

Loyalton High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Loyalton High School
Street	700 Fourth Street
City, State, Zip	Loyalton, CA 96118-0037
Phone Number	530.993.4454
Principal	Marla Stock
E-mail Address	mstock@spjUSD.org
Web Site	www.sierracountyofficeofeducation.org/
CDS Code	46701774634259

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

School Description and Mission Statement (Most Recent Year)

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

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 7	20
Grade 8	26
Grade 9	24
Grade 10	31
Grade 11	16
Grade 12	29
Total Enrollment	146

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.4
Asian	0.0
Filipino	0.0
Hispanic or Latino	19.2
Native Hawaiian or Pacific Islander	0.0
White	76.7
Two or More Races	0.0
Socioeconomically Disadvantaged	43.8
English Learners	6.2
Students with Disabilities	4.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	11	11	11	25
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	3	4	4	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: November 2014

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades 7 & 8: Prentice Hall Literature - Language Arts, 2002 Adopted 2003</p> <p>Grades 9-12: Literature & Language Arts, Third - Sixth Courses - Holt, Rinehart, & Winston, 2003 Adopted 2003</p> <p>AP English Lit: Norton Introduction to Literature - W.W. Norton & Company, 2002 Adopted 2003</p> <p>AP English Lang: The Norton Reader: An Anthology of Nonfiction Prose, W.W. Norton & Company, 2000 Adopted 2003</p> <p>AP English Lang: Everything's an Argument, Bedford/St. Martin's, 2001 Adopted 2003</p> <p>Grades 7-12: Holt Handbook - Holt, Rinehart, & Winston, 2003 Adopted 2003</p>	No	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Grade 7 - Mathematics, Macmillan/Glencoe/McGraw-Hill Companies, 2008 Adopted 2009</p> <p>Grade 8 - Pre Algebra, Glencoe/McGraw-Hill Companies, 2008 Adopted 2009</p> <p>Algebra 1 - Algebra 1 - Glencoe/McGraw-Hill Companies, 2008 Adopted 2009</p> <p>Geometry - Geometry - Prentice Hall, 2008 Adopted 2009</p> <p>Algebra 2 - Algebra II - Glencoe/McGraw-Hill Companies, 2008 Adopted 2009</p> <p>Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009</p> <p>Calculus of a Single Variable, 8th Edition, Houghton Mifflin Company, 2006 Adopted 2009</p>	Yes	0
Science	<p>Grade 7 - Life Science, Glencoe McGraw Hill, 2012 Adopted 2013</p> <p>Grade 8 - Physical Science, Glencoe McGraw Hill, 2012 Adopted 2013</p> <p>Biology - Biology, Glencoe McGraw-Hill, 2012 Adopted 2013</p> <p>Earth Science - Geology, The Environment, and the Universe, McGraw-Hill Companies, 2013 Adopted 2013</p> <p>Chemistry - Chemistry - Glencoe McGraw Hill, 2013 Adopted 2013</p> <p>AP Chemistry - Chemistry, AP Edition, 8th Edition, Brooks/Cole Cengage Learning, 2012 Adopted 2013</p> <p>Physics - Physics - Pearson, 2014 Adopted 2013</p>	Yes	0

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Several heaters malfunctioned during the extreme cold weather in November and December 2013. These have been replaced or repaired.
Interior: Interior Surfaces	[]	[X]	[]	New ceilings and new hall lighting was installed during the summer of 2013. This has greatly improved the overall appearance of the hallway and classrooms. Carpet and floor tiles still need to be replaced school wide. Classrooms need painting. Gym bleachers need constant repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Rough athletic field surfaces and gopher problems continue in fields.
Electrical: Electrical	[X]	[]	[]	Electrical improvements and new wiring school wide were part of the roof project completed during the summer of 2013.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Need new stalls in student restrooms, need appropriate flooring in hallway restrooms and faculty restrooms, boys' restroom heater needs replacing.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	With the roof construction project and new ceilings installed school wide during the summer of 2013, danger of hazardous elements and materials has been significantly reduced or totally eliminated. Safety drills are conducted once a month and fire extinguishers are serviced annually. As part of the summer of 2013 construction project, fire alarms were updated. A week-long safety week was conducted in the fall of 2014 with safety reminders in the announcements and daily safety drills.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[X]	[]	[]	At great expense, the roof over the main school building was replaced during the summer of 2013. While this hasn't greatly affected the aesthetics of our school building, the project brought the school building to a place of security for many years ahead. The roof project did allow for the skylight in the main hallway to be updated, reopened, and secured which has added a nice touch to the interior of the school. In addition, this construction project confirmed that the structural integrity of the school building remains intact.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	[]	[]	[X]	Single-pane windows leak and are so old that many of them no longer operate as designed. Because of the age of the windows, we are unable to find replacement hardware and heat costs are elevated to make up for loss of heat through the windows and frames. The front and side parking lots were repaved during the Summer of 2014 and have greatly improved the overall appearance of the school and improved safety for those using the parking areas.

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	67	50	52	67	70	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Student at the School	52
Male	54
Female	50
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	56
Two or More Races	
Socioeconomically Disadvantaged	55
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	60	58	57	56	59	61	54	56	55
Mathematics	36	27	42	46	47	57	49	50	50
History-Social Science	51	40	43	46	44	43	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	7
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	76	-13	-21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	75	-20	-18
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

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

Career Technical Education Participation (School Year 2013-14)

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

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	42.09
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	56.67

State Priority: Other Pupil Outcomes

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	76	58	79	77	46	68	56	57	56
Mathematics	61	74	86	59	61	76	58	60	62

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	32	29	38	24	53	24
All Students at the School	21	36	43	14	57	29
Male	33	27	40	13	53	33
Female	8	46	46	15	62	23
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White	20	40	40	16	52	32
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.7	30.4	47.8

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	5.0	0.0	3.2	7.1	3.0	2.6	14.7	13.1	11.4
Graduation Rate	95.00	100.00	96.77	92.86	96.97	94.74	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	103.45	97.30	84.56
Black or African American	0.00	0.00	75.90
American Indian or Alaska Native	100.00	100.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	100.00	100.00	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	104.17	96.88	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	100.00	94.12	82.58
English Learners	100.00	100.00	53.68
Students with Disabilities	100.00	66.67	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	4.0	2.8	6.2	1.1	3.2	3.2	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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

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

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	
Met Participation Rate: English-Language Arts	N/A	
Met Participation Rate: Mathematics	N/A	
Met Percent Proficient: English-Language Arts	N/A	
Met Percent Proficient: Mathematics	N/A	
Met Graduation Rate (if applicable)	N/A	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	N/A	
Year in Program Improvement*	N/A	
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10.8	13	0	0	9.7	14	1	0	11.7	14	1	0
Mathematics	11.3	8	0	0	12.7	14	0	0	16.8	14	2	0
Science	13.6	4	0	0	11.4	7	0	0	8.7	10	0	0
Social Science	16.8	6	0	0	14.7	6	0	0	19.8	4	2	0

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.12	120
Counselor (Social/Behavioral or Career Development)	.12	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.38	---
Psychologist	.37	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	.12	---
Resource Specialist	0	---
Other	1.7	---

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$17,195	\$1,444	\$15,751	\$52,227
District	---	---	\$11,764	\$53,060
Percent Difference: School Site and District	---	---	33.9	-0.5
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	184.5	-10.9

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$32,223	\$38,152
Mid-Range Teacher Salary	\$49,184	\$55,573
Highest Teacher Salary	\$66,147	\$71,908
Average Principal Salary (Elementary)	\$94,985	\$87,660
Average Principal Salary (Middle)	\$94,985	\$92,424
Average Principal Salary (High)	\$95,618	\$93,606
Superintendent Salary	\$102,170	\$116,538
Percent of Budget for Teacher Salaries	23	34
Percent of Budget for Administrative Salaries	5	7

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	1	---
Science	1	---
Social Science	1	---
All courses	4	0.7

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

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 will see the amount of time each year we set aside for continuing education and professional development. Loyalton High School has been focusing on school-wide literacy improvement for the past six years. During the past few years, we have spent time at Professional Learning Communities (PLCs) and faculty meetings on school-wide literacy systems such as note taking strategies, writing across the curriculum, academic vocabulary development, and reading. During this school year, our PLCs centered on the Common Core State Standards and teaching techniques that support the new standards and the inclusion of more technology in all classrooms. In addition, the district has promoted the use of technology by purchasing smart boards, computers, and other technology for classrooms and offering multiple in-service programs on their use and the development of classroom activities to support new standards. 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. In service programs offered to staff locally in the summer of 2014 included classroom management and discipline and whole brain teaching techniques. Teacher meetings are held twice a month on the first and third Wednesday afternoons. 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.