

Loyalton High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 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-curricular and extracurricular 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 an Outstanding Single Department for the 2021-2022 and 2022-2023 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, peer tutoring programs, and after-school music classes.

Loyalton High School's vision and mission statement update in 2022 is, "LHS Inspires all students to become confident lifelong learners and responsible citizens who are ready to meet the challenges of the future using their unique talents and potential. We accomplish this vision through our commitment to high expectations and achievement for all students, whatever pathway they choose. 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.

2022-23 School Overview

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	38
Grade 8	28
Grade 9	26
Grade 10	27
Grade 11	23
Grade 12	20
Total Enrollment	162

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.6
Asian	0.0
Black or African American	1.9
Filipino	0.0
Hispanic or Latino	14.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2.5
White	76.5
English Learners	2.5
Foster Youth	0.6
Homeless	7.4
Migrant	0.0
Socioeconomically Disadvantaged	37.0
Students with Disabilities	14.8



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.30	47.80	17.90	64.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	7.50	1.90	7.12	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.70	36.14	6.60	23.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	2.80	0.60	2.22	12115.80	4.41
Unknown	0.70	5.61	0.70	2.65	18854.30	6.86
Total Teaching Positions	13.20	100.00	27.90	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.50	57.61	17.40	66.48	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.60	41.07	8.30	31.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.20	0.95	11953.10	4.28
Unknown	0.10	1.23	0.10	0.53	15831.90	5.67
Total Teaching Positions	11.30	100.00	26.20	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.10	0.00
Misassignments	4.60	4.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.70	4.60

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.30	0.00
Total Out-of-Field Teachers	0.30	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	50.00	52.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.40	6.30

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

2022-23 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.

Year and month in which the data were collected November, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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	Yes	0

	<p>AP English Lit: Norton Introduction to Literature - W.W. Norton & Company, 2002 Adopted 2003</p> <p>AP English Lang: The Norton Reader: An Anthology of Nonfiction Prose, W.W. Norton & Company, 2000 Adopted 2003</p> <p>AP English Lang: Everything's an Argument, Bedford/St. Martin's, 2001 Adopted 2003</p> <p>Grades 7-12: Holt Handbook - Holt, Rinehart, & Winston, 2003 Adopted 2003</p>		
Mathematics	<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 Pilot</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
Science	<p>Grade 7 - HMH Science Dimensions National, Houghton Mifflin Harcourt, 2018. Adopted 2022</p> <p>Grade 8 - HMH Science Dimensions National, Houghton Mifflin Harcourt, 2018. Adopted 2022</p> <p>Biology - HMH Science Dimensions National, Biology, Houghton Mifflin Harcourt, 2018. Adopted 2022</p> <p>Earth Science - HMH Science Dimensions National, Earth Science, Houghton Mifflin Harcourt, 2018. Adopted 2022</p> <p>Chemistry - HMH Science Dimensions National, Chemistry, Houghton Mifflin Harcourt, 2018. Adopted 2022</p>	Yes	0

	<p>AP Chemistry - Chemistry, AP Edition, 8th Edition, Brooks/Cole Cengage Learning, 2012 Adopted 2013</p> <p>Physics - HMH Science Dimensions National, Physics, Houghton Mifflin Harcourt, 2018. Adopted 2022</p>		
History-Social Science	<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
Foreign Language	Spanish: Avancemos! - Holt McDougal, 2010, Levels 1-4	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units. Adopted 2011	Yes	N/A
Visual and Performing Arts	<p>Color: A Workshop Approach - McGraw Hill, 2005 (classroom set only) Adopted 2008</p> <p>Living with Art - McGraw Hill, 2008 (classroom set only) Adopted 2008</p>	Yes	0
Science Laboratory Equipment (grades 9-12)	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	Yes	N/A

science labs in 2011. Science equipment for outdoor science labs was donated by Learning Landscapes in 2014.

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.

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: 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. New bleachers are being installed in the summer of 2023.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		All hallway fountains were updated to hydration stations with both mouth-drinking fountain and water bottle filling.
Safety: Fire Safety, Hazardous Materials	X			
Structural: 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.
External: 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. There are no playground structures for our middle school students.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	44	N/A	38	N/A	47
Mathematics (grades 3-8 and 11)	N/A	34	N/A	31	N/A	33

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	90	81	90.00	10.00	44.44
Female	47	43	91.49	8.51	51.16
Male	43	38	88.37	11.63	36.84
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	15	15	100.00	0.00	53.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	65	57	87.69	12.31	42.11
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	31	27	87.10	12.90	37.04
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	10	76.92	23.08	--

2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	90	82	91.11	8.89	34.15
Female	47	44	93.62	6.38	34.09
Male	43	38	88.37	11.63	34.21
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	15	15	100.00	0.00	26.67
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	65	58	89.23	10.77	34.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	31	27	87.10	12.90	25.93
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	11	84.62	15.38	9.09

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	21.21	25	21.21	25.71	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	68	91.89	8.11	25
Female	31	30	96.77	3.23	26.67
Male	42	37	88.1	11.9	24.32
American Indian or Alaska Native	0	0	0	0	0
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	57	51	89.47	10.53	29.41
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	21	87.5	12.5	23.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

- LHS offers a wide array of UC/CSU courses. All of the English (English 9/10; English 9/10 Honors; English 11/12; and AP Literature), science (Earth Science, Chemistry, Biology, AP Chemistry, Agriculture Biology), and history (World History, AP World History, US History, AP US History, Government, AP Government, and Economics) courses are A-G aligned and all of our math courses (Algebra 1, Algebra 2, Geometry, Trigonometry/Advanced Math, and AP Calculus) except two (Pre-Algebra and Consumer Math) are as well. We offer A-G approved fine art courses: Studio Art, Graphic Art, Filmmaking, Floriculture, and Ceramics, as well as world languages. We are able to offer six AP courses in-person at LHS (AP Language & Composition, AP US History, AP Government, AP Calculus, AP Chemistry, and AP Spanish), along with several AP courses (AP World History and AP Spanish) provided by our online course provider STRIDES Learning Solutions (Peak/FuelEd). Our AP World Languages courses are offered through Middlebury Online Courses through STRIDES Learning.
- Through the CTE Programs at LHS, students are able to attend numerous activities that link education with career exploration and guidance. Through the activities associated with our construction program, Agriculture Science Pathway and during FFA competitions, meetings, and field days students interact with industry leaders and are able to visit many colleges. This year, our College & Career Specialist takes students on two college field trips per year that includes a visit to career technical education school sites. 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 assessment 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.
- Loylton High School provides a coherent pathway for students to obtain Agricultural Completer status through its 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, Loylton 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. Caroline Griffin is the agriculture program lead along with advisory board director Bill Loveridge. The local ranching and farming industries are active members of the advisory board for this CTE pathway's program.
- Each year a large percentage of our agriscience pathway students get different CTE certificates after completing a number of industry assessments, including: CTE Tier 1 Certification Benz School of Floral Design, Principles of Floral Design Certification; CTE Tier 1 Certification, Horticulture; YQCA (YOUTH QUALITY CARE OF ANIMALS) National Certification, 2022. 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. Our construction and woodshop, while not able to provide a formal CTE Pathway for students, trains our students in basic woodshop and construction; advanced construction; and cabinetry.
- Currently there is 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 this year, starting with Introduction to Mechatronics in the schedule. 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	125
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	20.
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	75.

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98%	100%	100%	98%	98%
Grade 9	100%	100%	100%	100%	100%

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.

2022-23 Opportunities for Parental Involvement

Parents are valuable contributors to the Loyaltan High School learning community. Our staff encourages and welcomes parental involvement. In August of every year, LHS has an open-house style event called Grizzlies Day where parents and

2022-23 Opportunities for Parental Involvement

students meet teachers and visit class and activity/club 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. At Grizzlies Day, community organizations that serve our students also set up booths for parents and students to learn more about how our local agencies partner with our school and support our students. LHS also has a Back-to-School Night every September and 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 Loyaltan High School Site Council. The Loyaltan Booster Club and Loyaltan Sports Club (middle school parents) membership is mostly comprised of parents who provide financial and physical support to school sports programs. Parents serve on Special Educational Advisory and English Language Learner parent panels. Additionally, parents serve on Agricultural and Wood Shop advisory panels. We also have an extremely active Local Education Foundation (www.sierraschoolsfoundation.org) and many LHS parents are active board members. In May of every year, our seniors present their Senior Projects to a panel of community judges and LHS parents and family members hold seats on those 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.loyaltanhighschool.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. 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.2	0		2.7	0		8.9	7.8
Graduation Rate		96.8	100.		97.3	100.		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	20	20	100.0
Female	--	--	--
Male	16	16	100.
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	16	16	100.
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	13	13	100.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	173	171	0	0.0
Female	82	81	0	0.0
Male	90	89	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	4	4	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	23	23	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	0	0.0
White	130	129	0	0.0
English Learners	7	7	0	0.0
Foster Youth	4	4	0	0.0
Homeless	12	12	0	0.0
Socioeconomically Disadvantaged	72	71	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	26	26	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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions		0.00		0.00	0.20	3.17
Expulsions		0.00		0.00	0.00	0.07

2021-22 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

2022-23 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 screening process at the office and receive Visitor Tags before visiting the classrooms. The district School Safety Plan was revised 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 years and participated in active-shooter scenarios with local law enforcement and local emergency medical personnel. All interior classroom doors are locked during the school day.

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 Open-mindedness.

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. In June of 2022, teacher participated in a crisis/active-shooter readiness exercise with local law enforcement and emergency agencies.

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	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	17	1	
Mathematics	9	16	1	
Science	12	9	2	
Social Science	8	16	1	

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	18,255.63	2,309.11	15,946.52	63,471.75
District	N/A	N/A	15,514	\$61,912
Percent Difference - School Site and District	N/A	N/A	2.7	2.5
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	83.0	-14.0

2021-22 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, three noon Lunch Supervisors and Intervention Aides, EL Aide to assist English Learners with core classes, Library Aide, FFA, athletics, and advanced placement and online classes. Currently students in grades 7-12 have access to the LHS Independent Study Program. For grades 7 and 8, students meet with our middle school IS teacher several times per week. Our IS students in grades 9-12 have access to all high school level courses through the Strides Learning/PEAK online courses. These courses come with credentialed teachers for weekly discussions, help, and standards-based education. The online courses are also available for students who wish to take individual courses that are not available at our in-person site. The school district funds all of the licenses for the online courses. AP Exams are purchased by SPJUSD for each student enrolled in AP coursework. In addition, funding was provided for the purchase of technology to assist in our educational goals. Smartboards have been installed in every classroom 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 and each year two to three years, carpet is replaced in two classrooms.

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 on other days via Zoom. 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$46,419
Mid-Range Teacher Salary	\$58,989	\$69,902
Highest Teacher Salary	\$87,570	\$97,912
Average Principal Salary (Elementary)	\$103,815	\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)	\$108,687	\$122,212
Superintendent Salary	\$150,000	\$150,971
Percent of Budget for Teacher Salaries	30%	29%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	58.3
--	------

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	1
Fine and Performing Arts	3
Foreign Language	0
Mathematics	1
Science	1
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	12

Professional Development

For the 2021-2022 school year, SPJUSD has continued Early Release Wednesdays (ERW), 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 common literacy strategies such as note taking strategies, writing across the curriculum, explicit goals and success criteria, and deep reading strategies. In addition, the district has promoted the use of technology by purchasing smart boards, computers, and other technology for classrooms and offering multiple in-service programs on their use and the development of classroom activities to support new standards. During a recent 1:1 initiative, all students of Loyaltan High School were provided with Google Chromebooks. 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. One ERW per month is dedicated to MTSS and intervention. During that Wednesday, the staff reviews student data; is trained on best practices around relationship-building; teaching students with trauma; collective instructional strategies; and ways to support students' social and emotional needs. With the adoption of our SST digital platform, Beyond SST, teachers participate in training for its use. 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.

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 and had numerous training throughout the school year.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	43	40	40