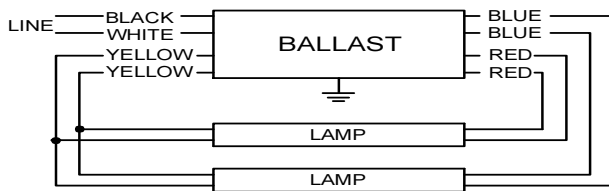
PHILIPS ADVANCE

Electrical Specifications

ICN-2S86-SC@277V	
Brand Name	CENTIUM
Ballast Type	Electronic
Starting Method	Programmed Start
Lamp Connection	Series
Input Voltage	120-277
Input Frequency	50/60HZ
Status	Active

Lamp Type	Num. of Lamps	Rated Lamp Watts	Min. Start Temp (°F/C)	Input Current (Amps)	Input Power (ANSI Watts)	Ballast Factor	MAX THD %	Power Factor	MAX Lamp Current Crest Factor	B.E.F.
F48T8/HO	1	44	-20/-29	0.19	48	0.99	30	0.90	1.6	2.06
F48T8/HO	2	44	-20/-29	0.35	92	0.99	15	0.96	1.6	1.08
F72T8/HO	1	65	-20/-29	0.27	71	1.02	20	0.94	1.6	1.44
F72T8/HO	2	65	-20/-29	0.51	137	1.00	10	0.98	1.6	0.73
F96T8/HO	1	86	-20/-29	0.34	92	1.02	15	0.96	1.6	1.11
* F96T8/HO	2	86	-20/-29	0.65	178	1.00	10	0.99	1.6	0.56

Wiring Diagram



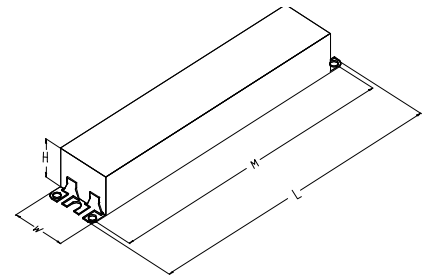
Diag. 21

The wiring diagram that appears above is for the lamp type denoted by the asterisk (*)

Standard Lead Length (inches)

	in.	cm.		in.	cm.
Black	22	55.9	Yellow/Blue		0
White	22	55.9	Blue/White		0
Blue	46	116.8	Brown		0
Red	46	116.8	Orange		0
Yellow	70	177.8	Orange/Black		0
Gray		0	Black/White		0
Violet		0	Red/White		0

Enclosure



Enclosure Dimensions

OverAll (L)	Width (W)	Height (H)	Mounting (M)
9.50 "	1.7 "	1.18 "	8.90 "
9 1/2	1 7/10	1 9/50	8 9/10
24.1 cm	4.3 cm	3 cm	22.6 cm



Revised 05/20/15



LED InstantFit Lamps

10.5PL-C/T LED/26V-4000 IF 4P 10/1

Philips LED T8 InstantFit Lamps are an ideal energy saving choice for existing linear fluorescent fixtures.

Product data

General Information		Voltage (Nom)	
Main Application	Industrial	120-277 V	
Nominal Lifetime (Nom)	40000 h	Temperature	
Switching Cycle	50000X	T-Ambient (Max)	35 °C
B50L70	40000 h	T-Ambient (Min)	-20 °C
Light Technical		T-Storage (Max)	65 °C
Color Code	840 [CCT of 4000K (841)]	T-Storage (Min)	-40 °C
Beam Angle (Nom)	120 °	T-Case Maximum (Nom)	77 °C
Luminous Flux (Nom)	1300 lm	Controls and Dimming	
Luminous Flux (Rated) (Nom)	1300 lm	Dimmable	No
Rated Beam Angle	120 °	Mechanical and Housing	
Correlated Color Temperature (Nom)	4000 K	Product Length	100 mm
Color Consistency	<6	Approval and Application	
Color Rendering Index (Nom)	82	Energy Saving Product	Yes
LLMF At End Of Nominal Lifetime (Nom)	70 %	Suitable For Accent Lighting	No
Operating and Electrical		Energy Efficiency Label (EEL)	A+
Input Frequency	50 to 60 Hz	Approval Marks	CE marking UL certificate RoHS compliance KEMA Keur certificate
Power (Rated) (Nom)	10.5 W	Energy Consumption kWh/1000 h	14.5 kWh
Starting Time (Nom)	0.5 s		
Warm Up Time To 60% Light (Nom)	instant full light		
Power Factor (Nom)	0.9		

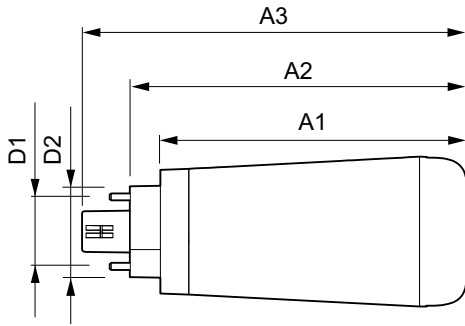
LED InstantFit Lamps

Product Data

Order product name	10.5PL-C/T LED/26V-4000 IF 4P 10/1
EAN/UPC - Product	046677458430
Order code	929001181404
Numerator - Quantity Per Pack	1

Numerator - Packs per outer box	10
Material Nr. (12NC)	929001181404
Net Weight (Piece)	0.090 kg

Dimensional drawing



LEDtube 100mm 10.5W/840

Product	D1	D2	A1	A2	A3
---------	----	----	----	----	----





A-Shape LED

9A19/AMB/850/DIM 120V 6/1

Philips A-shape Dimmable LED lamps are the smart LED alternative to standard incandescents. The unique lamp design provides omi-directional light with excellent dimming performance.

Product data

General Information		Starting Time (Nom)	
Cap-Base	E26 [Single Contact Medium Screw]		0.5 s
Bulb Shape	A19 (A19)	Warm Up Time To 60% Light (Nom)	0.5 s
Nominal Lifetime (Nom)	25000 h	Power Factor (Nom)	0.7
Switching Cycle	50000X	Voltage (Nom)	120 V
Technical Type	9-60W		
Light Technical		Temperature	
Color Code	850 [CCT of 5000K (2)]	T-Case Maximum (Nom)	95 °C
Initial lumen (Nom)	800 lm		
Luminous Flux (Rated) (Nom)	800 lm	Controls and Dimming	
Color Designation	Daylight	Dimmable	Yes
Correlated Color Temperature (Nom)	5000 K		
Luminous Efficacy (rated) (Nom)	88.88 lm/W	Mechanical and Housing	
Color Consistency	ANSI	Bulb Finish	Frosted (FR)
Color Rendering Index (Nom)	80		
LLMF At End Of Nominal Lifetime (Nom)	70 %	Approval and Application	
		Suitable For Accent Lighting	Yes
Operating and Electrical		Product Data	
Input Frequency	60 Hz	Order product name	9A19/AMB/850 DIM 120V
Power (Rated) (Nom)	9 W	Order code	455881
Lamp Current (Nom)	100 mA	Numerator - Quantity Per Pack	1
Wattage Equivalent	60 W	Numerator - Packs per outer box	6
		Material Nr. (12NC)	929001197004