

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

February 08, 2022

5:00pm CLOSED Session

Regular Session immediately follows the 6:00 pm meeting of the Sierra County Board of Education

**Downieville:** Downieville School, 130 School St, Downieville CA 95936

**\*\*Masks are required for in-person attendance\*\***

*In accordance with AB 361, effective October 1, 2021, pertaining to the convening of public meetings in response to the COVID-19 pandemic, the Governing Board of the Sierra-Plumas Joint Unified School District will suspend the Brown Act teleconferencing posting requirements for any Board members that choose to participate via Zoom videoconferencing.*

**Zoom:** <https://us02web.zoom.us/j/89828327128>

Phone dial-in: 669-900-9128  
(Press \*6 to unmute)

Webinar ID: 898 2832 7128

*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 County Office of Education, Room 3, 109 Beckwith Road, Loyalton, CA, 96118, and posted with the online agenda at <http://www.sierracountyofficeofeducation.org> (Government Code 54957.5).*

A. CALL TO ORDER

*Please be advised that this meeting will be recorded.*

B. ROLL CALL

C. APPROVAL OF AGENDA

D. PUBLIC COMMENT FOR CLOSED SESSION

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

E. CLOSED SESSION

The Board of Trustees, Superintendent James Berardi and Business Manager Nona Griesert will move into Closed Session to discuss the following item(s):

1. Government Code 54957.6

CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator for the Board: James Berardi, Superintendent

Employee Organizations:

Unrepresented Employees:

Sierra-Plumas Teachers' Association  
Classified Employees  
Confidential Employees  
Administrative Employees

2. Government Code 54957

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: Superintendent

F. RETURN TO OPEN SESSION and ADJOURN FOR BREAK

G. 6:00PM – RECESS TO THE SIERRA COUNTY BOARD OF EDUCATION MEETING

H. RECONVENE THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD MEETING

I. REPORT OUT FROM CLOSED SESSION

J. INFORMATION/DISCUSSION ITEMS

1. Superintendent's Report
  - a. Downieville WASC Accreditation through June 30, 2023\*\*
  - b. Update on Administrative situation in Downieville
  - c. High School Graduation Requirements
2. Business Report
  - a. Account Object Summary-Balance from 07/01/2021 to 01/31/2022\*\*
  - b. Fifth Month Enrollments for the 2021-2022 School Year\*\*
3. Staff Reports (5 minutes)
4. SPTA Report (5 minutes)
5. Board Member Reports (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. Three (3) minutes may be allotted to each speaker and a maximum of twenty (20) minutes to each subject matter. (Education Code 35145.5; Bylaw 9322; Government Code 54954.3)

K. CONSENT CALENDAR

1. Approval of minutes for the Regular Board Meeting held January 11, 2022\*\*
2. Approval of Board Report-Checks Dated 01/01/2022 through 01/31/2022\*\*
3. Authorization to submit 2021-2022 Consolidated Application\*\*
4. Authorization for the Superintendent to enter into the 2022-2023 Interlocal Contract with Washoe County School District, Contract 2022-012D\*\*

L. ACTION ITEMS

1. Old Business
  - a. Mask policy
2. New Business
  - a. Approval of School Accountability Report Cards for 2020-2021:
    1. Downieville Elementary School\*\*
    2. Loyalton Elementary School\*\*
    3. Downieville Jr/Sr High School\*\*
    4. Loyalton High School\*\*
    5. Sierra Pass Continuation School\*\*
  - b. Adoption of Resolution 22-010D, Approval of James Berardi, Superintendent, as authorized signer in the sale of the Sierraville School site located at 305 South Lincoln St, Sierraville CA 96126 (015-080-006)\*\*  
ROLL CALL VOTE
  - c. Acceptance of resignation for Jeffrey Duneman, Teacher, Loyalton High School, 1.0 FTE, effective February 14, 2022\*\*
  - d. Authorization to fill Teacher, Loyalton High School, 1.0 FTE
  - e. Negotiations process

- f. Approval of utilizing AB 361 for meetings conducted through February 8, 2022
  - \*\*This suspends the Brown Act teleconferencing posting requirements for any Board members that choose to participate via Zoom videoconferencing
  - \*\*AB 361 expires January 2024
  - \*\*Zoom will be available for the public with or without utilizing AB 361

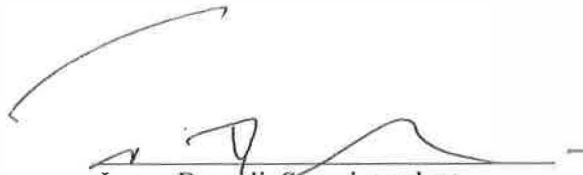
BOARD POLICIES, ADMINISTRATIVE REGULATIONS, EXHIBITS, BOARD BYLAWS

- g. 4217.3—Layoff/Rehire
  - 1. Administrative Regulation, *revisions*^^
- h. 6112—School Day
  - 2. Board Policy, *revisions*^^
  - 3. Administrative Regulation, *revisions*^^
- i. 6158—Independent Study
  - 4. Board Policy, *revisions*^^
  - 5. Administrative Regulation, *revisions*^^
- j. 6170.1—Transitional Kindergarten
  - 6. Board Policy, *revisions*^^
- k. 9320—Meetings and Notices
  - 7. Board Bylaw, *revisions*^^

M. ADVANCED PLANNING

- 1. Next Regular Board Meetings will be held on March 08, 2022, at Sierra County Office of Education, Room 4, 109 Beckwith Rd, Loyalton CA 96118, beginning with Closed Session as needed at 5:00pm and the Regular Board Meetings at 6:00pm. Masks are required for in-person attendance. Zoom videoconferencing will be available for the public.
- 2. Suggested Agenda Items

N. ADJOURN



James Berardi, Superintendent

- \*\* enclosed
- \* handout
- ^^ County agenda backup

James Berardi, Superintendent ([jberardi@spjUSD.org](mailto:jberardi@spjUSD.org))  
Kristie Jacobsen, Administrative Assistant to the Superintendent ([kjacobson@spjUSD.org](mailto:kjacobsen@spjUSD.org))  
Nona Griesert, Business Manager ([ngriesert@spjUSD.org](mailto:ngriesert@spjUSD.org))  
Office: 530-993-1660 x0

Email [schoolinfo@spjUSD.org](mailto:schoolinfo@spjUSD.org) to be added to the agenda email list.



January 21, 2022

James Berardi, Principal & Superintendent  
Downieville Schools  
P.O. Drawer B  
Downieville, California 96126

Dear James Berardi:

Based on the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) progress visit review, it has been determined that Downieville Schools (K-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the progress accreditation visit.

Downieville Schools's accreditation is now reaffirmed through the end of the current accreditation cycle ending on June 30, 2023.

Accreditation status is conditioned upon Downieville Schools's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Downieville Schools's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

A handwritten signature in black ink that reads 'Barry R. Groves'.

Barry R. Groves, Ed.D.  
President

cc:

Enclosure(s): [Visiting Committee Report](#)

Balances through January						Fiscal Year 2021/22
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - General FD</b>						
1100	Teachers Salaries	1,790,229.00	1,790,229.00	877,646.50	892,508.76	20,073.74
1105	Per Diem - Same Day Travel	100.00	100.00			100.00
1115	Extra Duty Hourly	2,000.00	17,000.00		3,364.12	13,635.88
1120	Certificated Substitutes	27,210.00	28,710.00		18,500.00	10,210.00
1300	Certificated Superv/Admin Sala	247,987.00	247,987.00	97,225.05	136,215.57	14,546.38
1310	Teacher In Charge/Head Teacher	14,000.00	14,000.00	5,000.00	4,346.08	4,653.92
	<b>Total for Object 1000</b>	<b>2,081,526.00</b>	<b>2,098,026.00</b>	<b>979,871.55</b>	<b>1,054,934.53</b>	<b>63,219.92</b>
2100	Instructional Aides Salaries	238,973.00	240,473.00	117,511.62	95,087.30	27,874.08
2115	Inst. Aide Extra Duty	1,000.00	1,000.00		553.73	446.27
2120	Instructional Aides Substitute	2,500.00	3,500.00		4,808.43	1,308.43
2200	Classified Support Salaries	328,709.00	328,709.00	124,311.70	162,179.32	42,217.98
2201	Bus Driver	55,098.00	55,098.00	17,153.73	22,040.15	15,904.12
2215	Classified Extra Duty	7,500.00	9,600.00		4,610.46	4,989.54
2220	Classified Support Substitute	18,000.00	18,000.00		17,491.69	508.31
2300	Classified Sup/Admin Salaries	99,843.00	174,843.00	1,255.75	20,940.35	152,646.90
2400	Clerical & Office Salaries	151,076.00	151,076.00	63,203.93	81,177.67	6,694.40
2420	Clerical & Office Sub Salaries	5,000.00	5,000.00		1,901.88	3,098.12
2900	Other Classified Salaries	4,396.00	4,396.00	2,413.13	1,913.30	69.57
2915	Other Classified Extra Duty				147.11	147.11
	<b>Total for Object 2000</b>	<b>912,095.00</b>	<b>991,695.00</b>	<b>325,849.86</b>	<b>412,851.39</b>	<b>252,993.75</b>
3101	State Teachers Retirement Syst	548,894.00	551,685.00	161,922.40	171,592.62	218,169.98
3102	State Teachers Retirement Syst	8,761.00	8,761.00			8,761.00
3201	Public Employees Retirement Sy	1,000.00	1,000.00		439.88	560.12
3202	Public Employees Retirement Sy	222,602.00	240,610.00	60,593.90	80,792.52	99,223.58
3311	OASDI-Certificated Positions	1,890.00	1,890.00		437.58	1,452.42
3312	OASDI-Classified Positions	55,253.00	60,126.00	19,428.55	25,287.73	15,409.72
3321	Medicare-Certificated Position	29,304.00	29,544.00	13,996.49	14,672.62	874.89
3322	Medicare-Classified Positions	12,941.00	14,081.00	4,550.88	5,953.26	3,576.86
3401	Health & Welfare -Certificated	417,461.00	417,461.00	222,354.45	226,902.58	31,796.03
3402	Health & Welfare-Classified Po	157,829.00	194,401.00	76,468.80	104,134.35	13,797.85
3501	State Unemployment Insurance-C	26,460.00	26,521.00	5,250.07	5,366.16	15,904.77
3502	State Unemployment Insurance-	11,209.00	11,603.00	1,628.16	2,106.14	7,868.70
3601	Workers' Compensation Insuranc	70,315.00	70,825.00	31,563.77	31,884.20	7,377.03
3602	Workers' Compensation Insuranc	30,139.00	32,606.00	9,850.73	13,739.86	9,015.41
3901	Other Benefits, Certificated P	70,147.00	70,147.00	70,146.00	46,755.42	46,754.42
	<b>Total for Object 3000</b>	<b>1,664,205.00</b>	<b>1,731,261.00</b>	<b>677,754.20</b>	<b>730,064.92</b>	<b>323,441.88</b>

Selection Filtered by User Permissions, (Org = 6, Online/Offline = N, Fiscal Year = 2022, Period = 7, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Object = 1-7, SACS Fund? = N, Fund Page Break? = N, Obj Lvl = 4, Obj Digits = 1, Page Break? = N)

ESCAPE ONLINE

Balances through January						Fiscal Year 2021/22
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - General FD (continued)</b>						
4100	Textbooks	85,055.00	141,729.00		25,119.45	116,609.55
4300	Class Mat'l and Supplies	45,316.00	48,215.00	6,033.11	32,022.33	10,159.56
4301	Class Consumable Mat'l	6,000.00	6,000.00	24.67	969.58	5,005.75
4302	Class Paper/Toner	9,000.00	9,000.00	313.93	7,670.74	1,015.33
4305	Other Student M&S	36,000.00	39,990.00	6,082.57	12,465.87	21,441.56
4320	Custodial Grounds Supplies	30,000.00	93,142.00	5,351.88	29,963.39	57,826.73
4330	Office Supplies	19,500.00	19,500.00	731.77	5,777.58	12,990.65
4350	Vehicle Maint. M&S	44,000.00	43,755.00	875.71	5,209.93	37,669.36
4351	Vehicle FUEL	20,500.00	20,500.00	8,307.79	8,291.00	3,901.21
4399	M&S Misc -undesignated	34,405.00	84,445.00			84,445.00
4400	Non-Capital Equipment (Up to \$	171,377.00	133,957.00	54,523.72	137,519.83	58,086.55-
	<b>Total for Object 4000</b>	<b>501,153.00</b>	<b>640,233.00</b>	<b>82,245.15</b>	<b>265,009.70</b>	<b>292,978.15</b>
5100	Subagreement for Services	185,000.00	185,000.00	144,271.36	29,728.64	11,000.00
5200	Travel & Conferences	35,280.00	217,251.00	26,311.32	6,282.48	184,657.20
5300	Dues & Membership	13,250.00	13,250.00	1,551.90	8,059.74	3,638.36
5400	Insurance-Fire, liability, etc	108,500.00	108,500.00		143,543.55	35,043.55-
5510	Power	118,750.00	118,750.00	41,665.44	60,558.56	16,526.00
5520	Garbage	5,000.00	5,000.00	3,446.06	3,413.94	1,860.00-
5530	Water	55,000.00	55,000.00	26,531.58	28,506.61	38.19-
5540	Propane	89,000.00	89,000.00	40,856.49	44,143.51	4,000.00
5590	Miscellaneous Utilities	15,000.00	15,000.00	6,751.37	8,248.63	.00
5600	Rentals, Leases & Repairs	83,750.00	83,750.00	6,524.01	59,761.99	17,464.00
5800	Services & Operating Expense		45,000.00			45,000.00
5810	Legal Expenses	7,500.00	7,500.00	2,115.50	2,884.50	2,500.00
5812	Board Election Expense	2,000.00	2,000.00			2,000.00
5840	Audit Expense	13,785.00	13,785.00			13,785.00
5860	Solid Waste Tax	10,000.00	10,000.00	7,653.94	3,846.06	1,500.00-
5890	Contracts/Service	537,132.00	704,755.00	453,117.89	142,917.77	108,719.34
5899	SCOE Interagency Reimburse			4,277.41	17,671.44	21,948.85-
5900	Communications	3,500.00	3,500.00	146.00	2,204.05	1,149.95
5910	Telephone-Monthly Service	12,275.00	12,275.00	4,661.59	5,213.17	2,400.24
	<b>Total for Object 5000</b>	<b>1,294,722.00</b>	<b>1,689,316.00</b>	<b>769,881.86</b>	<b>566,984.64</b>	<b>352,449.50</b>
6200	Building & Improvements	205,000.00	94,189.00		40,490.00	53,699.00
6400	Equipment	22,500.00	52,500.00	24,657.39		27,842.61
6500	Equipment Replacement	55,000.00	55,000.00	1,290.00	16,398.75	37,311.25
	<b>Total for Object 6000</b>	<b>282,500.00</b>	<b>201,689.00</b>	<b>25,947.39</b>	<b>56,888.75</b>	<b>118,852.86</b>

Balances through January						Fiscal Year 2021/22
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - General FD (continued)</b>						
7110	Out-of-State Tuition	104,450.00	104,450.00	104,450.00		.00
7310	Direct Support/Indirect Costs					.00
7616	Trans fr Gen Fund to Cafeteria	83,625.00	83,625.00			83,625.00
	<b>Total for Object 7000</b>	<b>188,075.00</b>	<b>188,075.00</b>	<b>104,450.00</b>	<b>.00</b>	<b>83,625.00</b>
	<b>Total for Fund 01 and Expense accounts</b>	<b>6,924,276.00</b>	<b>7,540,295.00</b>	<b>2,966,000.01</b>	<b>3,086,733.93</b>	<b>1,487,561.06</b>
<b>Fund 13 - Cafeteria</b>						
2200	Classified Support Salaries	83,606.00	83,606.00	44,983.25	39,613.72	990.97-
2215	Classified Extra Duty	500.00	500.00		648.72	148.72-
2220	Classified Support Substitute	1,500.00	1,500.00			1,500.00
	<b>Total for Object 2000</b>	<b>85,606.00</b>	<b>85,606.00</b>	<b>44,983.25</b>	<b>40,262.44</b>	<b>360.31</b>
3202	Public Employees Retirement Sy	17,875.00	17,875.00	8,857.90	8,398.83	618.27
3312	OASDI-Classified Positions	5,147.00	5,147.00	2,696.06	2,413.59	37.35
3322	Medicare-Classified Positions	1,204.00	1,204.00	630.55	564.43	9.02
3402	Health & Welfare-Classified Po	17,537.00	17,537.00	8,768.30	8,768.30	.40
3502	State Unemployment Insurance-	1,052.00	1,052.00	224.90	201.30	625.80
3602	Workers' Compensation Insuranc	2,804.00	2,804.00	1,364.78	1,221.79	217.43
	<b>Total for Object 3000</b>	<b>45,619.00</b>	<b>45,619.00</b>	<b>22,542.49</b>	<b>21,568.24</b>	<b>1,508.27</b>
4340	Food Service	7,500.00	7,500.00	3,499.97	2,658.25	1,341.78
4399	M&S Misc -undesignated		3,353.00			3,353.00
4400	Non-Capital Equipment (Up to \$	5,000.00	5,000.00			5,000.00
4700	Food	55,000.00	55,000.00	27,304.44	27,478.20	217.36
	<b>Total for Object 4000</b>	<b>67,500.00</b>	<b>70,853.00</b>	<b>30,804.41</b>	<b>30,136.45</b>	<b>9,912.14</b>
5200	Travel & Conferences	500.00	500.00	121.61		378.39
5600	Rentals, Leases & Repairs	5,000.00	5,000.00		5,691.83	691.83-
5800	Services & Operating Expense	400.00	400.00	400.00		.00
5890	Contracts/Servic	500.00	500.00		406.00	94.00
	<b>Total for Object 5000</b>	<b>6,400.00</b>	<b>6,400.00</b>	<b>521.61</b>	<b>6,097.83</b>	<b>219.44-</b>
	<b>Total for Fund 13 and Expense accounts</b>	<b>205,125.00</b>	<b>208,478.00</b>	<b>98,851.76</b>	<b>98,064.96</b>	<b>11,561.28</b>
<b>Fund 40 - Dist Build</b>						
6200	Building & Improvements		119,115.00		6,022.62	113,092.38
	<b>Total for Fund 40, Expense accounts and Object 6000</b>	<b>.00</b>	<b>119,115.00</b>	<b>.00</b>	<b>6,022.62</b>	<b>113,092.38</b>
<b>Fund 73 - Bechen</b>						
5800	Services & Operating Expense	15,000.00	15,000.00			15,000.00

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ESCAPE ONLINE

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Balances through January						Fiscal Year 2021/22
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Total for Fund 73, Expense accounts and Object 5000		15,000.00	15,000.00	.00	.00	15,000.00
<b>Fund 78 - Gottardi Fund</b>						
5800	Services & Operating Expense		7,516.00			7,516.00
Total for Fund 78, Expense accounts and Object 5000		.00	7,516.00	.00	.00	7,516.00
Total for Org 006 - Sierra-Plumas Joint Unified School District		7,144,401.00	7,890,404.00	3,064,851.77	3,190,821.51	1,634,730.72



## ENROLLMENT BY SCHOOL MONTH - 2021-2022

**\*\*As of 01/28/2022**

	Downieville Elementary	Loyalton Elementary	Downieville Jr High	Loyalton Jr High	Downieville Sr High	Loyalton Sr High	Sierra Pass Continuation	Long-Term ISP/SDC	TOTAL
<b>Ending 2020-2021</b>	21	192	10	55	17	101	5	included in site #	401
<b>1st Day 2021-2022</b>	24	189	8	66	15	98	6	included in site #	406

	Month	Downieville Elementary	Loyalton Elementary	Downieville Jr High	Loyalton Jr High	Downieville Sr High	Loyalton Sr High	Sierra Pass Continuation	Long-Term ISP/SDC	TOTAL
<b>September</b>	1	25	189	8	66	15	97	6	included in site #	406
08/25/21-09/17/21										
<b>October</b>	2	26	191	8	66	15	96	7	included in site #	409
09/20/21-10/15/21										
<b>November</b>	3	25	186	8	65	14	97	7	included in site #	402
10/18/21-11/10/21										
<b>December</b>	4	25	182	8	63	14	96	8	included in site #	396
11/15/21-12/10/21										
<b>January</b>	5	26	183	8	64	14	95	8	included in site #	398
12/13/21-01/21/22										
<b>February</b>	6								included in site #	0
01/24/22-02/18/22										
<b>March</b>	7								included in site #	0
02/22/22-03/18/22										
<b>April</b>	8								included in site #	0
03/21/22-04/15/22										
<b>May</b>	9								included in site #	0
04/18/22-05/13/22										
<b>June</b>	10								included in site #	0
05/16/22-06/10/22										

2019-2020	SPJUSD	SCOE	Washoe
P1 ADA	410.52	5.54	18.74
P2 ADA	409.30	5.07	15.36
Annual	409.30	5.07	15.36

Long-Term ISP	
DES	0
LES	6
DHS	0
LHS	16

2018-2019	SPJUSD	SCOE	Washoe
P1 ADA	394.66	0.88	14.37
P2 ADA	396.41	2.15	12.27
Annual	396.43	3.46	12.53

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

January 11, 2022

5:30pm CLOSED Session

Regular Session immediately followed the 6:00pm meeting of the Sierra County Board of Education

*Loyalton:* Sierra County Office of Education, Room 4, 109 Beckwith Rd, Loyalton CA 96118  
*Zoom videoconferencing* was also available for the public.

*In accordance with AB 361, effective October 1, 2021, pertaining to the convening of public meetings in response to the COVID-19 pandemic, the Governing Board of the Sierra-Plumas Joint Unified School District suspended the Brown Act teleconferencing posting requirements for any Board members choosing to participate via Zoom videoconferencing.*

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A. CALL TO ORDER

*President NICOLE STANNARD called the meeting to order at 5:32pm.*

B. ROLL CALL

PRESENT: *Nicole Stannard, President (via Zoom)*  
*Patty Hall, Vice President (arrived at 5:45pm)*  
*Christina Potter, Clerk (via Zoom)*  
*Allen Wright, Member*  
*Mike Moore, Member*

ABSENT: *None*

C. APPROVAL OF AGENDA

*MOORE/WRIGHT*  
*4/0*

D. PUBLIC COMMENT FOR CLOSED SESSION

*None*

E. CLOSED SESSION

*POTTER/WRIGHT*  
*4/0*

The Board of Trustees, Superintendent James Berardi and Business Manager Nona Griesert moved into Closed Session at 5:33pm to discuss the following item(s):

1. Government Code 54957.6

CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator for the Board: James Berardi, Superintendent

Employee Organizations:

Unrepresented Employees: Sierra-Plumas Teachers' Association  
Classified Employees  
Confidential Employees  
Administrative Employees

F. RETURN TO OPEN SESSION and ADJOURN FOR BREAK *at 5:53pm*

G. 6:00PM – RECESS TO THE SIERRA COUNTY BOARD OF EDUCATION MEETING

H. RECONVENE THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD MEETING *at 8:03pm*

I. REPORT OUT FROM CLOSED SESSION

*STANNARD: Discussed the Superintendent's salary. No action taken. Further negotiations after the Superintendent review coming up in March.*

*MOORE: In February we will work to adopt an evaluation instrument for March. We will also be looking at different instruments for evaluation involving input from the Administrators.*

J. BOARD ORGANIZATION

1. The President will appoint Board Representatives to the following committees:

- a. Nominate and Appoint two Board members to Facilities Committee  
Currently: WRIGHT/MOORE  
*Appointed: HALL and MOORE*
- b. Nominate and Appoint two Board members to Negotiations Committee  
Currently: HALL/MOORE (Alternates: STANNARD/POTTER)  
*No new appointments. Look at cost of possible outside negotiators to represent the District in negotiations.*
- c. Nominate and Appoint two Board members to Transportation Committee-  
West Side  
Currently: HALL/WRIGHT  
*No new appointments.*
- d. Nominate and Appoint two Board members to Transportation Committee-  
East Side  
Currently: POTTER/MOORE  
*No new appointments.*
- e. Nominate and Appoint two Board members to Technology Committee  
Currently: HALL/STANNARD  
*Appointed: WRIGHT/STANNARD*

K. INFORMATION/DISCUSSION ITEMS

1. Correspondence

- a. CDPH response to Resolution Calling for State Officials to Not Require the COVID-19 Vaccine for Students and Staff  
*BERARDI: Same as reported in the County meeting – It highlights, as of right now, that there will be exemptions made available for both personal and medical reasons. We hope that doesn't change if vaccine mandates are imposed.*

2. Superintendent's Report

- a. COVID Take-Home Test Kits  
*BERARDI: Close to 1400 tests (696 2-test kits) available for students in the District to take home. More information available from the site administrators.*
- b. Sierraville School Site  
*BERARDI: Escrow was delayed for a little while due to COVID, but has resumed again in the last couple of days.*
- c. Downieville Facilities  
*BERARDI: More leaks discovered in the school, but we can't assess the full situation until snow has cleared and we can get on the roof safely.*

3. Business Report

- a. Account Object Summary-Balance from 07/01/2021 to 12/31/2021
- b. Fourth Month Enrollments for the 2021-2022 School Year

4. Staff Reports

LES—CERESOLA: *Just coming back from winter break. Basketball season moving along, but have to take a break for about a week right now. Working with Musica Sierra to offer some string classes for 4-6 graders. Looking at bringing more assemblies back that were not held the last two years.*

LHS—MESCHERY: *Pre-season basketball tournaments and holiday play before winter break. Thank you to FNL for the nice sweatshirts handed out to the students for tobacco use prevention! End of Semester 1 coming up – important grades for college-bound students and eligibility for different activities. Basketball going well, but have to take a break for about a week due to COVID. Hoping to save Winterfest. Would like to look at changing math requirements for graduation.*

DISTRICT—BERADI: *Addressing children’s mental health in any way we can. Working to bring a Behaviorist onboard to assist students and staff.*

DES & DHS—BERARDI: *School Secretary position is open. We have a sub in there for now, but we need to get that position filled. Planning for our next semester schedules and activities. We received shirts from FNL as well and the students love them.*

5. SPTA Report

PRESIDENT—PETTERSON: *No report*

6. Board Members’ Report

WRIGHT: *I missed the Special Meeting on December 29<sup>th</sup> due to no power and road closures. I regret that I was unable to be part of that meeting.*

7. Public Comment

KELLY CHAMPION: *Asking for the board to put aside personal issues to work with the parents rather than being so defensive.*

RANDI DURNEY: *Not asking you to change the mask mandate since you don’t have that power, but to please change the enforcement piece to stop kicking kids out of class and keep our kids in school.*

L. CONSENT CALENDAR

1. Approval of minutes for the Regular Board Meeting held December 13, 2021
2. Approval of minutes for the Special Board Meeting held December 29, 2021
3. Approval of Board Report-Checks Dated 12/01/2021 through 12/31/2021
4. Approval of Quarterly Report on Williams Uniform Complaints for the quarter ending 12/31/2021
5. Approval of Pesticide Use Reporting for 2021 (DO, LES, LHS, DES, DHS)
6. Approval of the Integrated Pest Management Plan for 2022

MOORE/HALL

5/0

M. ACTION ITEMS

1. Old Business

- a. Approval of Mask Mandate Policy

*STANNARD motioned to approve Option #4 as presented in the packets.*

*Second by POTTER.*

*ROLL CALL VOTE:*

*WRIGHT – No*

*MOORE – No*

*HALL – No*

*STANNARD – Yes*

*POTTER – Yes*

*2/3*

MOORE motioned to approve Option #1. Second by HALL.

ROLL CALL VOTE:

WRIGHT – Yes

MOORE – Yes

HALL – Yes

STANNARD – No

POTTER – No

3/2

2. New Business

- a. Approval of proposed increase on Classified Salary Schedules per California Minimum Wage Law, Effective January 1, 2022

HALL/WRIGHT

5/0

- b. Acceptance of resignation for Allison Baca, Downieville Schools, Secretary, .63 FTE (5 hours/day), effective December 31, 2021

HALL/MOORE

5/0

- c. Authorization to fill, Downieville Schools, Secretary, .63 FTE (5 hours/day)

HALL/WRIGHT

5/0

- d. Approval of utilizing AB 361 for meetings conducted through February 08, 2022

*\*\*AB 361 expires ~~at 11:59pm on April 01, 2022~~<sup>January 2024</sup>, but must be voted on every 30 days.*

*\*\*This suspends the Brown Act teleconferencing posting requirements for any Board members that choose to participate via Zoom videoconferencing*

*\*\*Zoom will be available for the public with or without utilizing AB 361*

HALL/MOORE

5/0

N. ADVANCED PLANNING

1. Next Regular Board Meetings will be held on February 08, 2022, at Downieville School, 130 School St, Downieville CA 95936, beginning with Closed Session as needed at 5:00pm and the Regular Board Meetings at 6:00pm. Masks are required for in-person attendance. Zoom videoconferencing will be available for the public.

2. Suggested Agenda Items

*-Update on Administrative situation in Downieville*

O. ADJOURN at 8:38pm

HALL/MOORE

5/0

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Christina Potter, Clerk

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James Berardi, Superintendent

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT—SPJUSD  
CLOSED SESSION REPORTING FORM

DATE: January 11, 2022

CLOSED SESSION BEGAN AT: 5:33 (5:33) P.M.

BOARD MEMBERS PRESENT:

Patty Hall  Allen Wright  Mike Moore  Christina Potter  Nicole Stannard

OTHERS PRESENT:

- James Berardi, Superintendent
- Nona Griesert, Business Manager
- \_\_\_\_\_
- \_\_\_\_\_

I. SESSION TOPIC(S):

Item #1—Government Code 54957.6  
CONFERENCE WITH LABOR NEGOTIATORS  
Agency Negotiator for the Board: James Berardi, Superintendent  
Employee Organizations:  
Unrepresented Employees: Sierra-Plumas Teachers' Association  
Classified Employees  
Confidential Employees  
Administrative Employees

**RESULT:**

DIRECTION WAS GIVEN TO SUPERINTENDENT

THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.

A ROLL CALL VOTE WAS TAKEN:  
HALL \_\_\_\_\_ WRIGHT \_\_\_\_\_ MOORE \_\_\_\_\_ POTTER \_\_\_\_\_ STANNARD \_\_\_\_\_

A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:  
HALL \_\_\_\_\_ WRIGHT \_\_\_\_\_ MOORE \_\_\_\_\_ POTTER \_\_\_\_\_ STANNARD \_\_\_\_\_

II. MOTION TO ADJOURN CLOSED SESSION AT 5:53 P.M. AND RETURN TO OPEN SESSION

BY: Mike Moore (NAME)      SECONDED: Allen Wright (NAME)

MOTION  PASSED /  FAILED

PRESIDED BY: Nicole Stannard  
Nicole Stannard, PRESIDENT

RECORDED BY: Christina Potter  
Christina Potter, CLERK

Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00085173	01/11/2022	AMAZON CAPITAL SERVICES	01-4300	classroom supplies	135.63	
			01-4302	office supplies	422.46	
			01-4320	PRESSURE SWITCH	89.98	
			01-4330	office supplies	15.65	663.72
00085174	01/11/2022	AMERIGAS	01-5540	PROPANE	23,417.75	
			01-5899	PROPANE	1,612.52	25,030.27
00085175	01/11/2022	AT&T	01-5890	PHONE SERVICES	42.46	
			01-5899	PHONE SERVICES	6.16	
			01-5910	PHONE SERVICES	243.49	292.11
00085176	01/11/2022	B & C TRUEVALUE HOME CENTER	01-4320	MISC MAINT SUPPLIES		222.12
00085177	01/11/2022	KATRINA BOSWORTH	01-4350	FUEL REIMBURSEMENT		31.00
00085178	01/11/2022	PAMELA BRANDON	01-5600	TECH COTTAGE RENTAL		100.00
00085179	01/11/2022	BULBMAN	01-4320	LIGHTS		310.50
00085180	01/11/2022	CITY OF LOYALTON	01-5530	WATER AND SEWER - LOYALTON SITES	3,921.88	
			01-5899	WATER AND SEWER - LOYALTON SITES	234.47	4,156.35
00085181	01/11/2022	CURRENT ELECTRIC & ALARM, INC.	01-5600	ALARM MONITORING	573.75	
			01-5890	FIRE ALARM INSPECTION	1,125.00	
			01-5899	ALARM MONITORING	26.25	
				FIRE ALARM INSPECTION	125.00	
			01-6500	SERVICE AGREEMENT	7,398.75	9,248.75
00085182	01/11/2022	CWDL CERTIFIED PUBLIC ACCOUNTANTS	01-9510	AUDIT FEES	6,892.50	
			01-9515	AUDIT FEES	689.25-	6,203.25
00085183	01/11/2022	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530	Water		216.25
00085184	01/11/2022	JANET HAMILTON	01-5600	TECH COTTAGE RENTAL		100.00
00085185	01/11/2022	HUNT & SONS, INC.	01-5590	HEATING OIL		1,700.28
00085186	01/11/2022	IXL LEARNING	01-4300	IXL learning program		456.00
00085187	01/11/2022	K 12 MANAGEMENT DBA FUELED	01-5890	Fuel Ed		175.00
00085188	01/11/2022	LIBERTY UTILITIES	01-5510	ELECTRIC - LOYALTON SITES	10,258.61	
			01-5899	ELECTRIC - LOYALTON SITES	462.79	10,721.40
00085189	01/11/2022	PRODUCERS DAIRY	13-4700	DAIRY PRODUCTS		1,677.67
00085190	01/11/2022	MIKE MOORE	76-9576	H/W REIMBURSEMENT		995.13
00085191	01/11/2022	MOUNTAIN MESSENGER	01-5890	ADVERTISEMENTS AND PUBLIC HEARINGS		70.00
00085192	01/11/2022	BCM ONE	01-5899	PHONE SERVICES	26.83	
			01-5910	PHONE SERVICES	402.45	429.28
00085193	01/11/2022	NORTHAM DISTRIBUTING, INC.	13-4340	CAFE FOOD/SUPPLIES	24.25	
			13-4700	CAFE FOOD/SUPPLIES	1,043.98	1,068.23
00085194	01/11/2022	SCHOOL SPECIALTY LLC	01-4300	INSTRUCTIONAL SUPPLIES		598.30

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.

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Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00085195	01/11/2022	SIERRA BOOSTER	01-5300	ADVERTISEMENTS/LEGAL/PUBLIC NOTICES		22.00
00085196	01/11/2022	SIERRA COUNTY HEALTH DEPARTMENT	01-5510	ELECTRICAL SERVICES FOR TECH COTTAGE		289.50
00085197	01/11/2022	INTERMOUNTAIN DISPOSAL, INC.	01-5520	GARBAGE SERVICE	566.95	
			01-5899	GARBAGE SERVICE	11.06	578.01
00085198	01/11/2022	SIERRA VALLEY HOME CENTER	01-4300	MISC. AG SUPPLIES	30.53	
			01-4320	MAINT. SUPPLIES	42.60	
				MAINT/CUSTODIAL SUPPLIES	149.47	222.60
00085199	01/11/2022	SIERRA-PLUMAS JOINT UNIFIED	01-5890	BANK SERVICE FEES		263.26
00085200	01/11/2022	SIERRA TRANSPORTATION COMPANY, LLC	01-5100	TRANSPORTATION	12,678.39	
			01-5890	TRANSPORTATION	1,821.61	14,500.00
00085201	01/11/2022	STAPLES ADVANTAGE	01-4300	classroom supplies		162.97
00085202	01/11/2022	SVGMD	01-5890	Well Management Fee		200.00
00085203	01/11/2022	SYSKO SACRAMENTO	13-4340	CAFETERIA - FOOD AND SUPPLIES	131.42	
			13-4700	CAFETERIA - FOOD AND SUPPLIES	1,226.78	1,358.20
00085204	01/11/2022	TRI COUNTY SCHOOLS INS. GR.	01-3901	JAN22 HEALTH INSURANCE	4,174.11	
			01-9535	JAN22 HEALTH INSURANCE	10,023.89	
			76-9576	JAN22 HEALTH INSURANCE	57,623.32	71,821.32
00085205	01/11/2022	VERIZON WIRELESS	01-5899	CELL PHONE SERVICE	49.98	
			01-5910	CELL PHONE SERVICE	99.96	149.94
00085206	01/11/2022	U.S. BANK VOYAGER	01-4305	FUEL FOR ATHLETIC TRIPS	281.53	
			01-4351	BUS FUEL	2,356.89	
				Fuel for Maintenance	141.68	
			01-5899	Fuel for Maintenance	41.51	2,821.61
00085207	01/11/2022	ALLEN WRIGHT	76-9576	H/W REIMBURSEMENT		920.14
00085208	01/27/2022	AIRGAS, USA, LLC	01-5600	TANK RENTAL LHS/DVL		212.93
00085209	01/27/2022	ALL PHASE HEATING & AIR	01-5600	HEATING DIAGNOSES		216.00
00085210	01/27/2022	AMAZON CAPITAL SERVICES	01-4300	CLASSROOM SUPPLIES	60.00	
				Masks & Ice packs	212.32	
				office supplies	265.85	
				TECHNOLOGY SUPPLIES	144.41	
			01-4302	office supplies	1,078.82	
			01-4330	Desk Calendar	15.97	
				office supplies	42.16	
				TECHNOLOGY SUPPLIES	452.97	2,272.50
00085211	01/27/2022	AT&T	01-5890	PHONE SERVICES	42.46	
			01-5899	PHONE SERVICES	6.26	

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Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00085211	01/27/2022	AT&T	01-5910	PHONE SERVICES	244.66	293.38
00085212	01/27/2022	ECOLAB	13-4340	CLEANING SUPPLIES		613.89
00085213	01/27/2022	FORTUNA UNION HIGH SD ATTN: SANDY DALE	01-5200	CONFERENCE REGISTRATION		200.00
00085214	01/27/2022	GRAINGER, INC.	01-4320	MAINTENANCE SUPPLIES	9.01	
				Unpaid Sales Tax	.61-	8.40
00085215	01/27/2022	HUNT & SONS, INC.	01-5590	HEATING OIL		2,466.09
00085216	01/27/2022	LES SCHWAB TIRE CENTER	01-5600	TIRE REPAIR		42.16
00085217	01/27/2022	MOBY MAX	01-5890	K-8 CURRICULM RENEWAL		3,495.00
00085218	01/27/2022	NORTHAM DISTRIBUTING, INC.	13-4340	CAFE FOOD/SUPPLIES	254.77	
			13-4700	CAFE FOOD/SUPPLIES	939.00	1,193.77
00085219	01/27/2022	OFFICE DEPOT	01-4300	Masks & Ice packs	107.14	
			01-4320	OFFICE SUPPLIES	107.14	
			01-4330	OFFICE SUPPLIES	209.75	
			01-5899	OFFICE SUPPLIES	69.91	493.94
00085220	01/27/2022	OLIVER WORLDCLASS LABS	01-5890	SMART LEARNING SUITE RENEWAL		1,004.85
00085221	01/27/2022	PACIFIC GAS & ELECTRIC COMPANY	01-5510	Electricity		3,363.29
00085222	01/27/2022	RAY MORGAN COMPANY	01-5600	COPIER AGREEMENT	184.79	
				COPIER MAINT.	105.16	
				COPIER MAINT. LHS/LES	550.19	
			01-5899	COPIER MAINT.	35.05	875.19
00085223	01/27/2022	SCHOOL SPECIALTY LLC	01-4400	classroom supply		520.39
00085224	01/27/2022	SIERRA COUNTY ARTS COUNCIL	01-4305	MATCHING FUNDS		10,000.00
00085225	01/27/2022	SIERRA HARDWARE	01-4320	Misc Maintenance supplies		300.29
00085226	01/27/2022	SIERRA-PLUMAS JOINT UNIFIED	01-5890	BANK SERVICE FEES	346.94	
			13-4340	BANK SERVICE FEES	24.21	371.15
00085227	01/27/2022	CALIFORNIA DEPARTMENT OF TAX AND FEE ADMINISTRATION	13-8634	SALES & USE TAX		26.00
00085228	01/27/2022	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5890	EMPLOYMENT FINGERPRINTING		160.00
00085229	01/27/2022	TERMINIX PROCESSING CENTER	01-5890	PEST CONTROL -LES/LHS		156.00
00085230	01/27/2022	U.S. BANK	01-4300	Lunch Bags	695.76	
				SMARTBOARD LAMP	107.36	
			01-4320	Valve	159.11	
			01-4330	ADOBE PRO SUBSCRIPTION	11.24	
				DOMAIN RENEWALS/ANTIVIRUS	93.75	
			01-5890	DOMAIN RENEWALS/ANTIVIRUS	31.24	
				ZOOM SUBSCRIPTION	56.42	
			01-5899	ADOBE PRO SUBSCRIPTION	3.75	1,158.63

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

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**Checks Dated 01/01/2022 through 01/31/2022**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00085231	01/27/2022	VERIZON WIRELESS	01-4400	CELL PHONE SERVICE	857.99	
			01-5899	CELL PHONE SERVICE	50.59	
			01-5910	CELL PHONE SERVICE	175.17	1,083.75
00085232	01/27/2022	ALLEN WRIGHT	01-5200	MILEAGE		21.94
<b>Total Number of Checks</b>					<b>60</b>	<b>188,324.70</b>

**Fund Summary**

Fund	Description	Check Count	Expensed Amount
01	General Fund	52	122,824.75
13	Cafeteria Fund	7	5,961.97
76	Warrant/Pass Through (payroll)	3	59,538.59
Total Number of Checks		<b>60</b>	188,325.31
Less Unpaid Sales Tax Liability			.61
<b>Net (Check Amount)</b>			<b>188,324.70</b>

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.

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CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Sierra-Plumas Joint Unified (46 70177 000000)

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### Current Submissions and Deadlines

Data collection forms that are listed below are open, available for editing, have upcoming deadlines, and/or are overdue to be certified. Data collection forms that have been certified, have had their deadlines pass, are open and available for editing can be found under the Data Entry Forms tab. All data collection forms, whether open or closed, certified or unsubmitted, can be viewed as uneditable reports under the Reports tab.

15 Data Collection(s) found.

Fiscal Year 2018-19	Deadline	Status
<a href="#">Title II, Part A Fiscal Year Expenditure Report, Closeout 39 Months</a>	March 11, 2022	<i>Draft</i> NGriesert, 1/26/2022 4:39 PM

Fiscal Year 2019-20	Deadline	Status
<a href="#">Title I, Part A LEA Closeout Report</a>	March 11, 2022	None

Fiscal Year 2020-21	Deadline	Status
<a href="#">Title I, Part A LEA Carryover</a>	March 11, 2022	<i>Draft</i> NGriesert, 1/26/2022 4:39 PM
<a href="#">Title IV, Part A LEA Use of Funds and Carryover</a>	March 11, 2022	<i>Draft</i> NGriesert, 1/26/2022 4:39 PM

Fiscal Year 2021-22	Deadline	Status
<a href="#">Federal Transferability</a>	March 11, 2022	<i>Draft</i> NGriesert, 1/26/2022 4:40 PM
<a href="#">Title I, Part A Nonprofit Private School Low Income Count</a>	March 11, 2022	None
<a href="#">Title I, Part A School Student Counts</a>	March 11, 2022	<i>Draft</i> NGriesert, 1/26/2022 4:41 PM
<a href="#">Title I, Part A LEA Allocation and Reservations</a>	March 11, 2022	<i>Draft</i> NGriesert, 1/26/2022 4:42 PM
<a href="#">Title I, Part A School Allocations</a>	March 11, 2022	<i>Draft</i> NGriesert, 1/26/2022 4:37 PM
<a href="#">Title I, Part A Notification of Authorization of Schoolwide Program</a>	March 11, 2022	<i>Draft</i> NGriesert, 1/26/2022 4:25 PM
<a href="#">Title II, Part A / Title III Nonprofit Private School Participation</a>	March 11, 2022	None
<a href="#">Title II, Part A LEA Allocations</a>	March 11, 2022	<i>Draft</i> NGriesert, 1/26/2022 4:43 PM
<a href="#">Title IV, Part A Nonprofit Private School Participation</a>	March 11, 2022	None
<a href="#">Title IV, Part A LEA Allocations</a>	March 11, 2022	<i>Draft</i> NGriesert, 1/26/2022 4:43 PM
<a href="#">Consolidation of Administrative Funds</a>	March 11, 2022	<i>Draft</i> NGriesert, 1/26/2022 4:44 PM



CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Sierra-Plumas Joint Unified (46 70177 0000000)

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## 2018-19 Title II, Part A Fiscal Year Expenditure Report, Closeout 39 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through September 30, 2021.

Required fields are denoted with an asterisk (\*).

2018-19 Title II, Part A allocation: \$13,072

2018-19 Title II, Part A total apportionment issued: \$13,072

Transferred-in amount: \$0

Transferred-out amount: \$5,593

2018-19 Total allocation: \$7,479

### Professional Development Expenditures

Professional development for teachers: \$7,091

Professional development for administrators:

All other professional development expenditures:

### Recruitment, Training, and Retention Expenditures

Recruitment activities:

Training activities:

Retention activities:

All other recruitment, training, and retention expenditures:

### Miscellaneous Expenditures

Class size reduction:

Administrative and indirect costs: \$388

Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation:

Equitable services for nonprofit private schools:

All other allowable expenditures and encumbrances:

Total expenditures and encumbrances: \$7,479

2018-19 Unspent funds: \$0

Note: CDE will invoice the LEA for the unspent 2018-19 total allocation.



## CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Sierra-Plumas Joint Unified (46 70177 0000000)

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### 2019-20 Title I, Part A LEA Closeout Report

Report fiscal year (FY) expenditures to determine 2019-20 Title I, Part A unspent funds.

**Note:** Due to the COVID-19 Federal Funding Flexibility Waiver, approved on September 10, 2021, the period of availability of funds in Section 421(b) of the General Education Provisions Act extends the period of availability of FY 2019-20 funds until September 30, 2022.

There are no reported carryover funds. The LEA has already expended all Title I, Part A funds.

Rina DeRose, Title I Policy, Program, and Support Office | [RDeroser@cde.ca.gov](mailto:RDeroser@cde.ca.gov) | 916-323-0472  
General CARS Questions: Consolidated Application Support Desk | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297

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## 2020-21 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year (FY) 2020-21 allocation to determine funds to be carried over.

Required fields are denoted with an asterisk (\*).

### Carryover Calculation

2020-21 Title I, Part A LEA allocation:	\$85,770	
Transferred-in amount:	\$5,593	
2020-21 Title I, Part A LEA available allocation:	\$91,363	
* Expenditures and obligations through September 30, 2021:	\$91,363	
Carryover as of September 30, 2021:	\$0	<input type="button" value="Recalculate"/>
Carryover percent as of September 30, 2021:	0.00%	

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Rina DeRose, Title I Policy, Program, and Support Office | [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov) | 916-323-0472  
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## 2020-21 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to calculate the carryover amount and to collect the year-to-date expenditures by activity level for Title IV, Part A.

Required fields are denoted with an asterisk (\*).

2020-21 Title IV, Part A LEA allocation:	\$10,000
Funds transferred-in amount:	\$0
Funds transferred-out amount:	\$0
2020-21 Title IV, Part A LEA available allocation:	\$10,000

### Expenditures

* Administrative and indirect costs:	\$572
* Well-Rounded Educational Opportunities activities:	\$1,538
* Safe and Healthy Students activities:	\$1,538
* Effective Use of Technology activities:	\$1,538
* Technology Infrastructure:	\$4,814
Carryover as of September 30, 2021:	\$0

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Kevin Donnelly, Rural Education and Student Support Office | [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) | 916-319-0942  
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### 2021-22 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

**Note:** Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

*Required fields are denoted with an asterisk (\*).*

#### Title II, Part A Transfers

2021-22 Title II, Part A allocation:	\$15,181	
Transferred to Title I, Part A:	\$5,593	
Transferred to Title I, Part C:		
Transferred to Title I, Part D:		
Transferred to Title III English Learner:		
Transferred to Title III Immigrant:		
Transferred to Title IV, Part A:		
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant:		
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant:		
Total amount of Title II, Part A funds transferred out:	\$5,593	<input type="button" value="Recalculate"/>
2021-22 Title II, Part A allocation after transfers out:	\$9,588	<input type="button" value="Recalculate"/>

#### Title IV, Part A Transfers

2021-22 Title IV, Part A allocation:	\$10,000	
Transferred to Title I, Part A:		
Transferred to Title I, Part C:		
Transferred to Title I, Part D:		
Transferred to Title II, Part A:		
Transferred to Title III English Learner:		
Transferred to Title III Immigrant:		
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant:		
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant:		
Total amount of Title IV, Part A funds transferred out:	\$0	<input type="button" value="Recalculate"/>





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### 2021-22 Title I, Part A Nonprofit Private School Low Income Count

The local educational agency (LEA) shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.

**No nonprofit private schools are showing as eligible for participation. Either the Nonprofit Private School Consultation form was not completed, or was completed, but conditions necessary for nonprofit private schools to display in this form were not met.**

Sylvia Hanna, Title I Policy, Program, and Support Office | [SHanna@cde.ca.gov](mailto:SHanna@cde.ca.gov) | 916-319-0948  
Rina DeRose, Title I Policy, Program, and Support Office | [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov) | 916-323-0472  
General CARS Questions: Consolidated Application Support Desk | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297

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## 2021-22 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

Required fields are denoted with an asterisk (\*).

- \* School ranking options:  
Select the highest to lowest school ranking method
  - Within the LEA
  - Within each grade span group
- \* Select a low income measure: FRPM

### Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2020–21) certified data from CALPADS Fall 1 data submission.

**Note:** The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	* Student Enrollment	* Eligible Low Income Students Ages 5-17
Downieville Elementary	6050611	K	5	1	24	15
Downieville Junior-Senior High	4632303	6	12	3	22	11
Loyalton Elementary	6050629	K	6	1	169	80
Loyalton High	4634259	7	12	3	159	62
Sierra Pass (Continuation)	4630034	9	12	3	8	7

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## 2021-22 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

Required fields are denoted with an asterisk (\*).

2021-22 Title I, Part A LEA allocation (+):	\$100,727	
Transferred-in amount (+):	\$5,593	
Nonprofit private school equitable services proportional share amount (-):	\$0	
2021-22 Title I, Part A LEA available allocation:	\$106,320	<input type="button" value="Recalculate"/>

### Required Reservations

Parent and family engagement: (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0	
* School parent and family engagement:	\$0	
LEA parent and family engagement:	\$0	
Local neglected institutions: Does the LEA have local institutions for neglected children?		<input checked="" type="radio"/> No <input type="radio"/> Yes
Local neglected institutions reservation:	\$0	
Local delinquent institutions: Does the LEA have local institutions for delinquent children?		<input checked="" type="radio"/> No <input type="radio"/> Yes
Local delinquent institutions reservation:	\$0	
* Direct or indirect services to homeless children, regardless of their school of attendance:	\$5,000	

### Authorized Reservations

Public school Choice transportation:	\$0	
Other authorized activities:	\$0	
2021-22 Approved indirect cost rate:	6.11%	
Indirect cost reservation:	\$6,122	
Administrative reservation:	\$9,826	

### Reservation Summary

Total LEA required and authorized reservations:	\$20,948	
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## 2021-22 Title I, Part A School Allocations

This data collection is used to report the amount of funds to be allocated to eligible schools.

Required fields are denoted with an asterisk (\*).

### LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

#### Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure: FRPM

Ranking Schools Highest to Lowest: Within each grade span group

LEA-wide low income %: 45.81%

Available Title I, Part A school allocations: \$85,372

Available parent and family engagement reservation: \$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2020-21 Carryover	Parent and Family Engagement	Total School Allocation
Downieville Elementary	6050611	1	24	15	62.50%	*	*	1	\$498.00	\$7,470.00	\$0	\$0	\$7,470.00
Loyalton Elementary	6050629	1	169	80	47.34%	*	*	2	\$500.00	\$40,000.00	\$0	\$0	\$40,000.00
Sierra Pass (Continuation)	4630034	3	8	7	87.50%	*	*	1	\$500.00	\$3,500.00	\$0	\$0	\$3,500.00
Downieville Junior-Senior High	4632303	3	22	11	50.00%	*	*	2	\$450.00	\$4,950.00	\$0	\$0	\$4,950.00
Loyalton High	4634259	3	159	62	38.99%	*	*	3	\$475.00	\$29,450.00	\$0	\$0	\$29,450.00

Unallocated school amount: \$2.00

Unallocated parent and family engagement amount: \$0

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## 2021-22 Title I, Part A Notification of Authorization of Schoolwide Program

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

Required fields are denoted with an asterisk (\*).

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
Downieville Elementary	6050611	<input checked="" type="checkbox"/>	67%	12/15/2009		
Downieville Junior-Senior High	4632303	<input checked="" type="checkbox"/>	52%	07/12/2012		
Loyalton Elementary	6050629	<input checked="" type="checkbox"/>	50%	12/15/2009		
Loyalton High	4634259	<input checked="" type="checkbox"/>	40%	12/15/2009		
Sierra Pass (Continuation)	4630034	<input type="checkbox"/>				

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Rina DeRose, Title I Policy, Program, and Support Office | [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov) | 916-323-0472  
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### 2021-22 Title II, Part A / Title III Nonprofit Private School Participation

The local educational agency (LEA) must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

**Note:** Participation is based on the number of eligible students enrolled in the grade levels in a nonprofit private school located in areas served by the LEA.

**No nonprofit private schools are showing as eligible for participation. Either the Nonprofit Private School Consultation form was not completed, or was completed, but conditions necessary for nonprofit private schools to display in this form were not met.**

Geeta Rezvani , Professional Learning Support & Monitoring Office | [GRezvani@cde.ca.gov](mailto:GRezvani@cde.ca.gov) | 916-323-5595  
Geoffrey Ndirangu, Language Policy and Leadership Office | [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov) | 916-323-5831  
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## 2021-22 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

Required fields are denoted with an asterisk (\*).

2021-22 Title II, Part A allocation:	\$15,181	
Transferred-in amount:	\$0	
Total funds transferred out of Title II, Part A:	\$5,593	
Allocation after transfers:	\$9,588	
Repayment of funds:	\$0	
2021-22 Total allocation:	\$9,588	
Administrative and indirect costs:	\$532	
Equitable services for nonprofit private schools:	\$0	
2021-22 Title II, Part A adjusted allocation:	\$9,056	<input type="button" value="Recalculate"/>
Funds available under Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation:	\$9,588	
Budgeted Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation:	\$9,588	

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Alice Ng (Fiscal), Division Support Office | [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov) | 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office | [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov) | 916-323-4963  
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### 2021-22 Title IV, Part A Nonprofit Private School Participation

The local educational agency (LEA) must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel for the Title IV, Part A program.

**No nonprofit private schools are showing as eligible for participation. Either the Nonprofit Private School Consultation form was not completed, or was completed, but conditions necessary for nonprofit private schools to display in this form were not met.**

Kevin Donnelly, Rural Education and Student Support Office | [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) | 916-319-0942  
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## 2021-22 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

Required fields are denoted with an asterisk (\*).

2021-22 Title IV, Part A LEA allocation:	\$10,000	
Funds transferred-in amount:	\$0	
Funds transferred-out amount:	\$0	
2021-22 Title IV, Part A LEA available allocation:	\$10,000	
Indirect cost reservation:	\$575	
Administrative reservation:	\$0	
Equitable services for nonprofit private schools:	\$0	
2021-22 Title IV, Part A LEA adjusted allocation:	\$9,425	<input type="button" value="Recalculate"/>

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### 2021-22 Consolidation of Administrative Funds

This is a request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

Required fields are denoted with an asterisk (\*).

- Title I, Part A Basic:   
SACS Code 3010
- Title I, Part C Migrant Education:   
SACS Code 3060
- Title I, Part D Delinquent:   
SACS Code 3025
- Title II, Part A Supporting Effective Instruction:   
SACS Code 4035
- Title III English Learner Students - 2% maximum:   
SACS Code 4203
- Title III Immigrant Students:   
SACS Code 4201
- Title IV, Part A Student Support - 2% maximum:   
SACS Code 4127
- Title IV, Part B 21st Century Community Learning Centers:   
SACS Code 4124

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General CARS Questions: Consolidated Application Support Desk | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297



**2022-2023**

**INTERLOCAL CONTRACT TO ATTEND WASHOE COUNTY SCHOOL DISTRICT**

THIS INTERLOCAL CONTRACT (the "Agreement") made and entered into this day of February 8, 2022, by and between **SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT**, hereinafter referred to as the "SPJUSD", and the WASHOE COUNTY SCHOOL DISTRICT, hereinafter referred to as the "WCSD" or "Program," both of whom understand and agree as follows:

**RECITALS**

**WHEREAS**, Nevada Revised Statute 392.010 authorizes a school district to admit pupils living in an Adjoining State upon agreement of the parties approved by the Superintendent of Public Instruction; and

**WHEREAS**, WCSD and SPJUSD are public agencies empowered to contract with another public agency for the performance of any governmental service, activity, or undertaking, which these public agencies are authorized by law to perform. See, NRS 277.180: and

**WHEREAS**, the WCSD is able to provide educational facilities and services to pupils residing in the Adjoining District; and

**WHEREAS**, when related to special education students, the services of WCSD specified hereinafter are both necessary and desirable, and the furnishing of these services by WCSD to SPJUSD is in the best interests of serving pupils with disabilities; and

**WHEREAS**, A signed variance form has already been approved by both districts; and

**WHEREAS**, WCSD represents that it is duly qualified and able to render the services specified hereinafter; and

**WHEREAS**, WCSD and SPJUSD desire to enter into this Agreement pursuant to the terms and conditions set forth herein,

**NOW, THEREFORE**, for good and valuable consideration as specified herein, WCSD and SPJUSD mutually agree as follows:

**1. SERVICES PROVIDED:**

- a) Regular Education Students: The WCSD shall provide its usual educational facilities and services, except transportation, to pupils residing in the Adjoining District, for whom it is more practical to attend schools in Washoe County, Nevada, than to attend school in their school district of residence.
- b) Special Education Students: The Parties agree that, for the 2022-2023 school year, and all subsequent school years until the termination of this Agreement, WCSD and SPJUSD shall provide education and related services for **pupils on a variance from SPJUSD to WCSD** in compliance with the Pupil's Individual Education Plan ("IEP") as defined by the Individuals with Disabilities Education Act, 20 U.S.C. §1400, et. seq. ("IDEA"), as specifically set forth in this Agreement.

**2. For Special Education Students:**

- a) WCSD will be responsible for completing academic assessment. SPJUSD will be responsible for completing any other necessary evaluation activities, besides academic assessment, and convening the Pupil's IEP team at the Program in accordance with

IDEA, together with appropriate participation from WCSD staff.

- b) SPJUSD will be responsible for the costs of any related services provided in the Pupil's IEP, including transportation.
- c) WCSD shall provide necessary special education teacher, general education teacher and any other related service provider participation in any of the Pupil's IEP meetings held at the Program during the term of this Agreement.
- d) WCSD shall prepare and provide an Annual Report on the progress of the Pupil on the goals and objectives of the Pupil's IEP at the conclusion of each school year and no later than June 30 of each year. Annual reports of progress shall be provided to the SPJUSD, and the parents or guardians of the Pupil, and delivered within thirty (30) days following the conclusion of the school year.
- e) WCSD shall report on students progression goals at least quarterly.
- f) SPJUSD shall be solely responsible for any other aspects, requirements, and/or obligations associated with the Pupil's IEP not specifically addressed herein.
- g) SPJUSD shall be responsible as the Local Education Agency ("LEA") for the Student and providing a Free Appropriate Public Education ("FAPE") to the Pupil, as that term is defined by the Individuals with Disabilities Education Act, 20 U.S.C. §1400, et. seq., and Nevada law regarding the education of students with disabilities, NRS 388.440, et seq. However, based on the Pupil's placement in WCSD's facilities as set forth in this Agreement, WCSD shall serve as Pupil's Case Manager during the Pupil's enrollment and participation in the services described herein, with SPJUSD acting as Co-Case Manager. Accordingly, both SPJUSD and WCSD may access any and all student education records necessary in performing its duties under this Agreement.
- h) The books, records, documents and accounting procedures and practices of WCSD relevant to this Agreement shall be subject to inspection, examination, and audit by the State of Nevada, the NDOE, the Attorney General of the State of Nevada, or the Nevada Legislative Auditor or a duly designated agent or representative, and SPJUSD
- i) WCSD agrees to indemnify, save, and hold SPJUSD, its agents, and employees harmless from any and all claims, causes of action, or liability arising from the negligence, breach of duty, or wrongful misconduct in the performance of this Agreement by WCSD or the agents or employees of WCSD.
- j) SPJUSD agrees to indemnify, defend, save, and hold WCSD, its agents, and employees harmless from any and all claims, cause of action, or liability arising from the negligence, breach of duty, or wrongful misconduct in the performance of this Agreement by SPJUSD or the agents or employees of SPJUSD. This includes indemnification and defense for any special education complaints filed on behalf of the student attending WCSD pursuant to a variance from SPJUSD naming WCSD, including, but not limited to, any state complaints or due process complaints filed pursuant to NRS Chapter 388 and NAC Chapter 388, complaints filed with the Office of Civil Rights, and any state or federal complaints filed alleging failure to comply with the provisions of the IDEA, NRS Chapter 388 and/or NAC Chapter 388.

- k) SPJUSD shall compensate WCSD in an amount equal to the Distributive School Account (“DSAA”) allocation received by SPJUSD on behalf of the Pupil. SPJUSD shall forward the allocation to WCSD on or before the end of each fiscal year.
- l) The terms of this Agreement shall commence upon the date of the last signature executed below. In the event the Pupil qualifies for an extended school year (“ESY”), the services specified in this agreement, and the reimbursements to WCSD by SPJUSD for those services, including any and all costs associated with the hiring of any ESY teacher(s), will continue through the term of the ESY.

**3. MISCELLANEOUS:**

- a) This Agreement may be terminated by either party, with or without cause, upon providing the other party thirty (30) days’ written notice.
- b) If a parent, legal guardian, and/or student attending WCSD pursuant to a variance from SPJUSD violates any of the WCSD policies, regulations, or procedures, WCSD may terminate this Agreement within ten (10) days written notice to SPJUSD.

4. The Parties agree that WCSD, in performing the services herein specified, shall be an independent contractor and not an officer, agent or employee of SPJUSD.

5. WCSD shall not assign, transfer, or delegate any rights, obligations or duties under this Agreement without the prior written consent of SPJUSD.

6. This instrument constitutes the entire agreement between the Parties and may be modified only by a written amendment properly executed by the Parties.

7. **PAYMENT:** The Adjoining District shall pay to the WCSD the actual per pupil costs based on average daily enrollment (ADE) for each regular education student and for each special education student residing in the Adjoining District and enrolled in the WCSD. Said payment shall be made within 30 days of receipt of an invoice from the WCSD. If additional educational services are required for the Adjoining District students and are provided by the WCSD, the Adjoining District shall pay for them when invoiced by the WCSD.

8. **BILLING:** The WCSD shall notify the Adjoining District upon enrollment of student(s) of the amounts due under this Agreement. Payment is due within thirty (30) days of said notice.

**9. TRANSPORTATION:**

- a. Regular Education Students: The WCSD does not assume any responsibility or expense for the transportation of students to and from school as a result of granting an out of district variance. Transporting students to and from school shall be the sole responsibility of the parent and they are solely responsible for any related transportation costs.
- b. Special Education Students: SPJUSD will provide daily, roundtrip transportation for the Pupil to the school outlined in the variance agreement and be solely responsible for all costs associated with this transportation.

10. **TERM:** This Agreement shall be for a period of one year commencing on July 1, 2022, and ending on June 30, 2023. This Agreement may be renewed on an annual basis.

**11. DEFAULT:** In the event either party breaches any provision of this Agreement, the other party may terminate this Agreement upon thirty (30) days' notice.

**12. INDEMNIFICATION:** The Adjoining District will defend, indemnify, and hold harmless the WCSD from and against any and all liabilities, damages, costs, expenses (including any and all attorney's fees), causes of action, suits, claims, demands or judgments of any nature whatsoever arising from (1) any negligence on the part of the Adjoining District or any of its agents, contractors, servants, employees, licensees or invitees and (2) any violations of this Agreement. The WCSD will defend, indemnify and hold harmless the Adjoining District from and against any and all liabilities, damages, costs, expenses (including any and all attorney's fees), causes of action, suits, claims, demands or judgment of any nature whatsoever, up to the limits set forth in NRS, Chapter 41, arising from (1) any sole negligence on the part of the WCSD or any of its agents, contractors, servants, employees, licensees or invitees and (2) any violations of this Agreement.

**13. NOTICES:** All notices, demands, requests, consents, approvals or other communications (for the purposes of this Section collectively called "Notices") required or permitted to be given hereunder or which are given with respect to this Agreement shall be in writing and shall be delivered by certified mail, return receipt requested, postage prepaid, addressed as follows:

TO: WCSD

Washoe County School District  
P.O. Box 30425  
425 East Ninth Street  
Reno, NV 89512-3425  
Attn: Dr. Kristen McNeill, Superintendent

TO: Adjoining District

Sierra Plumas Joint Unified School District  
PO Box 955  
Loyalton, CA 96118  
Attn: James Berardi, Superintendent

or to such other address as such party shall have specified most recently by like Notice. Notice mailed as provided herein shall be deemed given on the third business day following the date so mailed.

**14. FINAL APPROVAL:** The principal of the school where the student is seeking to enroll has the final decision to approve or deny enrollment.

**15. GOVERNING LAW/VENUE:** This Agreement shall be governed by, interpreted under, and construed and enforced in accordance with the laws of the State of Nevada applicable to agreements made and to be performed wholly within the State of Nevada. Venue shall be in Washoe County, Nevada.

**16. ENTIRE AGREEMENT:** This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior understandings, if any, with respect hereto. This Agreement may not be modified, changed, or supplemented, nor may any obligations hereunder be waived, except by written instrument signed by the party to be charged or by its agent duly authorized in writing or as otherwise expressly permitted herein. The parties do not intend to confer any benefit hereunder or any person or entity other than the parties hereto.

**17. RECITALS:** The Recitals referred to herein and attached hereto are an integral part of this Agreement and are incorporated herein by this reference.

**18. FURTHER ASSURANCES:** The WCSD and the Adjoining District agree to do such further acts and things and to execute and deliver such additional agreements and instruments as the other may reasonably require consummating this Agreement or any other agreement contained herein in the manner contemplated hereby.

**19. SUCCESSORS AND ASSIGNS; ASSIGNMENT:** This Agreement shall be binding upon and shall inure to the benefit of each of the parties hereto and to their respective successors. Any attempt to transfer, convey or assign this Agreement shall be null and void, and shall result in termination of this Agreement.

**20. DATE OF AGREEMENT:** The effective date of this Agreement shall be the date of execution of the Superintendent of Public Instruction.

**IN WITNESS WHEREOF,** the WCSD and the Adjoining District have duly executed this Agreement as of the date and year indicated herein below.

**WASHOE COUNTY SCHOOL DISTRICT**

**ATTEST:**

By \_\_\_\_\_  
Dr. Kristen McNeill, Superintendent

\_\_\_\_\_  
Witness Signature

Date \_\_\_\_\_

**SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT**

**ATTEST:**

By \_\_\_\_\_  
Mr. James Berardi, Superintendent

\_\_\_\_\_  
Witness Signature

Date \_\_\_\_\_

**APPROVED:**

**NEVADA STATE DEPARTMENT OF EDUCATION**

Date \_\_\_\_\_

By \_\_\_\_\_  
Jhone Ebert.  
Superintendent of Public Instruction

# Downieville Elementary School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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



## 2021-22 School Contact Information

<b>School Name</b>	Downieville Elementary School
<b>Street</b>	130 School St.
<b>City, State, Zip</b>	Downieville, CA 95936-0396
<b>Phone Number</b>	530.289.3473
<b>Principal</b>	James Berardi
<b>Email Address</b>	jberardi@spjusd.org
<b>School Website</b>	www.downievilleschools.org
<b>County-District-School (CDS) Code</b>	46701776050611

## 2021-22 District Contact Information

<b>District Name</b>	Sierra-Plumas Joint Unified School District
<b>Phone Number</b>	530-993-1660
<b>Superintendent</b>	James Berardi
<b>Email Address</b>	jberardi@spjusd.org
<b>District Website Address</b>	www.sierracountyofficeofeducation.org

## 2021-22 School Overview

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 three multi-grade classrooms. The first is a pre-K through first grade class until lunch when the pre-K and Kindergarten student's day is over and the first grade students join the second and third grade class. The fourth through sixth grade class makes up the remainder of the school. 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. 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.

The mission of the Downieville Schools is to provide all students with opportunities, encouragement, and support needed for a successful transition into the 21st Century job market and community. This will be achieved through the collaboration of all stakeholders--staff, students, parents, and community members.

The vision of the Downieville Schools is to provide students with a standards-based curriculum and extra curricular program with academic rigor, creativity, and a safe learning environment. Students from Downieville will be productive, compassionate, & responsible citizens of the global community.

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

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	3
Grade 1	2
Grade 2	5
Grade 3	3
Grade 4	6
Grade 5	2
Total Enrollment	21

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.1
Male	61.9
Hispanic or Latino	23.8
Two or More Races	4.8
White	66.7
English Learners	9.5
Socioeconomically Disadvantaged	66.7
Students with Disabilities	19

## A. Conditions of Learning

### State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The main fact about textbooks that the Williams legislation calls for is 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.

**Year and month in which the data were collected** 12/02/2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders K-5 - McGraw-Hill Adopted 2016  6th grade: Windows and Mirrors Levels 1 & 2 , EMC Publishing LLC, 2016, Adopted 2016	Yes	0
<b>Mathematics</b>	K-5 My Math-McGraw Hill- Adopted 2016  6th Course 1 Common Core- Prentice Hall Adopted 2016	Yes	0
<b>Science</b>	Science CA. ED. 2nd Grade - Harcourt Adopted 2000  Science CA. ED. 3rd Grade - Harcourt Adopted 2000  Science CA. ED. 5th Grade - Harcourt Adopted 2000  Earth Science - Holt Adopted 2001	Yes	0
<b>History-Social Science</b>	Pearson MyWorld 2019	Yes	0
<b>Health</b>	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	0

## School Facility Conditions and Planned Improvements

Our facilities maintenance personnel performs an annual 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.

**Year and month of the most recent FIT report** 11/12/2000

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Classroom carpets replaced
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	Repair needed for gutters, trim, and roof edge in one area near classrooms exterior. Exterior lawnmower shed melting into ground and dry rot at nw corner.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	11	NT	NT	NT	NT
<b>Female</b>	--	NT	NT	NT	NT
<b>Male</b>	--	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	NT	NT	NT	NT

<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	11	NT	NT	NT	NT
<b>Female</b>	--	NT	NT	NT	NT
<b>Male</b>	--	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
<b>All Students</b>	8	8	100	0	50
<b>Female</b>	2	2	100	0	50



<b>Male</b>	6	6	100	0	33.3
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	2	2	100	0	50
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	6	6	100	0	50
<b>English Learners</b>	2	2	100	0	50
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>STAR Student Groups</b>	<b>STAR Total Enrollment</b>	<b>STAR Number Tested</b>	<b>STAR Percent Tested</b>	<b>STAR Percent Not Tested</b>	<b>STAR Percent At or Above Grade Level</b>
<b>All Students</b>	8	8	100	0	62.5
<b>Female</b>	2	2	100	0	50
<b>Male</b>	6	6	100	0	50
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	2	2	100	0	50
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	6	6	100	0	50
<b>English Learners</b>	2	2	100	0	50
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	21.21	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parents are a welcome asset to our school. They play a very important role through their active participation and involvement in the school. The Covid-19 pandemic has severely altered the way in which parents can be engaged and involved with their students. Parent volunteers are welcome in the classroom now with precautions as well as the usual fingerprinting clearance requirements. Parents and community members are also encouraged to participate in the Site Council, PTO and Booster organizations.

We continue to share photos and information through our school website, social media and monthly newsletter.

#### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0	0	0	0.0
Female	0	0	0	0.0
Male	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	0	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	0	0	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

## C. Engagement

### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00		0.00		3.47	0.20
<b>Expulsions</b>	0.00		0.00		0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	0.00	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

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 supervised by a school employee. In their classroom, there is always a certificated teacher and/or a classified aide with the children. 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.

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

## D. Other SARC Information

## Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	1		
1				
2				
3	9	1		
4				
5				
6	11	1		

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	10	3		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5	1	1		
6				
Other	7	3		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.4



## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15225.36	874.59	14,350.77	46,687.00
District	N/A	N/A	15098.37	\$62,705
Percent Difference - School Site and District	N/A	N/A	-5.1	-29.3
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	51.8	-42.0

## 2020-21 Types of Services Funded

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: District-wide intervention coordinator, RTI teacher, Intervention Aides, EIA/EL Aide to assist English Learners with core classes, Library Aide, athletics, and advanced placement and on-line classes (Fuel Ed). AP Exams are purchased for each student enrolled in AP coursework. In addition, funding was provided for the purchase of technology to assist in our educational goals. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,647	\$45,813
Mid-Range Teacher Salary	\$58,989	\$70,720
Highest Teacher Salary	\$87,570	\$93,973
Average Principal Salary (Elementary)	\$103,815	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$108,687	\$120,270
Superintendent Salary	\$150,000	\$150,704
Percent of Budget for Teacher Salaries	26%	29%
Percent of Budget for Administrative Salaries	5%	6%

## Professional Development

SPJUSD has continued early release Wednesdays, which focus on professional development and MTSS activities. One Wed each month is dedicated to MTSS, data analysis, and trainings surrounding our RTI program and other intervention services. Teachers assess and plan interventions to help all students be successful and target areas where extra help is needed.

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. Release time is provided for programs offered during the school year. Administration makes every effort to encourage and support professional development. Teachers are allowed up to 5 staff development activities in a school year with compensation.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	39	43	38

# Sierra-Plumas Joint Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Sierra-Plumas Joint Unified School District
<b>Phone Number</b>	530-993-1660
<b>Superintendent</b>	James Berardi
<b>Email Address</b>	jberardi@spjUSD.org
<b>District Website Address</b>	www.sierracountyofficeofeducation.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	216	49	22.69	77.31	44.90
<b>Female</b>	100	23	23.00	77.00	52.17
<b>Male</b>	116	26	22.41	77.59	38.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	35	8	22.86	77.14	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	170	38	22.35	77.65	47.37
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	109	21	19.27	80.73	42.86
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	7	20.59	79.41	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	49	22.69	77.31	28.57
Female	100	23	23.00	77.00	26.09
Male	116	26	22.41	77.59	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	8	22.86	77.14	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	170	38	22.35		31.58
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	21	19.27	80.73	19.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	7	20.59	79.41	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

# Loyalton Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Loyalton Elementary School
<b>Street</b>	111 Beckwith Road
<b>City, State, Zip</b>	Loyalton, CA 96118
<b>Phone Number</b>	530.993.4482
<b>Principal</b>	Andrea N. White
<b>Email Address</b>	awhite@spjUSD.org
<b>School Website</b>	n/a
<b>County-District-School (CDS) Code</b>	46701776050629

## 2021-22 District Contact Information

<b>District Name</b>	Sierra-Plumas Joint Unified School District
<b>Phone Number</b>	530.993.1660
<b>Superintendent</b>	James Berardi
<b>Email Address</b>	jberardi@spjUSD.org
<b>District Website Address</b>	www.sierracountyofficeofeducation.org

## 2021-22 School Overview

Loyalton Elementary School is a small school with a big heart. Teachers and staff work hard to keep the small school atmosphere while providing academics and other programs comparable to larger schools. Our mission is to provide a primary education with a goal of all children achieving literacy. We provide children with the tools to encourage their total development, enhance their self-esteem, and realize their potential in a safe, secure environment.

Loyalton Elementary School is located near the communities of Sierraville, 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!

Loyalton Elementary School's Mission (Updated Mission created by LES staff, parents, and Site Council in the Spring of 2021):

The Mission of Loyalton Elementary is to prepare our students to become lifelong learners who are responsible, contributing citizens in a diverse society.

L.E.S. students, staff, and parents will collaborate to promote rigorous, high-level learning in a caring, safe, and engaging environment.

Each student will have the opportunity to reach their full potential academically, physically, socially and emotionally.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	23
Grade 2	25
Grade 3	30
Grade 4	16
Grade 5	26
Grade 6	35
Total Enrollment	183

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8
Male	55.2
Asian	1.1
Hispanic or Latino	20.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.8
White	71.6
English Learners	2.2
Homeless	4.4
Socioeconomically Disadvantaged	50.3
Students with Disabilities	15.3

## A. Conditions of Learning

### State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	



## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

09-25-2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5 Wonders- McGraw Hill Adopted 2016 6th- Mirrors & Windows- EMC Adopted 2016	Yes	0
<b>Mathematics</b>	K-5 My Math-McGraw Hill- Adopted 2016 6th Course 1 Common Core- Prentice Hall Adopted 2016	Yes	0
<b>Science</b>	Harcourt Science K-6 - Harcourt Adopted 2000	Yes	0
<b>History-Social Science</b>	History-Social Science National Geographic/Cenage Adopted 2019	Yes	0
<b>Health</b>	Nutrition Nuggets- Food and Fitness for a Healthy Child	Yes	0

## School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

January 25, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X		X	The wallpaper throughout the school has rips and tears. Windows seep air through them.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Playground area was sealed and still has lots of cracks and is uneven. Exterior walls ad windows lose lots of heat. Rooms 2,7, and 10 need glass repaired or replaced.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	112	NT	NT	NT	NT
<b>Female</b>	54	NT	NT	NT	NT
<b>Male</b>	58	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	21	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	87	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	57	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	18	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	112	NT	NT	NT	NT
Female	54	NT	NT	NT	NT
Male	58	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	87	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
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\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
<b>All Students</b>	N/A	N/A			

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	21.21	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	27	NT	NT	NT	NT
Female	11	NT	NT	NT	NT
Male	16	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	20	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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. 210.

#### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0	0	0	0.0
Female	0	0	0	0.0
Male	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	0	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	0	0	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

## C. Engagement

### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00		0.00		3.47	0.20
<b>Expulsions</b>	0.00		0.00		0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	0.00	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

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. Once students arrive at school, there are morning supervisors on our campus at 8:00 a.m. each day. that provide supervision for the safety of students. Students have the choice to go outside(weather permitting) or they stay inside and have breakfast, once finished with breakfast students go outside. 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, a daily inspection is done by playground supervisors and turned into the office each morning.

In addition, visitors on our campus are required to sign in at the office for a visitors' 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. Our on site administrators are trained in ALICE for school safety in regards to a school intruder. The two administrators are now able to train staff at each site. ALICE is being implemented in the schools in case of a intruder on to the school sites. This year we created a Safety Task Force which involves all local agencies to go over safety at each school site with site administrators, and will allow more training for all staff members. After each drill any improvements that may need to happen from the practice drills are discussed with staff following the drills that have been practiced.

Safety drills are done throughout the school year; September-May. These drills are practiced monthly. The Safety Plan includes contingencies for fire, earthquake, stranger/intruder, pandemic flu or other illness.

Our office has our Injury and Illness Plan binder as well as our safe Schools binder. These are reviewed annually, and reviewed with staff in August with staff before they return to school with students.

## D. Other SARC Information

## Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	20	1		
2	20	1		
3	25		1	
4	17	2		
5	27		1	
6	30		1	

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1	1	
1	14	2		
2	17	1	1	
3	10	2		
4	14	1	1	
5	12	3		
6	13	1	1	
Other	3	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	3		
1	12	1	1	
2	13	2		
3	10	3		
4	8	2		
5	13	1	1	
6	12	3		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	1.6

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8520.59	873.48	7,647.11	65,673.00
District	N/A	N/A	15,098.37	\$62,705
Percent Difference - School Site and District	N/A	N/A	-65.5	4.6
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	-9.9	-8.6

## 2020-21 Types of Services Funded

Loyalton Elementary for our 2020-21 school year, in coordination with our LCAP, it has been budgeted to support students in the following areas: Intervention Coordinator that works with grades 4th-6th grade, four days a week. We have a full time EL Aide that provides services to our EL students five days a week as well. We also have funding to support our technology needs for our educational goals, which includes smartboards in each classroom, chromebook ratio of 1 to 1 for students 1st-6th, and iPads that are shared in grades TK/K. We also provide support through our technology with Chrome books with MobyMax, and other online intervention support as well.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,647	\$45,813
Mid-Range Teacher Salary	\$58,989	\$70,720
Highest Teacher Salary	\$87,570	\$93,973
Average Principal Salary (Elementary)	\$103,815	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$108,687	\$120,270
Superintendent Salary	\$150,000	\$150,704
Percent of Budget for Teacher Salaries	26%	29%
Percent of Budget for Administrative Salaries	5%	6%

## Professional Development

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.

Our school district has early release Wednesdays for staff to receive professional development from 1:45 to 3:15 every Wednesday. This year we are rotating our Wednesdays focusing on these areas; MTSS, identified tier students and intervention placement, and specific site training. Our site has also focused on MTSS, Priority Standards, and Standards Analysis.

Professional development time was granted during the summer to train on the platforms and strategies needed in order to have successful digital outcomes. Additionally, all teachers received a day-long training during our in-service days in August on trauma-informed instruction and practices. This year, our district transitioned to using the online platform "Beyond SST" to record and create a strong accountability system for all teachers when implementing accommodations and collective strategies for our students in need of SSTs and 504 plans. All teachers have been trained in this system.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	39	43	40

# Sierra-Plumas Joint Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Sierra-Plumas Joint Unified School District
<b>Phone Number</b>	530.993.1660
<b>Superintendent</b>	James Berardi
<b>Email Address</b>	jberardi@spjUSD.org
<b>District Website Address</b>	www.sierracountyofficeofeducation.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	216	49	22.69	77.31	44.90
<b>Female</b>	100	23	23.00	77.00	52.17
<b>Male</b>	116	26	22.41	77.59	38.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	35	8	22.86	77.14	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	170	38	22.35	77.65	47.37
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	109	21	19.27	80.73	42.86
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	7	20.59	79.41	--



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	216	49	22.69	77.31	28.57
<b>Female</b>	100	23	23.00	77.00	26.09
<b>Male</b>	116	26	22.41	77.59	30.77
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	35	8	22.86	77.14	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	170	38	22.35		31.58
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	109	21	19.27	80.73	19.05
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	7	20.59	79.41	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
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\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
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\*At or above the grade-level standard in the context of the local assessment administered.

# Downieville Junior-Senior High School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Downieville Junior-Senior High School
<b>Street</b>	130 School St.
<b>City, State, Zip</b>	Downieville, CA 95936
<b>Phone Number</b>	530.289.3473
<b>Principal</b>	James Berardi
<b>Email Address</b>	jberardi@spjusd.org
<b>School Website</b>	www.downievilleschools.org
<b>County-District-School (CDS) Code</b>	46701774632303

## 2021-22 District Contact Information

<b>District Name</b>	Sierra-Plumas Joint Unified School District
<b>Phone Number</b>	530.993.1660
<b>Superintendent</b>	James Berardi
<b>Email Address</b>	jberardi@spjusd.org
<b>District Website Address</b>	www.sierracountyofficeofeducation.org

## 2021-22 School Overview

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 four classrooms. We have few teachers that need to wear many hats. There are three full time teachers and two part-time. In addition to their main subject matter, these teachers also provide a selection of elective offerings.

The mission of the Downieville Schools is to provide all students with opportunities, encouragement, and support needed for a successful transition into the 21st Century job market and community. This will be achieved through the collaboration of all stakeholders--staff, students, parents, and community members.

The vision of the Downieville Schools is to provide students with a standards-based curriculum and extra curricular program with academic rigor, creativity, and a safe learning environment. Students from Downieville will be productive, compassionate, & responsible citizens of the global community.

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

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	7
Grade 8	6
Grade 9	1
Grade 10	3
Grade 11	6
Grade 12	6
<b>Total Enrollment</b>	<b>29</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
Asian	3.4
Black or African American	3.4
Hispanic or Latino	17.2
White	69
Socioeconomically Disadvantaged	44.8
Students with Disabilities	20.7

## A. Conditions of Learning

### State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The main fact about textbooks is that the Williams legislation asks 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.

Year and month in which the data were collected

1/31/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015  Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015  Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015  Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015  Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015  Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009  Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015  Financial Algebra - Advanced Algebra with Financial Applications - South-Western Cengage Learning, 2014	Yes	0
<b>Science</b>	Life - Holt Adopted 2001  Biology - Glencoe Adopted 2012  Earth Science - Glencoe Adopted 2012  Physical - Holt Adopted 2012	Yes	0

	Physics-Pearson Adopted 2012		
	Chemistry-Matter & Change-Glencoe/McGraw Hill Adopted 2012		
<b>History-Social Science</b>	World Geography - Glencoe Adopted 2000	Yes	0
	Impact: Principles of American Democracy McGraw-Hill Adopted 2019		
	Impact: United States History and Geography: McGraw-Hill Adopted 2019		
	Impact: World History, Culture and Geography: McGraw-Hill		
	Impact: Principles of Economics: McGraw-Hill		
	World History: Medieval and Early Modern times: National Geographic		
	American Stories: Beginnings to WWI: National Geographic		
<b>Foreign Language</b>	Advencemos! levels 1-4 Holt McDougal	No	-
<b>Health</b>	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	0
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			



## School Facility Conditions and Planned Improvements

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.

**Year and month of the most recent FIT report** November 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Radiant heater in admin office not working
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Cracked sink in room 7,
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			leak in high school storage closet
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Misc cracked windows

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	18	NT	NT	NT	NT
<b>Female</b>	--	NT	NT	NT	NT
<b>Male</b>	--	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	14	NT	NT	NT	NT
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	18	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	21.21	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	12	NT	NT	NT	NT
<b>Female</b>	--	NT	NT	NT	NT
<b>Male</b>	--	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

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 with Fuel Ed such as web design, child development, business, etc.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	33.33

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parents are a welcome asset to our school. They play a very important role through their active participation and involvement in the school. The Covid-19 pandemic has severely altered the way in which parents can be engaged and involved with their students. Parent volunteers are welcome in the classroom now with precautions as well as the usual fingerprinting clearance requirements. Parents and community members are also encouraged to participate in the Site Council, PTO and Booster organizations.

We continue to share photos and information through our school website, social media and monthly newsletter.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	--	--	--	0.0	2.7	2.9	9.0	8.9	9.4
Graduation Rate	--	--	--	100.0	97.3	0.0	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00

Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0	0	0	0.0
Female	0	0	0	0.0
Male	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	0	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	0	0	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

## C. Engagement

### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00		0.00		3.47	0.20
<b>Expulsions</b>	0.00		0.00		0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	0.00	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

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 supervised by a school employee. In their classroom, there is always a certificated teacher and/or a classified aide with the children. 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.

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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	7		
Mathematics	6	4		
Science	7	3		
Social Science	5	4		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	7		
Mathematics	8	3		
Science	7	3		
Social Science	7	4		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	7		
Mathematics	6	4		
Science	9	3		
Social Science	10	3		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	20,567.60	544.29	20,023.31	\$58,475.78
<b>District</b>	N/A	N/A	15,098.37	\$62,705
<b>Percent Difference - School Site and District</b>	N/A	N/A	28.0	-7.0
<b>State</b>			\$8,444	\$71,544
<b>Percent Difference - School Site and State</b>	N/A	N/A	81.4	-20.1

## 2020-21 Types of Services Funded

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: District-wide intervention coordinator, RTI teacher, Intervention Aides, EIA/EL Aide to assist English Learners with core classes, Library Aide, athletics, and advanced placement and on-line classes (Fuel Ed). AP Exams are purchased for each student enrolled in AP coursework. In addition, funding was provided for the purchase of technology to assist in our educational goals. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$38,647	\$45,813
<b>Mid-Range Teacher Salary</b>	\$58,989	\$70,720
<b>Highest Teacher Salary</b>	\$87,570	\$93,973
<b>Average Principal Salary (Elementary)</b>	\$103,815	\$111,613
<b>Average Principal Salary (Middle)</b>	\$0	\$119,477
<b>Average Principal Salary (High)</b>	\$108,687	\$120,270
<b>Superintendent Salary</b>	\$150,000	\$150,704
<b>Percent of Budget for Teacher Salaries</b>	26%	29%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	75.0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	1
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	1
<b>Total AP Courses Offered</b>	2

## Professional Development

SPJUSD has continued early release Wednesdays, which focus on professional development and MTSS activities. One Wed each month is dedicated to MTSS, data analysis, and trainings surrounding our RTI program and other intervention services. Teachers assess and plan interventions to help all students be successful and target areas where extra help is needed.

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. Release time is provided for programs offered during the school year. Administration makes every effort to encourage and support professional development. Teachers are allowed up to 5 staff development activities in a school year with compensation.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	39	43	38

# Sierra-Plumas Joint Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.



## 2021-22 District Contact Information

<b>District Name</b>	Sierra-Plumas Joint Unified School District
<b>Phone Number</b>	530.993.1660
<b>Superintendent</b>	James Berardi
<b>Email Address</b>	jberardi@spjUSD.org
<b>District Website Address</b>	www.sierracountyofficeofeducation.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	216	49	22.69	77.31	44.90
<b>Female</b>	100	23	23.00	77.00	52.17
<b>Male</b>	116	26	22.41	77.59	38.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	35	8	22.86	77.14	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	170	38	22.35	77.65	47.37
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	109	21	19.27	80.73	42.86
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	7	20.59	79.41	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	49	22.69	77.31	28.57
Female	100	23	23.00	77.00	26.09
Male	116	26	22.41	77.59	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	8	22.86	77.14	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	170	38	22.35		31.58
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	21	19.27	80.73	19.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	7	20.59	79.41	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

# Loyalton High School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Loyalton High School
<b>Street</b>	700 Fourth Street
<b>City, State, Zip</b>	Loyalton, CA 96118-0037
<b>Phone Number</b>	530.993.4454
<b>Principal</b>	Megan Meschery
<b>Email Address</b>	mmeschery@spjUSD.org
<b>School Website</b>	loyaltonhighschool.org
<b>County-District-School (CDS) Code</b>	46701774634259

## 2021-22 District Contact Information

<b>District Name</b>	Sierra-Plumas Joint Unified School District
<b>Phone Number</b>	530.993.1660
<b>Superintendent</b>	James Berardi
<b>Email Address</b>	jberardi@spjUSD.org
<b>District Website Address</b>	www.sierracountyofficeofeducation.org

## 2021-22 School Overview

Located in the eastern Sierra Nevada mountain region of the Sierra Valley, Loyalton High School is a small rural 7-12 grade 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 as they move along their educational careers. These courses range from Advanced Placement Calculus to Agriculture Mechanics. 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 and counseling to achieve their academic goals. The dedicated staff provides a wide array of co- and extra-curricular activities to enrich the lives of our students. Loyalton High School is also home to an award-winning agriculture program and Future Farmers of America (FFA) program celebrated as Outstanding Single Department for the 2021-2022 school year. We also ensure that all of our students are active members in their school community through their participation in athletics, clubs, peer conflict mediator and peer tutoring programs, and after-school music classes.

Loyalton High School's mission is to prepare all students to become lifelong learners and responsible citizens who are ready to meet the challenges of the future through our committed to high expectations and achievement for all students. In partnership with families and community, 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	26
Grade 8	26
Grade 9	31
Grade 10	27
Grade 11	21
Grade 12	27
Total Enrollment	158

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	0.6
Asian	0.6
Black or African American	1.3
Hispanic or Latino	12
Two or More Races	2.5
White	79.7
English Learners	3.2
Foster Youth	0.6
Homeless	1.9
Socioeconomically Disadvantaged	39.2
Students with Disabilities	10.8

## A. Conditions of Learning

### State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Williams legislation calls for a description of whether or not 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Grades 7 &amp; 8: Windows and Mirrors Levels Levels 1&amp;2 , EMC Publishing LLC, 2016, Adopted 2016</p> <p>Grades 9-12: Windows and Mirrors Levels 3&amp;4, American, and British Literature, EMC Publishing LLC, 2016, Adopted 2016</p> <p>AP English Lit: Norton Introduction to Literature - W.W. Norton &amp; Company, 2002 Adopted 2003</p> <p>AP English Lang: The Norton Reader: An Anthology of Nonfiction Prose, W.W. Norton &amp; 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, &amp; Winston, 2003 Adopted 2003</p>	Yes	0
<b>Mathematics</b>	<p>Grade 7 - Mathematics, Core Connections Courses 1 and 2, CPM, 2013 Pilot</p> <p>Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Algebra 1 - Core Connections Algebra - CPM, 2013 Pilot</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
<b>Science</b>	<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>	Yes	0

	<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>		
<b>History-Social Science</b>	<p>Social Studies 7 - Medieval to Early Modern Times, National Geographic/Cengage, 2017 Adopted 2019</p> <p>Social Studies 8 - United States History, American Stories Beginning to World War I, National Geographic/Cengage, 2017. Adopted 2019.</p> <p>World History - Impact: California, World History Culture and Geography Modern. McGraw Hill, 2017 Adopted 2019</p> <p>US History - Impact: California, US History and Geography, Continuity and Change. McGraw Hill, 2017 Adopted 2019</p> <p>Government - Impact: California, Principles in American Democracy. McGraw Hill, 2017 Adopted 2019</p> <p>AP Government - American Government, 13th Edition, Wadsworth Cengage Learning, 2013 Adopted 2013</p> <p>Economics - Impact: California, Principles of Economics. McGraw Hill, 2017 Adopted 2019</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
<b>Foreign Language</b>	Spanish: Avancemos! - Holt McDougal, 2010, Levels 1-4	Yes	0
<b>Health</b>	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units. Adopted 2011	Yes	N/A
<b>Visual and Performing Arts</b>	<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



<b>Science Laboratory Equipment</b> (grades 9-12)	A grant provided for the purchase of updated lab equipment in 2011. In addition, a chemical sweep in 2010 made it necessary for an entirely new purchase of chemicals for science labs in 2011. Science equipment for outdoor science labs was donated by Learning Landscapes in 2014.	Yes	N/A
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## School Facility Conditions and Planned Improvements

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.

<b>Year and month of the most recent FIT report</b>	November 2018
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Bleachers in the gym are showing considerable wear and damage to the closing mechanisms and there is damage to some of the planks. Repairs that have been completed are recalibrating the hardware to allow for correct operation and replacement of suspect planks. Additionally, a fresh coat of paint been applied. Bleacher's are considerably old.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			All hallway fountains were updated to hydration stations with both mouth-drinking fountain and water bottle filling.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		The Gym roof is in need of inspection and repair. Maintenance teams have patched and are monitoring problem areas. The roof needs to be a priority this year.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	The external windows in the school are older single pane units with poor sealing ability and poor latching systems.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	73	49	67.12	32.88	44.9
Female	35	23	65.71	34.29	52.17
Male	38	26	68.42	31.58	38.46
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	59	38	64.41	35.59	47.37
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	21	58.33	41.67	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	73	49	67.12	32.88	28.57
Female	35	23	65.71	34.29	26.09
Male	38	26	68.42	31.58	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	59	38	64.41	35.59	31.58
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	21	58.33	41.67	19.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	21.21	N/A	21.21	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	53	33	62.26	37.74	21.21
<b>Female</b>	25	15	60.00	40.00	26.67
<b>Male</b>	28	18	64.29	35.71	16.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	43	27	62.79	37.21	18.52
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	14	6	42.86	57.14	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2020-21 Career Technical Education Programs

- Through 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.
- Currently there is a start a fledgling CTE program in mechatronics. An application for funding through the California K12 Work Force Alliance was granted for three years and we are currently building the year-long curriculum and purchasing equipment for a launch next year. This pathway will lead students into our post high school educational community college partner, Sierra College, and students will complete its certificate program in electronics and computers/Industrial Automation.

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
<b>2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	98.11
<b>2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	46.67



## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parents are valuable contributors to the Loyalton High School learning community. Our staff encourages and welcomes parental involvement. In August, LHS has an open-house style event called Grizzlies Day where parents and students meet teachers and visit class and activity booths to learn about the different academic and co/extracurricular opportunities available to them. This is a celebratory "kick-off" to the start of school. Parents are invited to participate in an annual four-year planning evening sessions where the academic progress of their child(ren) is discussed one-on-one with staff members.

Each year parents are selected to serve on the Loyalton High School Site Council. The 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. Parents serve on Special Educational Advisory and English Language Learner parent panels. 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 of events and activities, along with the principal's weekly all-call information can be found at the school's website: [www.loyaltonhighschool.org](http://www.loyaltonhighschool.org). Weekly automated phone calls are sent out each Sunday night, advertising the weeks upcoming events. The daily bulletin is available online through PowerSchool: [spjUSD.powerschool.org/public](http://spjUSD.powerschool.org/public). Parents who do not have their current login information for Powerschool may contact the school office at (530) 993-4454.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	0.0	3.2	3.7	0.0	2.7	2.9	9.0	8.9	9.4
<b>Graduation Rate</b>	100.0	96.8	0.0	100.0	97.3	0.0	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	27	0	0.0
<b>Female</b>	--	--	--
<b>Male</b>	18	0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	21	0	0.0
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0	0	0	0.0
Female	0	0	0	0.0
Male	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	0	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	0	0	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00		0.00		3.47	0.20
Expulsions	0.00		0.00		0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.00	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

Loyalton High School staff and students enjoy a safe place to work and learn. Staff members remain vigilant during school breaks and before and after school each day. All visitors are asked to check in at the school office, and regular school volunteers are screened through the district screening process. The district School Safety Plan was revised and implemented in the fall of 2008 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. Staff has been A.L.I.C.E. trained and will continue to be trained over the next 2 years.

School suspensions are extremely low and a positive school culture is supported. Loyalton High school uses restorative justice programs such as a peer-to-peer conflict transition/mediation program to foster positive peer interaction and student leadership. This program, called the LHS Peace ROARiors Program is guided by our PBIS practice of Responsibility and Openmindedness.

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. Community agencies were contributors to the plan.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	23	1	
Mathematics	11	15		
Science	11	11		
Social Science	9	18		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	18	1	
Mathematics	9	20		
Science	11	11		
Social Science	10	19		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	19	1	
Mathematics	7	20		
Science	7	13	1	
Social Science	8	16	2	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,723.29	1,333.14	14,390.15	59,456
District	N/A	N/A	15098.37	\$62,705
Percent Difference - School Site and District	N/A	N/A	-4.8	-5.3
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	52.1	-18.5

## 2020-21 Types of Services Funded

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: District-wide intervention coordinator, Noon Lunch Supervisor, Intervention Aides, EIA/EL Aide to assist English Learners with core classes, Library Aide, FFA, athletics, and advanced placement and on-line classes. AP Exams are purchased for each student enrolled in AP coursework. In addition, funding was provided for the purchase of technology to assist in our educational goals. Smartboards or Chromeboxes are installed in classrooms and ChromeBooks were purchased 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. Classroom furniture updates are currently underway.

With ESSER III funding, we have added additional counseling services from one half day to one and half days. Our school counselor meets with students once a week and as-needed. We have also funded carry cases to transport lunches to LHS during inclement weather. This has allowed our students access to reliable services for their social and emotional well-being. All classrooms have ventilations systems to mitigate for Covid and for smoke due to local fires that persist in the fall.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,647	\$45,813
Mid-Range Teacher Salary	\$58,989	\$70,720
Highest Teacher Salary	\$87,570	\$93,973
Average Principal Salary (Elementary)	\$103,815	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$108,687	\$120,270
Superintendent Salary	\$150,000	\$150,704
Percent of Budget for Teacher Salaries	26%	29%
Percent of Budget for Administrative Salaries	5%	6%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	50.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	2
Foreign Language	0
Mathematics	0
Science	0
Social Science	6
<b>Total AP Courses Offered</b>	10

## Professional Development

For the 2020-2021 school year, SPJUSD has continued early release Wednesdays, which focus on professional development and MTSS activities. 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, explicit goals and success criteria, and deep reading strategies. Additionally, teaching and learning have been enhanced by implementation of Marzano (Art and Science of Teaching and Learning) frameworks. Also, the staff has begun to narrow curricular focus to essential standards. This is also guided by the Marzano Laboratories. 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 Loylton High School were provided with Google Chromebooks. 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.

Professional development time was granted during the summer to train on the platforms and strategies needed in order to have successful digital outcomes. Additionally, all teachers received a day-long training during our in-service days in August on trauma-informed instruction and practices. This year, our district transitioned to using the online platform "Beyond SST" to record and create a strong accountability system for all teachers when implementing accommodations and collective strategies for our students in need of SSTs and 504 plans. All teachers have been trained in this system.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	39	43	40



# Sierra-Plumas Joint Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Sierra-Plumas Joint Unified School District
<b>Phone Number</b>	530.993.1660
<b>Superintendent</b>	James Berardi
<b>Email Address</b>	jberardi@spjUSD.org
<b>District Website Address</b>	www.sierracountyofficeofeducation.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	216	49	22.69	77.31	44.90
<b>Female</b>	100	23	23.00	77.00	52.17
<b>Male</b>	116	26	22.41	77.59	38.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	35	8	22.86	77.14	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	170	38	22.35	77.65	47.37
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	109	21	19.27	80.73	42.86
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	7	20.59	79.41	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	49	22.69	77.31	28.57
Female	100	23	23.00	77.00	26.09
Male	116	26	22.41	77.59	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	8	22.86	77.14	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	170	38	22.35		31.58
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	21	19.27	80.73	19.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	7	20.59	79.41	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

# Sierra Pass Continuation School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Sierra Pass Continuation School
<b>Street</b>	109 Beckwith Road
<b>City, State, Zip</b>	Loyalton CA 96118
<b>Phone Number</b>	530-993-1660 x160
<b>Principal</b>	Megan Meschery
<b>Email Address</b>	mmeschery@spjUSD.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	46701774630034

## 2021-22 District Contact Information

<b>District Name</b>	Sierra-Plumas Joint Unified School District
<b>Phone Number</b>	530 993-1660
<b>Superintendent</b>	James Berardi
<b>Email Address</b>	jberardi@spjUSD.org
<b>District Website Address</b>	www.sierracountyofficeofeducation.org

## 2021-22 School Overview

Sierra Pass Continuation High School is a small alternative education school located in a small rural frontier county in the Eastern Sierra Nevada Mountains. 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	3
Grade 12	3
<b>Total Enrollment</b>	<b>8</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	25
Male	75
Two or More Races	25
White	75
Socioeconomically Disadvantaged	75

### A. Conditions of Learning

#### State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
<b>Total Teaching Positions</b>	<b>1</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	0

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2018	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 7 & 8: Windows and Mirrors Levels Levels 1&2 , EMC Publishing LLC, 2016, Adopted 2016 Grades 9-12: Windows and Mirrors Levels 3&4, American, and British Literature, EMC Publishing LLC, 2016, Adopted 2016 AP English Lit: Norton Introduction to Literature - W.W. Norton & Company, 2002 Adopted 2003 AP English Lang: The Norton Reader: An Anthology of Nonfiction Prose, W.W. Norton & Company, 2000 Adopted 2003 AP English Lang: Everything's an Argument, Bedford/St. Martin's, 2001 Adopted 2003 Grades 7-12: Holt Handbook - Holt, Rinehart, & Winston, 2003	Yes	0

	<p>Adopted 2003  Grades 10-12: Literature &amp; Language Arts, Third to Sixth Courses - Holt, Rinehart, &amp; Winston, 2003  Adopted 2003  Basic English Composition, American Guidance Services, Inc. (AGS), 2003, Not Adopted  Basic English Grammar, American Guidance Services, Inc. (AGS), 2003, Not Adopted  Basic English, American Guidance Services, Inc. (AGS), 2002, Not Adopted  Exploring Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted  World Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted  American Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted</p>		
<b>Mathematics</b>	<p>Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015  Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015  Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015  Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015  Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015  Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009  Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015  Algebra 1 - Glencoe/McGraw-Hill Companies, 2008 Adopted 2009  Basic Math Skills, American Guidance Services, Inc. (AGS), 2003  Life Skills Mathematics, American Guidance Services, Inc. (AGS), 2003  Pre Algebra, American Guidance Services, Inc. (AGS), 2004  Algebra, American Guidance Services, Inc. (AGS), 2004  Algebra 2, American Guidance Services, Inc. (AGS), 2004  Geometry, American Guidance Services, Inc. (AGS), 2005  Consumer Mathematics, American Guidance Services, Inc. (AGS), 2003</p>	Yes	0
<b>Science</b>	<p>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</p>	Yes	0



	Biology, American Guidance Services, Inc. (AGS), 2004, Not Adopted Physical Science, American Guidance Services, Inc. (AGS), 2004, Not Adopted		
<b>History-Social Science</b>	<p>Social Studies 7 - Medieval to Early Modern Times, National Geographic/Cengage, 2017 Adopted 2019</p> <p>Social Studies 8 - United States History, American Stories Beginning to World War I, National Geographic/Cengage, 2017. Adopted 2019.</p> <p>World History - Impact: California, World History Culture and Geography Modern. McGraw Hill, 2017 Adopted 2019</p> <p>US History - Impact: California, US History and Geography, Continuity and Change. McGraw Hill, 2017 Adopted 2019</p> <p>Government - Impact: California, Principles in American Democracy. McGraw Hill, 2017 Adopted 2019</p> <p>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</p>	Yes	0
<b>Foreign Language</b>			N/A
<b>Health</b>	<p>Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units Adopted 2011</p> <p>Discover Health, American Guidance Services, Inc. (AGS), 2000, Not Adopted</p>	Yes	N/A
<b>Visual and Performing Arts</b>			N/A
<b>Science Laboratory Equipment (grades 9-12)</b>			N/A

## School Facility Conditions and Planned Improvements

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.

**Year and month of the most recent FIT report** October 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Drinking fountains are located outside and need to be updated.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	NT	NT	NT	NT
Female	0	0	0	0	0
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	NT	NT	NT	NT
Female	0	0	0	0	0
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>

\*At or above the grade-level standard in the context of the local assessment administered.

### 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

### CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	21.21	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## 2020-21 Career Technical Education Programs

Being a continuation school, Sierra Pass has limited time that the students attend class. They are required to spend 15 hours a week at school. This leaves little time to take classes related to career technical education. Our teacher does spend time with them on assisting students with resume writing, filling our applications, and doing career research. We are also limited on facilities that can provide CTE classes. Students participate in the district's Work Experience Program and over 65% of our juniors and seniors are involved. Workability provides on-the-job training for those students with an IEP.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	



## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2021-22 Opportunities for Parental Involvement

Parents are encouraged and welcome to visit their child's classroom at any time during the school day. Meetings with parents happen at the beginning of each school year and 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. With pupil numbers being so small, staff and parent connect easily and in a familial fashion so as to ensure an open-door culture and to ensure open communication is the norm.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	--		--	0.0	2.7	2.9	9.0	8.9	9.4
Graduation Rate	--		--	100.0	97.3	0.0	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0	0	0	0.0
Female	0	0	0	0.0
Male	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	0	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	0	0	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	--		0.00		3.47	0.20
Expulsions	--		0.00		0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	--	0.00	2.45
Expulsions	--	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

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. Sierra Pass staff are trained in A.L.I.C.E. protocols. 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	1		
Mathematics	2	1		
Science	1	1		
Social Science				

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	4		
Mathematics	2	2		
Science	2	2		
Social Science	1	5		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,653	1,287	15,366	64,434
District	N/A	N/A	15,098.37	62,705
Percent Difference - School Site and District	N/A	N/A	1.8	2.7
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	58.1	-10.5

## 2020-21 Types of Services Funded

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: Intervention Aide, EIA/EL Aide to assist English Learners with core classes, Library Aide, 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.

With ESSR II monies, extra aide services were provided to support the students with their individual academic needs and goals, and to ensure detailed feedback on assessed work. Additionally, Covid funds are used to add extra counseling services and lessons and activities geared towards strengthening social emotional health.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,647	\$45,813
Mid-Range Teacher Salary	\$58,989	\$70,720
Highest Teacher Salary	\$87,570	\$93,973
Average Principal Salary (Elementary)	\$103,815	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$108,687	\$120,270
Superintendent Salary	\$150,000	\$150,704
Percent of Budget for Teacher Salaries	26%	29%
Percent of Budget for Administrative Salaries	5%	6%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	25.0
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
<b>Total AP Courses Offered</b>	1

## Professional Development

Sierra Pass Continuation High School has one certificated teacher. He 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, and this year's focus on trauma-informed instruction and social emotional health.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	39	43	



# Sierra-Plumas Joint Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Sierra-Plumas Joint Unified School District
<b>Phone Number</b>	530 993-1660
<b>Superintendent</b>	James Berardi
<b>Email Address</b>	jberardi@spjUSD.org
<b>District Website Address</b>	www.sierracountyofficeofeducation.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	216	49	22.69	77.31	44.90
<b>Female</b>	100	23	23.00	77.00	52.17
<b>Male</b>	116	26	22.41	77.59	38.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	35	8	22.86	77.14	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	170	38	22.35	77.65	47.37
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	109	21	19.27	80.73	42.86
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	7	20.59	79.41	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	49	22.69	77.31	28.57
Female	100	23	23.00	77.00	26.09
Male	116	26	22.41	77.59	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	8	22.86	77.14	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	170	38	22.35		31.58
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	21	19.27	80.73	19.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	7	20.59	79.41	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

**SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT**  
**Resolution No. 22-010D**

**RESOLUTION TO AUTHORIZE REAL PROPERTY SALE OF SIERRAVILLE  
SCHOOL SITE**

On motion of Member \_\_\_\_\_, Seconded by Member \_\_\_\_\_,  
the following resolution is adopted:

**WHEREAS**, the Governing Board of Sierra-Plumas Joint Unified School District approves the sale of real property located in Sierraville and authorizes James Berardi, Superintendent, to sign on behalf of the Governing Board/School District.

**THEREFORE, BE IT RESOLVED** that the Governing Board of Sierra-Plumas Unified School District approves the sale of the real property, commonly known as Sierraville School, 305 South Lincoln Street, Sierraville, CA 96126, APN #015-080-006. The Governing Board also approves the Superintendent, James Berardi, to sign all documents to complete the transaction.

**Passed and adopted** at a regular meeting of the Sierra-Plumas Joint Unified School District Governing Board, February 8, 2022, by the following vote:

AYES:  
NOES:  
ABSTAIN:  
ABSENT:  
VACANT:

STATE OF CALIFORNIA    )  
  ) SS  
COUNTY OF SIERRA     )

I, \_\_\_\_\_, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

\_\_\_\_\_  
Christina Potter  
Clerk/Secretary of the Governing Board

January 20<sup>th</sup>, 2022

Good afternoon,

This letter is to confirm my resignation of the position of Spanish / Social Studies teacher at Loyalton High School. After much thought and consideration due to very important family commitments plus other employment opportunities arising this coming Spring, I have made the difficult decision to leave my position effective the week beginning Monday, February 14<sup>th</sup>. I can teach through Friday, February 11<sup>th</sup> and will be more than happy to assist as much as possible in the transition.

Please advise me of any tasks or important paperwork that need to be done before February 11<sup>th</sup>. I want to thank you very much for the opportunity to teach here in Loyalton and wish the students and staff all the best now and in the future!

-Jeffrey S. Duneman

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