

# Loyalton High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

### Published During 2015-16

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

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

#### DataQuest

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

#### Internet Access

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

## About This School

#### Contact Information (Most Recent Year)

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

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

### School Description and Mission Statement (Most Recent Year)

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

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

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

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

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

### Student Enrollment by Group (School Year 2014-15)

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

## A. Conditions of Learning

### State Priority: Basic

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

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

#### Teacher Credentials

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

#### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

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

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

**Year and month in which data were collected:** October 2015

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Grades 7 &amp; 8: Prentice Hall Literature - Language Arts, 2002 Adopted 2003</p> <p>Grades 9-12: Literature &amp; Language Arts, Third - Sixth Courses - Holt, Rinehart, &amp; Winston, 2003 Adopted 2003</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>	No	0
<b>Mathematics</b>	<p>Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015</p> <p>Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015</p> <p>Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015</p> <p>Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009</p> <p>Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015</p>	Yes	0

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>Social Studies 7 - Medieval to Early Modern Times, Holt, Rinehart, &amp; Winston, 2006 Adopted 2007</p> <p>Social Studies 8 - United States History, Independence to 1914, Holt, Rinehart, &amp; 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
<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

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

#### School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

#### School Facility Good Repair Status (Most Recent Year)

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

#### Overall Facility Rating (Most Recent Year)

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

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

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

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

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



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

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

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

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

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

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

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

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

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

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

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

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

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

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

#### Career Technical Education Programs (School Year 2014-15)

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

### Career Technical Education Participation (School Year 2014-15)

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

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

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

### State Priority: Other Pupil Outcomes

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

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

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

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

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

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

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

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

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (Most Recent Year)

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

### State Priority: Pupil Engagement

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

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

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

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

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

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

## State Priority: School Climate

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

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

### Suspensions and Expulsions

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

### School Safety Plan (Most Recent Year)

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

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

## D. Other SARC Information

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

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

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

### Federal Intervention Program (School Year 2015-16)

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

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

#### Average Class Size and Class Size Distribution (Secondary)

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

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

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

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

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

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

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

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

#### Types of Services Funded (Fiscal Year 2014-15)

According to the goals in our Single Plan for Student Achievement, budgeted funds were used to support students in the following programs and positions: Noon Lunch 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. Additionally, team building field trips for 7th and 8th grades have been funded.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

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

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

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

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

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

**Professional Development (Most Recent Three Years)**

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