



**LOYALTON HIGH SCHOOL
SELF-STUDY REPORT**

**700 Fourth Street, P.O. Box 37
Loyalton, California 96118**

Sierra Plumas Joint Unified School District

2017 - 2018

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2017 Edition**

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Preface

Loyalton High School began the self-study process during the 2016-17 school year. During that year, the school conducted its fifth interim evaluation /revision of the action plan from the previous self-study, updated its school profile, reviewed the expected school wide learning results (now known as the school wide learner outcomes), and launched its next self-study.

As part of the kick off for the new self-study, LHS made every effort to involve all staff and stakeholders in the process. A district wide all-call was sent out to all parents and guardians in the spring of 2017 and in the fall of 2017. In both the spring and fall, this all-call was followed by a WASC kick-off meeting in which the WASC process was explained to all stakeholder volunteers. All students were invited to participate as well. These invitations resulted in focus group committees consisting of a mixture of teachers, parents, and students.

The staff was divided into focus group areas. Because of the small size of our school, departments mostly consist of one or two faculty members so we didn't divide into home groups. Instead we periodically met as a committee of the whole after school and on early-release Wednesdays to discuss our self-study needs and findings.

The focus groups routinely met after school, on early release Wednesdays, and sometimes during weekends or holidays. They gathered data from surveys, analysis of student work, looking through the school profile, and via interviews. Findings and data requests were made known to other focus groups during the committee-as-a-whole meetings after school and on early release Wednesdays.

Once the focus groups finished their critical area reports, those reports were presented to the committee as a whole. These presentations, coupled with analysis of the school profile, resulted in discussions of school strengths and growth areas. The growth areas were then prioritized.

From this prioritized list of growth areas, the committee as a whole, including the leadership, developed an action plan to address the most urgent or impactful growth areas. This action plan is broken into a series of tasks and subtasks each consisting of details about such things as responsible parties, timelines, and necessary resources. The expectation is that every year this action plan will be reviewed, its progress analyzed, and changes will be made as needed. The process overall should result in a better school with improved learner outcomes.

Chapter I: Progress Report

Significant Developments

Since the last visitation, there have been several significant developments that have had an impact on the structure, operations, and culture of the school and district. Following is a list of the most significant district and school developments since 2011.

- **Loyalton High School Changed to a Junior-Senior High School:** One of the most significant developments since the last full visit was the merger of Loyalton Middle School with Loyalton High School to become a junior-senior high school. The merger occurred in the 2013-14 school year. The middle school students now attend class on the high school campus. Not only did the student populations combine, but the two schools also merged staff. Currently, every staff member who teaches junior high classes is also assigned to some high school classes. Prior to the merger in 2012-13, Loyalton Middle School had an enrollment of 51 students and Loyalton High School had an enrollment of 109. Post-merger, for the year of 2013-14, with the combined junior and senior high populations, Loyalton High school had an enrollment of 146 students. The current LHS enrollment is 158, with 98 high school students and 60 junior-high students. Some of the reasons for the merger included offering middle school student a wider variety of electives, utilizing staff credentials more effectively, and reducing cost by sharing facilities, equipment, and staff.
- **District and School Staff Changes:** In a school the size of Loyalton High School, and in a district the size of Sierra-Plumas Joint Unified, each staff member often has to wear many hats and is involved in many functions of school and district operations. This means each staff member has a huge individual impact on the quality of the educational services provided to our students. Therefore any staff changes can be tremendously significant, potentially causing a huge change to academic quality and district or school culture. Since the last full visit there has been several staff changes in key district and school positions:
 - **New Superintendent:** In 2013-14 a new district/county superintendent was brought on board. He replaced an individual who had worked as district/county superintendent since 2008-09, but had previously served in the district in various capacities such as SELPA director, curriculum coordinator, academic advisor, and also as a teacher for many years prior to being the superintendent. The new superintendent was hired from outside of the district and county and brought with him a new and experienced perspective of district and school operations.

- **New Site Principal:** In 2015-16 the governing board hired a new administrator for Loyalton High School to replace a recently retired principal. The retired principal had served as the LHS site administrator since the 2007- 8 school year, but prior to that, she had served as a teacher at LHS since 1978 and was intimately woven into the fabric of the school's culture and history. The new principal, while trying to maintain the stronger aspects of our school culture, is also open to fresh ideas fostered by his experience outside of the district.
- **Curriculum Coordinator:** The district had gone without a curriculum coordinator since 2008, but with all the recent changes in state standards due to the Common Core and the Next Generation Science Standards, the board decided that position needed to be filled again. In 2016, a veteran Loyalton High School teacher was hired as a part-time curriculum coordinator, while still keeping part of her teaching assignment at LHS. The district gained a curriculum coordinator; LHS lost a 0.5 FTE teaching position.
- **LHS Teacher Retirements:** In 2016 two veteran teachers retired. One was the 11th-12th grade English teacher who also served as the academic advisor and senior class advisor. The other was a science/P.E. teacher. He taught middle school science and P.E. as well as high school biology and earth science. He also served as a middle school class advisor. In 2017 two more veteran teachers retired. One was a math teacher who taught upper division high school mathematics as well as some middle school math. She also served as a junior class advisor. The other retiring teacher taught high school history and government and served as ASB advisor. All the positions were refilled. Out of a staff of eleven, four retirees resulted in a 36% change in teacher staff within two years.
- **New Standards:** The district formally adopted the Common Core Standards for English and Mathematics. After spending years aligning class content and pedagogy to the 1997 standards, the teachers are now actively working to align instruction to the new Common Core standards. This change in standards could be the most significant change in math and English instruction in over a decade. The high school adopted new textbooks aligned with those standards. The district is also moving toward adopting the Next Generation Science Standards. The LHS science department is becoming familiar with the NGSS.
- **New State Tests:** Along with new standards came the new California Assessment of Student Performance and Progress (CAASPP) assessment

system as measured by the Smarter Balanced Assessments that replaced the Standardized Testing and Reporting (STAR) program. Formerly the school was aligning its instruction to the previous standards by evaluating the students' annual performance on the STAR tests. Much of how the school analyzed its success and areas of need was based on the metrics of STAR tests and the corresponding Academic Performance Index (API). Now that those tools have been abandoned by the state, the school and district are currently developing new methods of evaluating school and program success.

- **New Financial and Budgeting Priorities:** Along with all the other districts in California, Sierra-Plumas Joint Unifies School District is now using the Local Control Funding Formula. This is a significant change since the last full visit as far as how the district manages its finances.

Critical Areas for Follow-up

1. Continue to develop strategies to provide additional academic support in the areas of reading comprehension and advances in math.
2. Continue to ensure that placement in Core Intervention courses is limited to students with specific academic needs determined by student grades and/or standardized test scores.
3. Investigate ways to create a safer, healthier, and more welcoming environment for the school such as addressing needed roof and other facility repairs.
4. As a staff investigate a textbook adoption policy that will provide opportunities for more current and updated textbooks to enhance the educational opportunities for Loyalton students.
5. As a staff investigate ways to continue the school's emphasis on effective professional development in order to stay current with best instructional practices.

Ongoing Follow-up Process

Since the last full visit in October of 2011, the staff has meet annually, reviewed (and in some cases revised), the school wide action plans, and commented on the progress toward meeting the action plan goals. The local teacher association and the district negotiated the position of WASC coordinator into the teachers' contract. Every year a WASC coordinator manages the action plan review process. In the last six years, there have been two different WASC coordinators in charge of this responsibility.

The action plan reviews took place during staff meeting times or monthly PLC days. During each meeting, one of the four components of the action plan—literacy, mathematics, school culture, attendance—was reviewed and sometimes modified. In addition, in the year three and year five interim reviews, the school wide critical areas for follow-up that the visiting team discovered during the last visit were discussed and analyzed. Each year the results of these discussions were written up and reported to the district governing board.

The last WASC self-study report was finish during the 2010-11 school year, with a spring visit originally scheduled for 2011. However, due to personal issues, the visiting chair could not continue as part of the team, so the visit was postponed until the fall. Therefore the first interim review was prepared during the 2012-13 school year instead of during the 2011-12 school year as one would have expected from the report date.

Because of the transition from the former state standards to the current Common Core standards and the change from end-of-course STAR exams to the Smarter Balanced CAASPP testing program, it was necessary to revise some of the literacy and mathematics growth targets. The English department and mathematics departments met annually to review the action plan goals. The revisions were modified repeatedly, with the last one taking place in 2016.

Action Plan Progress

Literacy

Action Plan:

Loyalton High School will increase the number of students who meet or exceeded the California Common Core State Standards for English Language Arts. Loyalton High School will align vertically to meet standards.

Based on the key cross-curricular role that literacy plays in education, the leadership team chose to make literacy an area of focus. Each year the staff would meet to discuss the action plan and modify it as needed.

Growth Target:

50% of all 7th graders will meet or exceed standard; 60% of all 8th graders will meet or exceed standard; and 75% of all 11th graders will meet or exceed standard.

Critical Areas of Follow up:

In order to achieve the literacy action plan goal, the school also focused on the following critical areas of follow up:

1. Continue to develop strategies to provide additional academic support in the areas of reading comprehension and advances in math.
2. Continue to ensure that placement in Core Intervention courses is limited to students with specific academic needs determined by student grades and/or standardized test scores.
3. As a staff investigate a textbook adoption policy that will provide opportunities for more current and updated textbooks to enhance the educational opportunities for Loyalton students
4. As a staff investigate ways to continue the school's emphasis on effective professional development in order to stay current with best instructional practices

Progress:

As of 2015, 37% of 7th graders met or exceeded standards; 30% of 8th graders met or exceeded standards; and 68% of 11th graders met or exceeded standards. Even though none of the grade levels had quite met the literacy action plan goals, the 11th grade CAASPP scores were significantly higher than the state average.

Mathematics

Action Plan:

Loyalton High School will increase the number of students who meet or exceed the California Common Core State Standards for Mathematics as measured by the California Assessment of Student Performance and Progress (CAASPP).

Base on the STAR scores, mathematics was chosen as an area of needed improvement.

Growth Target:

Each year there will be a 10% increase from the previous year in the percentage of students who meet or exceed standards on the CAASPP.

Critical Areas of Follow:

In order to achieve the mathematics action plan goal, the school also focused on the following critical areas of follow up:

1. Continue to develop strategies to provide additional academic support in the areas of reading comprehension and advances in math.
2. Continue to ensure that placement in Core Intervention courses is limited to students with specific academic needs determined by student grades and/or standardized test scores.
3. As a staff investigate a textbook adoption policy that will provide opportunities for more current and updated textbooks to enhance the educational opportunities for Loyalton students
4. As a staff investigate ways to continue the school's emphasis on effective professional development in order to stay current with best instructional practices

Progress:

In 2015, 33% of LHS 11th graders met or exceeded the standards. This was exactly par with the state average. There is no follow-up data for 2016 due to school testing issues, therefore no comment can be made regarding the action plan growth target.

School Culture

Action Plan: Loyalton High School will increase and improve communication in an effort to enhance stakeholder involvement. The effort will create a positive culture between the school and community to nurture healthy relationships among staff, students, parents, and community stakeholders.

The leadership team felt that school culture, which includes parent involvement, was a vital component to student academic success and a positive high school experience.

Growth Target: Each year there will be a 10% increase from the previous year in the percentage of students who meet or exceed standards on the CAASPP.

In order to achieve the school culture action plan goal, the school also focused on the following critical area of follow up: Investigate ways to create a safer, healthier, and more welcoming environment for the school such as addressing needed roof and other facility repairs.

Progress:

Many physical improvements have been made to the plant. Parent outreach programs such as 4-year planning, back-to-school night, and college night continue. Administration delivers a weekly phone message to all parents informing them of current relevant school events. Faculty continues to contact parents to set up conference and RTI meetings or to communicate with parents about student progress. PowerSchool progress reports are mailed to parents bi-quarterly and parents have access to real-time grade information via their students PowerSchool accounts.

Attendance

Action Plan:

Loyalton High School will implement policies and practices that maximize instruction time and increase student attendance.

In our last self-study, it was noted that Loyalton High school had a series of very high truancy rates, 56.29%, 76.55%, 69.01%, 88.09%, and 43.94% (by grade level); therefore, attendance was identified as an area of needed improvement.

Growth Target:

Attendance will average 90 percent or above for the school year.

Progress:

Attendance on average has been above 90%.

It turned out that the high truancy rate was due to attendance record keeping practices that recorded many student absences as unexcused when in fact they could have been excused. The school altered its attendance recording and reporting practices and the truancy rate dropped. It is now in line with that of other schools in the state. Chapter II: Student/Community Profile and Supporting Data and Findings

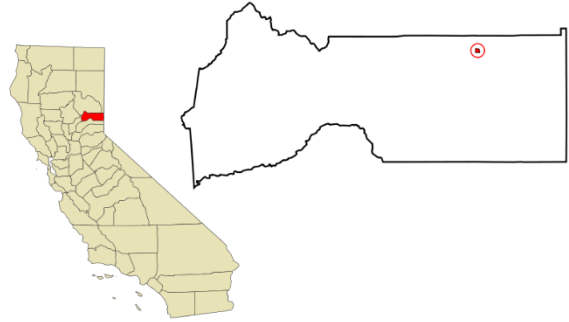
Chapter II: Student/Community Profile and Supporting Data and Findings

GENERAL BACKGROUND AND HISTORY

Community

Loyalton is located in the Sierra Valley in Sierra County. It is about 50 miles north of Lake Tahoe and 40 miles west of Reno, Nevada. It is the largest city in Sierra County and the county's only incorporated city.

According to the U.S. Census Bureau the estimated population of Loyalton in 2015 was 702 and the population of Sierra County was 3,021. Loyalton High School provides 7-12 education to residents of Loyalton, the Sierra Valley, and the surrounding communities, which include the Sierra Brooks residential area and the towns of Sierraville, Sattley, Calpine, Vinton, Chilcoot, and Beckwourth.



Sierra County is a rural county with more than 70% of its landmass being national forest managed by the Plumas, Tahoe and Toiyabe National Forests. The Sierra Valley is an agricultural region dominated by cattle ranches and hay farms. The agricultural heritage of Loyalton and the surrounding community plays a significant role in the local culture and can be traced back to the settling of the region. The area has a rich logging history that included 24-hour lumber mills and logging trains routinely rolling in and out of Loyalton. However, the last of the lumber mills closed in 2000 dealing a severe economic blow to the community and uprooting a distinctive feature of the local culture. The primary agricultural products are now beef cattle and hay.



Table 1: 2011 - 15 American Community Survey 5-Year Estimates from the U.S. Census Bureau

	USA	California	Sierra County	Loyalton City
Median Household Income	\$53,889	\$61,818	\$42,833	\$40,563
Median Housing Value	\$178,600	\$385,500	\$170,400	\$97,400
Persons Below Poverty	13.5%	15.3%	13.8%	19.3%

Loyalton, with its surrounding communities, is a low income area. Its median income is significantly below that of California and the rest of the country in general. The poverty level of Loyalton City is also quite a bit higher than that of the rest of California and of the country as a whole.

Parent/Community Organizations

The Loyalton High School Booster Club

Loyalton High School Booster Club is a community organization established to support and encourage athletics at Loyalton High School. Club membership is made up entirely of volunteers consisting of parent, teacher, and other community members. The organization does a tremendous amount of fundraising which helps buoy the expense of the high school's athletic program.

The Sierra Schools Foundation

The Sierra Schools Foundation was formed exclusively for charitable and educational purposes in March of 2011 in accordance with Section 501(c)(3) of the Internal Revenue Code. It supports the public schools of Sierra County by providing supplemental funds in the form of grants to teachers, schools, and the school district to address the inequities in the educational experience due to geographic isolation and limited local economic resources. Our mission is to enhance student learning; promote strong teaching; and strengthen academic, social, and cultural programs. The foundation raises the funds that directly support school programs as well as finance

teacher projects through generous donations from private and public sources and local fundraising activities.

The Sierra Schools Foundation seeks to accomplish its mission through its Roots & Boots Initiative. Via school and teacher grants, along with direct program creation and enhancement, we bring the Roots & Boots Initiative to all students of the Sierra-Plumas Joint Unified School District.

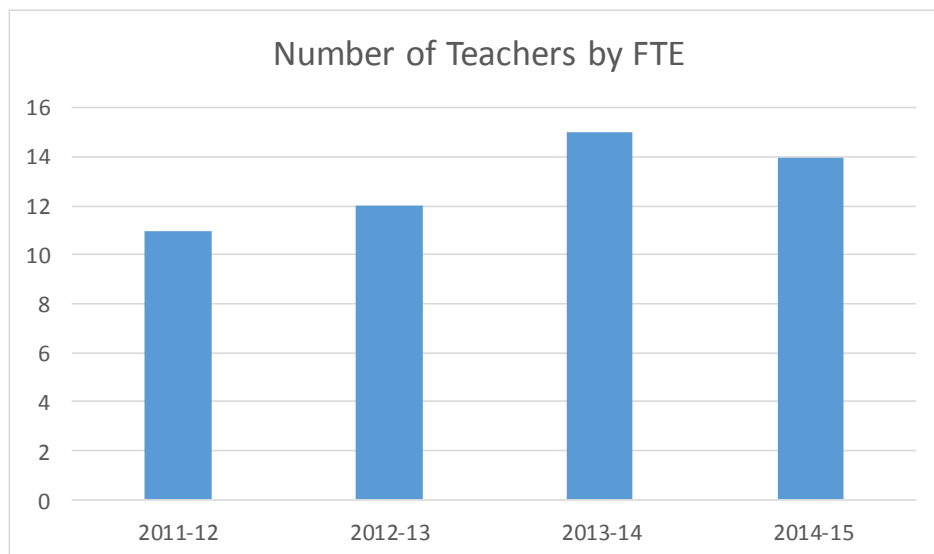
The Roots & Boots Initiative encourages students to explore, appreciate and preserve their rural “roots” and the rural and remote landscapes that shaped them, while also providing them with the “boots”, or skills, training and experiences to walk into their future prepared and inspired for what is ahead.

In the Roots focus area, The Sierra Schools Foundation funds experiences and programs in Outdoor Education, Agriculture Education, Rural Heritage and Environmental Science.

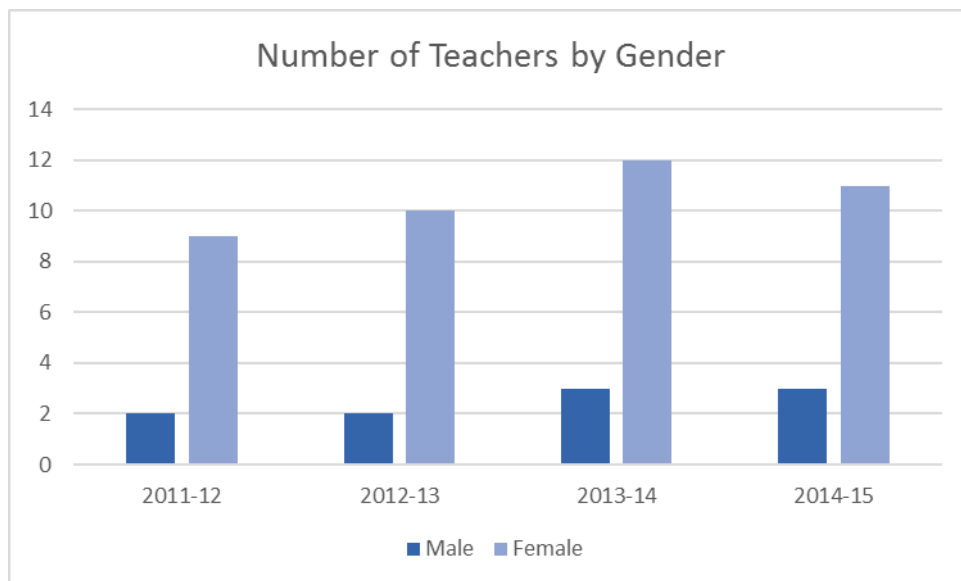
In the Boots focus area, The Sierra Schools Foundation funds experiences and programs in STEM (Science, Technology, Engineering and Math), Art, Music, Career Development and College Readiness.

Staffing

Loyalton High School staff includes: 1 Administrator, 1 School Secretary, 12 full-time equivalent (FTE) Regular Education Teachers, and 1 Special Education Teacher. Two of the teachers work part-time for the William R. Rouse Regional Occupation Program and one teacher has accepted the responsibility of Academic Adviser equating to .118 FTE. The school also employs the following part-time employees: one Instructional Aide, one Intervention Aide, one Library Aide, one Workability Coordinator, one Career Specialist, and one EIA/ELL aide. We also have one Custodian and one Maintenance person, both hired full time, but beginning in the fall of 2014 the maintenance person drives a school bus approximately three hours a day, significantly reducing our maintenance time. Support personnel provided by the Sierra County Office of Education include a Speech Therapist, School Psychologist and Curriculum Coordinator.



The number of LHS teachers increased for the 2013-14 school year because the middle school and high merged staff because Loyalton's changed to a junior-senior high.



The staff of Loyalton High School is predominately female and 100% of white ethnicity.

ACS WASC Accreditation History

The last ACS WASC Accreditation was in the 2010-11 school year. The visit was supposed to happen in the spring of 2010, but the visiting chair resigned for personal reasons, and the visit was rescheduled for the fall of 2011. The school's accreditation was extended for year. Loyalton High School was awarded a full 6-year year accreditation without a required 3-year visit. Prior to that accreditation, Loyalton High School conducted a self-study in years 2004 and 2005. This self-study also resulted in WASC awarding LHS a full 6-year accreditation without a 3 year-visit being required.

School Mission Statement

We are committed to high expectations for all students. We encourage students to become knowledgeable, critical thinkers; effective communicators; and healthy individuals who exercise self-discipline and productive, positive citizenship.

School wide Learner Outcomes

Loyalton High School will offer all of its students opportunities to become:

- Knowledgeable, Critical Thinkers who:
 - demonstrate mastery of rigorous academic standards
 - utilize a variety of computational skills to problem solve
 - demonstrate organizational and time-management skills
 - set reasonable and challenging personal goals
 - link learning with career goals
- Effective Communicators who:
 - demonstrate technical literacy
 - listen, speak, read, and write effectively
 - affirm the dignity and worth of others within diverse cultural situations
- Healthy Individuals who:
 - work effectively with others using conflict resolution skills
 - exercise self-discipline and safe living
 - practice positive, ethical, and productive citizenship
 - establish, practice, and support good hygiene, proper nutrition, and physical fitness.

Local Control Accountability Plan (LCAP)

As required by law, Ed. Code 52060 – 52077, the Local Educational Agencies (LEAs) prepared a 3-year Local Accountability Plans and have reviewed these plans annually.

Parent and Community Input

In order to allow parents and community members an opportunity to provide input and feedback about district Local Control Accountability Plan (LCAP), three community forums are held annually, one at each school site, Loyalton Elementary, Loyalton High School, and Downieville Junior-Senior High.

Also, since the district has such a small population, many stakeholders are met with informally throughout the year at various school and community events

Finally, some stakeholders are invited to participate in district committees. Involvement in these committees provides those stakeholders access to LCAP related data and allows them an informal chance to provide input with regards to the LCAP.

LHS Relevant LCAP Goals and Actions

1. Goal: All students receive instruction and services to support their intellectual, social, emotional, and physical development.

Actions

- Development of a five-year textbook adoption plan proposed by Sierra-Plumas Teachers' Association and approved by the School Board.
- Purchase of textbooks and instructional materials and development of updated course outlines to align with CCCSS in accordance with the five-year adoption plan.
- Fund Title I instructional aides at each school site in the district to provide support for student in core academic subjects.
- Fund English Language Learner instructional aides to provide support for student in core academic subjects.
- Provide part time Career Technical Education courses for students, grades 7-12, and fund extended summer contract for Agriculture teacher.
- Support co- and extra-Curricular activities, such as athletics and field trips.

- Consider hiring a credentialed PE teacher to serve all students.
2. Goal: All students engage in rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

Actions

- Fund professional development activities for local program, NCLB compliance requirements, and travel and conference to remote professional development locations.
 - Fund assessment program including ELA and math interim assessments and physical fitness testing.
 - Provide sections for remedial and enrichment courses in the high schools (7 – 12) class schedules.
 - Fund an Academic Advisor for 9-12 students to assist them in meeting academic needs according to their future plans.
 - Fund intensive intervention instruction for students in the grades K-12 ELA and mathematics during the school day.
 - Fund credentialed teachers for after school tutoring for students in grades 1 – 12 in all core courses. Fund limited service for students living outside of walking distance of the school while attending after school tutoring.
3. Goal: All stakeholders are engaged in promoting a district culture where student success is realized, communicated, and celebrated.

Actions

- Fund administration of student/parent school climate survey and other parent engagement surveys through the school sites. Publicize results. Schedule Community Forums to discuss outcomes of surveys and to prioritize and gather input for future LCAPs. Explore ways to support School Site Council membership.
- Fund counseling service for student K-12 delivered through Sierra County Mental Health counselors.

4. Goal: All school and facilities are accessible, safe, and healthy places for students, staff, and community; and all classrooms are designed and furnished for optimal learning.

Actions

- Funding for maintenance and custodial staff and all costs necessary to care for school buildings, grounds, and classrooms to provide a safe environment for student, staff, and visitors.
 - Fund training for students and staff in programs that promote school climate and student safety.
 - Fund repairs to include roof, HVAC, and Loyalton High School bathroom.
 - Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.
5. Goal: Foster and expelled student receive instruction and services to support their intellectual, social, emotional, and physical development.

Actions

- Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for *Artists in the Schools* provided through Sierra County Arts Council. Grant funds are used at all sites except Sierra Pass Continuation High School.
- Continue to support Career Technical Education in grades 7-12 through employment of Construction/Woodshop teacher and Career Specialist and by funding supplies for greenhouse and construction classes.
- Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 science, health, and sustainable agriculture projects.
- Continue to have Foster Youth Service Coordinator handle annual staff training and establish a mechanism for efficient expeditious transfer of health and education records and health education passports.

- Provide certificated and classified staff for students with Individualized Education Program (IEPs), provide a school psychologist for all student as needed, and provide contracted services as needed for students with IEPs.
6. Goal: Foster and expelled student engage in rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

Actions

- Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff attends professional development programs/conferences.
 - Continue to fund instructional aides to work with exceptional need students.
7. Goal: All stakeholders are involved in promoting a district culture where foster youth and expelled students realize success and that success is communicated and celebrated.

Actions

- Continue to promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and provide for communication and stakeholders.
8. Goal: The educational outcomes of foster youth will mirror those of the general student population.

Actions

- For foster youth: Establish policy and date infrastructure necessary to support and monitor educational success.
 - For foster youth: Allocate funds for tutoring and other academic supports; transportation; and costs for sports and extracurricular programs.
9. Goal: Decreased transfer of foster youth to continuation and other alternative schools and decreased school transfer of foster youth after a change in home placement.

Actions

- Develop and implement policy ensuring:
 - At the time of enrollment/disenrollment of foster youth, there is a meaningful consideration of school of origin options with the education rights holder and the youth.
 - District data system tracks types of schools foster youth are enrolled in, reasons for enrollment, and how many youth remain enrolled in their school of origin after home placement change.
 - District staff coordinate with county child welfare and probation agencies and COE FYS at time of any home placement change to ensure youth are placed within a reasonable distance of their school of origin whenever possible
 - District allocates sufficient funds to meet transportation needs to allow foster youth to remain at school origin.

10. Goal: Transferring foster youth will be promptly enrolled in the appropriate school and classes and awarded credit for all work completed, including partial credit.

Actions

- Develop and implement a policy ensuring:
 - Foster youth are immediately enrolled in their local comprehensive school unless an education rights holder agrees in writing that placement at an alternative school site is in the student's best interest, and are enrolled in the same/equivalent grade and classes.
 - Partial credits are immediately issued and accepted when foster youth transfer mid-semester, and the district's student information system allows for issuance of partial credits.
 - The district's data system collects aggregated data on the issuance/acceptance of partial credits.

11. Goal: Foster youth will receive a comprehensive education assessment and will receive any services or supports needed.

Actions

- At least 50% of foster youth will receive educational case management from a designated counselor with skills, time and training, including trauma-informed strategies, necessary to fully meet the needs of foster

Youth. Foster youth counselors' caseloads should be limited to a number consistent with these responsibilities and recommended not to exceed 50.

12. Goal: Foster youth will have access to academic and socio-emotional resources and supports on at least an equal basis as other students.

Actions

- District level and school site staff will track participation data and work with program staff to ensure foster youth have equal access to all academic and socio-emotional supports provided to students, including:
 - Tutoring and academic enrichment programs
 - Summers school/credit recovery
 - Academic counseling
 - Positive Behavior Intervention and Support, Restorative Justice, Social Emotional Learning, Health/Mental Health Services
 - Sports and extracurricular activities
 - Career pathways and linked learning opportunities.

SCHOOL PROGRAM DATA

Academic Programs

Over the last few years Loyalton High has offered eight College Board-approved Advanced Placement courses: AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP Chemistry, AP U.S. History, AP U.S. Government and Politics, AP French Language & Culture and AP Studio Art Design 2-D. It currently offers honors courses in Trigonometry/Advanced Math Topics and Spanish 4 and 5. Those and other courses on the UC/CSU-approved a-g list follow below. LHS also offers college-preparatory electives and vocational programs in agriculture and construction. About 45% of LHS graduates attend four-year universities directly following graduation, and typically 75% to 85% attend 2 or 4-year college or technical school. Other graduates join the military or begin working.

Diploma Requirements

This year, Loyalton High School adopted a new eight-period rotating schedule that meets seven periods per day. In past years, the school offered an eight-period block schedule rotating four periods per A and B days with a 30-minute Flex Reading period embedded. Graduation requirements are as follows for 2017 graduates:

- Units: 300 (5 units per course per semester), including the following:
 - English 40 units
 - Math 30 units
 - History 30 units
 - Science 20 units
 - P.E. 20 units
 - Fine Arts/For. Lang. 10 units
 - Freshman Focus 5 units
- Complete a Senior Project Research Paper, Project, and Presentation.

Class Ranking

The school district adopted the UC/CSU formula for determining valedictorian and class ranking, using UC/CSU a-g approved courses from the sophomore, junior, and senior (first semester) years.

UC/CSU Approved A-G Courses**a. History/Social Science**

- World History
- AP U.S. History
- Government (semester)
- AP U.S. Government and Politics (semester)

b. English

- English 9
- English 10
- Eng. 10 Honors
- English 11
- English 12
- AP English Language and Composition
- AP English Literature and Composition

c. Mathematics

- Algebra I
- Geometry
- Algebra II
- Trigonometry/Adv. Math Topics
- Honors Trigonometry/Adv. Math Topics
- AP Calculus AB
- Financial Algebra

d. Laboratory Science

- Biology
- Agriculture Biology
- Chemistry
- AP Chemistry
- Physics

e. Non-English language

- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4
- Spanish 3 Honors
- Spanish 4 Honors
- Spanish 5 Honors
- Middlebury Online German I, II
- Middlebury Online French I, II, III
- Middlebury AP French Language & Culture

f. Visual and Performing Arts

- Studio Art
- AP Studio Art 2-D
- Theater Arts
- The History and Art of Floriculture

g. College Preparatory Electives

- Future Focus
- Economics
- Journalism
- Agricultural Science I

- Agricultural Science II
- Extra classes from a-f above

AP English Language and Composition and AP English Literature and Composition are taught in alternate years

Because the AP courses are typically offered only one period each in our school schedule, it is sometimes impossible for students to access all advanced classes as they are offered. Some classes are offered through an approved online vendor and made available to students if they cannot schedule the same courses at Loyalton High School.

All students taking an AP course at Loyalton High School will now be required to take the College Board AP exam(s) in May; the school district currently funds all AP exams for all AP students. The AP exams were optional for students during the 2013-14 school year.

Career and Technical Education Pathway

Loyalton High School provides a coherent pathway for students to obtain agricultural completer status through its diverse Ag. Program courses. The following course are University of California A-G aligned, and lead to completer status and CTE certifications: Agri-science 1 and 2, Ag. Biology, Floriculture. Additional course that are offered that lead to CTE certification and completer status are: Ag. Mechanics, Ag. Leadership, Ag Business, Animal Science, and Horticulture. The courses 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. Loyalton High School's Ag. Department students are able to tie in classroom learning with an onsite "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.

Online and Extension Instruction

Loyalton High School utilizes various online services to provided classes to students who are either enrolled in credit recovery or perusing coursework that is not otherwise offered through our schedule. K12/Fuel Education offers a wide array of classes that

students may select. The coursework that is available ranges anywhere from remedial math courses to AP French. Additionally, K12/Fuel Education can provide an online instructor that can help facilitate the learning. The K12/Fuel Education platforms are very helpful to the school to provide instruction and opportunities that would otherwise be a major hurdle given our size and master schedule constraints. Aside from the comprehensive courses available through K12/Fuel Education, Loyalton high school uses other online services as support to the core instruction program. Programs such as Kahn Academy and NewsELA are in use to remediate and reinforce core instruction.

Loyalton High School offers an Independent Study Program (ISP) to students who wish to participate in this full-time alternative program. An ISP teacher provided by the district works closely with LHS teachers and administration to ensure smooth transitions in and out of LHS as needed. LHS staff and administration handle short-term ISP internally.

Credit recovery courses have been offered in the LHS schedule for students who need to make up credits during the school year to stay on track for graduation and who cannot fit the course needed into their regular school schedule. These courses can be offered via distance learning using the fuel.ed suite of online courses

Alignment of Curriculum Instruction with College and Career Preparedness Goals

The district has adopted state-approved curriculum in Career Technical Education, English Language Arts, History/Social Science, Mathematics, Physical Education, Science, and Visual and Performing Arts. The governing board has approved all courses of study and syllabi for courses taught at Loyalton High School. Teachers use materials to assure that students receive instruction in all curricular areas based on California's performance standards. All Loyalton High School students are expected to master course standards in order to earn appropriate credits and to meet graduation requirements.

In all curricular areas Loyalton High School is using state-recommended and/or district-approved textbooks. The texts are aligned with the Sierra-Plumas Joint Unified School District adopted curriculum and California State Standards. In the spring of 2005 science textbooks were adopted and purchased for the 2005-2006 school year. Science lab equipment was purchased for the 2005-2006 school year and updated again in 2010 with USDA grant funds to meet compliance with the Williams Act and to ensure that science equipment was available to meet science standards. The district Math curriculum was updated in 2015 to reflect the changes in California Content Standards. The district's English Language Arts textbook adoption committee made a recommendation for textbook purchase during the 2015-16 school year. The ELA

textbook adoption team attended training and reviewed many publishers for both Common Core alignment and alignment to the needs of Loyalton High School. The new texts were implemented in the fall of 2016. World History textbooks were purchased for the 2010-11 school year and Spanish books were purchased during the summer of 2011. The Social Studies textbook adoption process will begin this year. New AP Government textbooks and on-line Geography textbooks were purchased in 2013. Our Agriculture curriculum is being supported through the purchase of on-line curriculum that is updated annually and keeps our agriculture instruction current. Any reported shortage of texts is dealt with immediately; there is a textbook for each student in each core subject in keeping with the requirements of the Williams Act.

All textbooks used in the Honors and Advanced Placement (AP) courses meet UC/CSU requirements. All Advanced Placement teachers at Loyalton High School have attended week-long training courses in Advanced Placement strategies and submitted a syllabus of their curriculum to the College Board for approval. AP Chemistry students received new textbooks in September 2011. Loyalton High School currently offers AP Studio Art 2D, AP US Government and Politics, and AP Calculus AB annually. AP English Language and Composition and AP English Literature and Composition are offered on alternating years. We also offer Honors Trigonometry/ Advanced Math Topics and Honors Spanish 4.

Support and Intervention Programs

Special Education

Students identified with special needs have an Individualized Education Plan (IEP). Each plan is written by the IEP team and specifically designed to meet the student's academic needs. Special education teachers use standards-based materials to assist each student in meeting his or her educational goals. In addition, each student at Loyalton High School is mainstreamed into the general education setting for at least part of each day. With the support of special education personnel, all students are given the opportunity to access and master grade-level standards. The core education staff works collaboratively with special education staff to ensure that all students with disabilities have access to No Child Left Behind (NCLB) compliant teachers in core subject areas.

English Learners

English Language Learners (ELL) are also mainstreamed into core classes. All teachers at LHS hold BCLAD (Bilingual Cross-cultural Language and Academic Development), CLAD (Cross-cultural Language and Academic Development), or SDAIE

(Specially Designed Academic Instruction in English) certification. Teachers use standards-based materials and instructional strategies in order for ELLs to master the curriculum. A full-time aide works with our ELL students district wide and annually assesses English proficiency.

Low Income/Socio-economically Disadvantaged Students

Assistance is provided to students striving to pass core classes and improve on the CAASPP both during instructional time and outside the instructional day. Students can access tutoring during lunch and after school with staff members. Title I funds are spent on the salaries of instructional aides that work directly under the supervision of credentialed teachers and the school administrator. The EIA/ELL aides provide one-on-one tutoring for targeted students during the school day.

Title I funds are also spent on the salaries of teachers of intervention courses. The schedule provides core intervention courses to assist students with academic improvement in core subjects as needed.

Foster Youth

The Foster Youth Services Coordinating Grant funds the Sierra County Office of Education Foster Youth Services Coordinating Program (FYSCP). Money from the grant is used to hire credentialed tutors for a county after-school tutoring program conducted at each site in the district. Currently there is one credentialed staff member working as the tutor at LHS. After-school tutoring is conducted Monday through Thursday from 3 – 4 p.m. It is available to all students, but students with failing grades are strongly encouraged to attend. Tutoring is often mandated for struggling students.

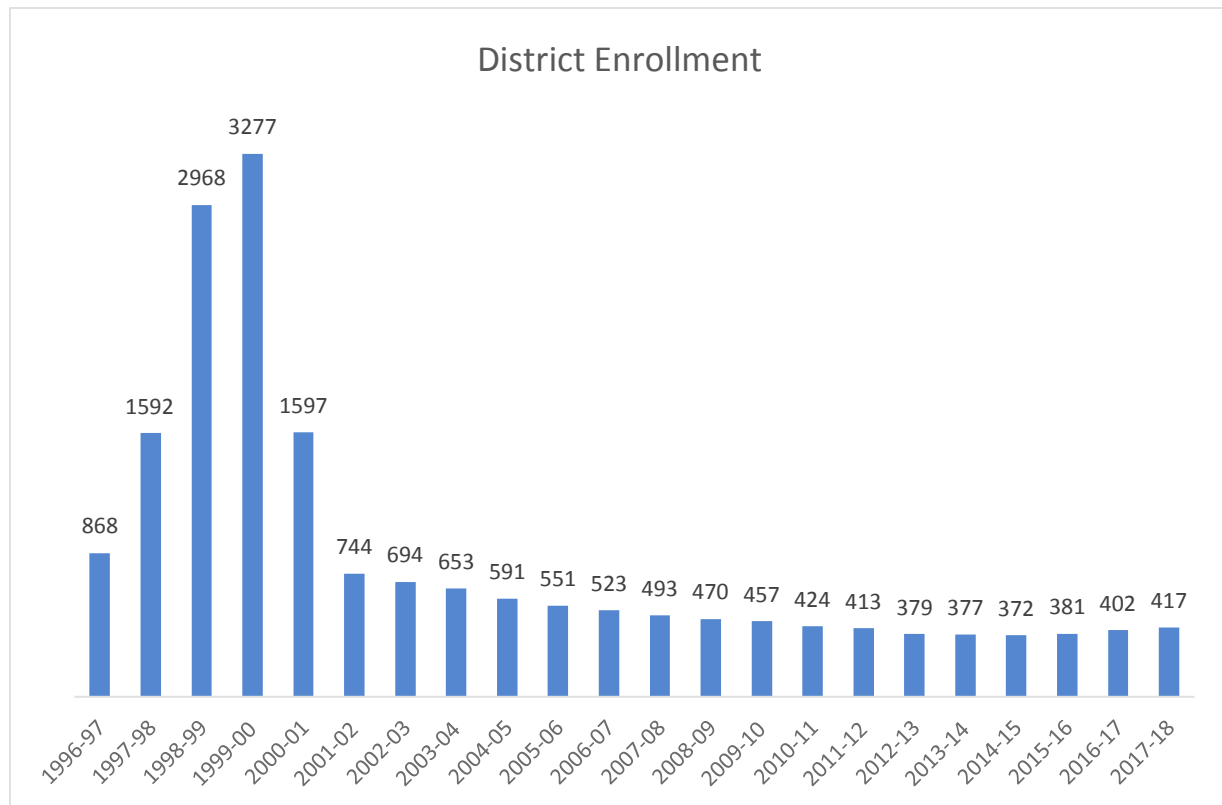
Response to Intervention (RTI)

Response to Intervention (RTI) teams are designed to meet the needs of each student requiring intervention for academic achievement, attendance, or behavior. Membership typically includes the designated RTI staff coordinator, student, parents, teachers, principal, instructional aides, and resource specialist, but membership varies depending upon the student needs. At RTI meetings, a student's strengths, weaknesses, short- and long-term goals, and expected outcomes are documented as specifically as possible. Parent input is always encouraged. During RTI, an action plan is developed to assist students with identified goals. A follow-up meeting can be scheduled to assess the effectiveness of the action plan. Informal monitoring occurs on at least a weekly basis. RTI may recommend special education testing when necessary and/or appropriate and can recommend alternative educational placements such as continuation high school or independent study. This is a vital part of our Response to Intervention (RTI) plan.

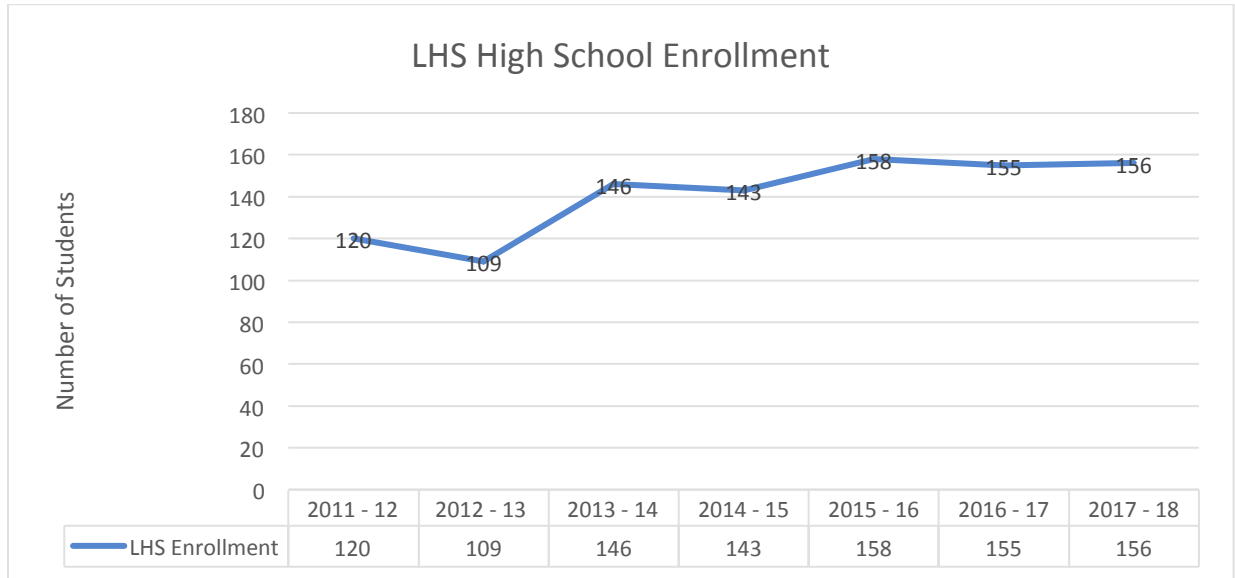
Athletics

Beginning in the fall of 2014, a stricter-than-CIF academic policy was instituted by the school staff for student athletes, student leaders, and students involved in extracurricular activities. Any of these students who have an “F” in any class on Tuesday, will be denied time out of the failing class for school activities, athletic contests, or field trips. This policy immediately improved the academic culture of our school.

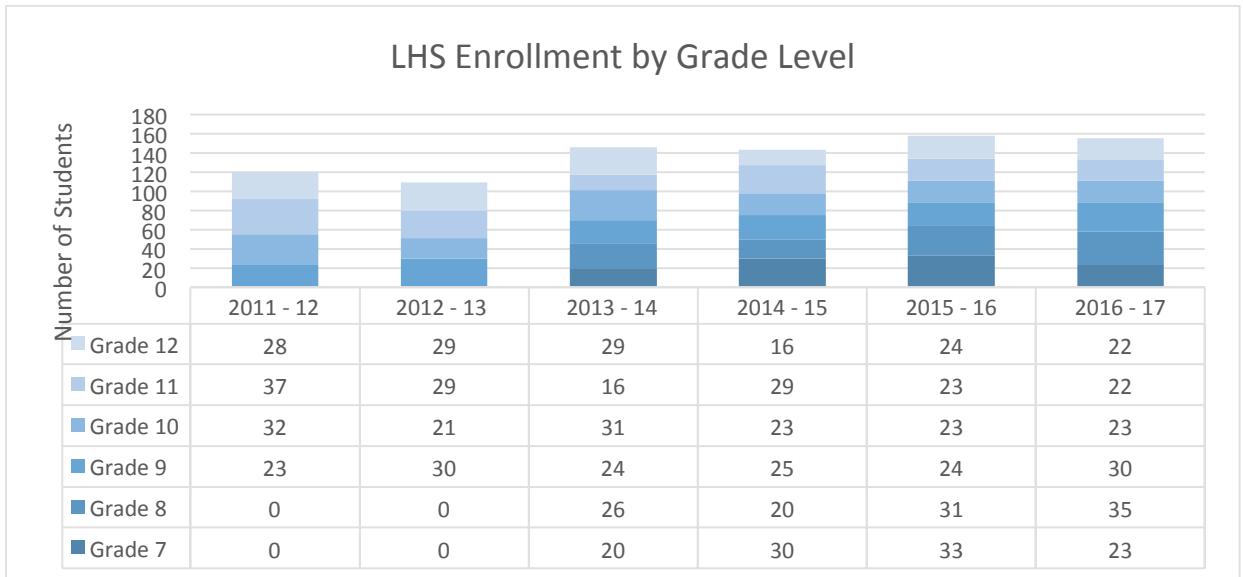
DEMOGRAPHIC DATA

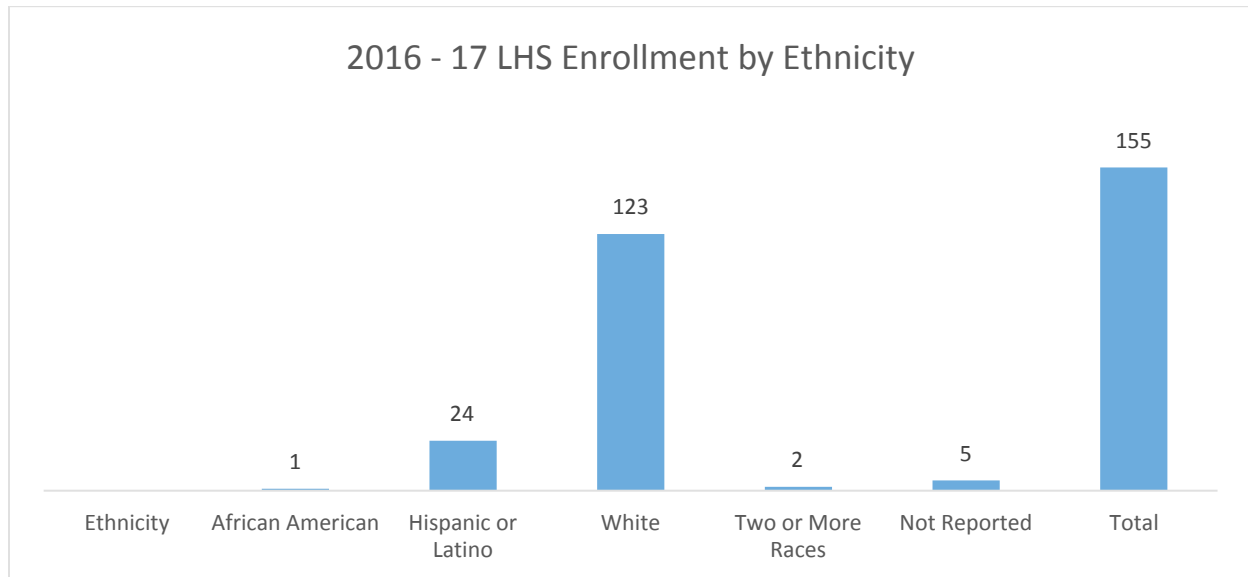


The district went through a period of declining enrollment. The enrollment changes seem to be leveling out. The abrupt drop in enrollment at the turn of the century from a peak of 3277 down to 744 was result of inflated charter school student population numbers being reported to the state by a corrupt superintendent. This debacle caused some financial strain on the district at the beginning of the century.



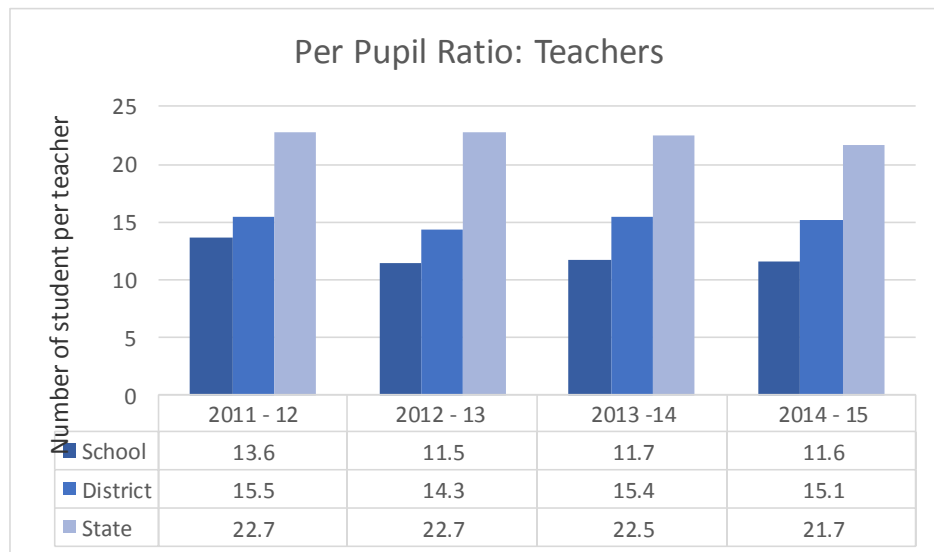
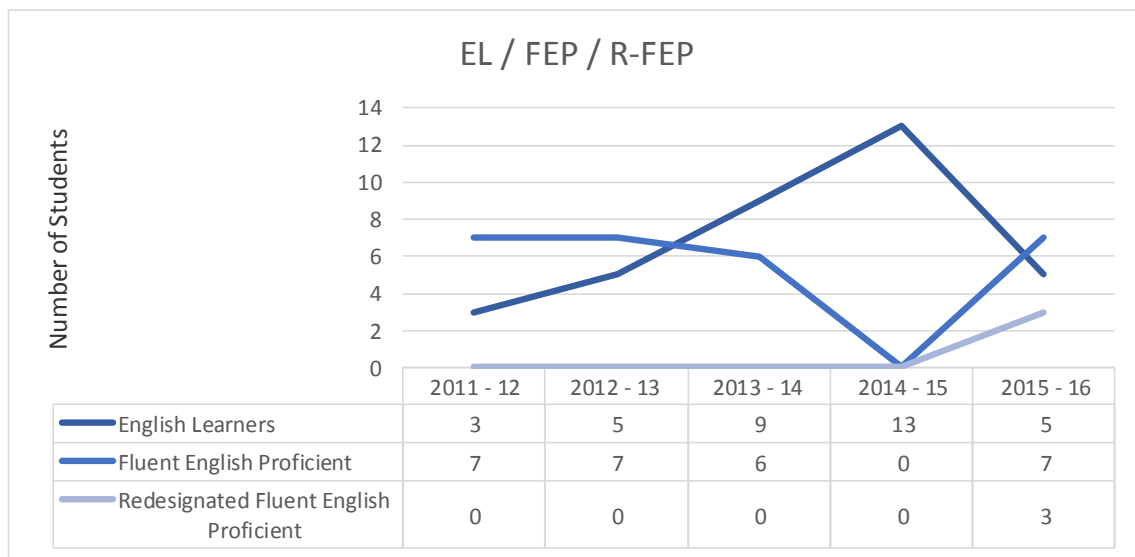
Enrollment increased in 2013-14 when the high school changed to a junior senior high and included the 7th and 8th graders on its campus.





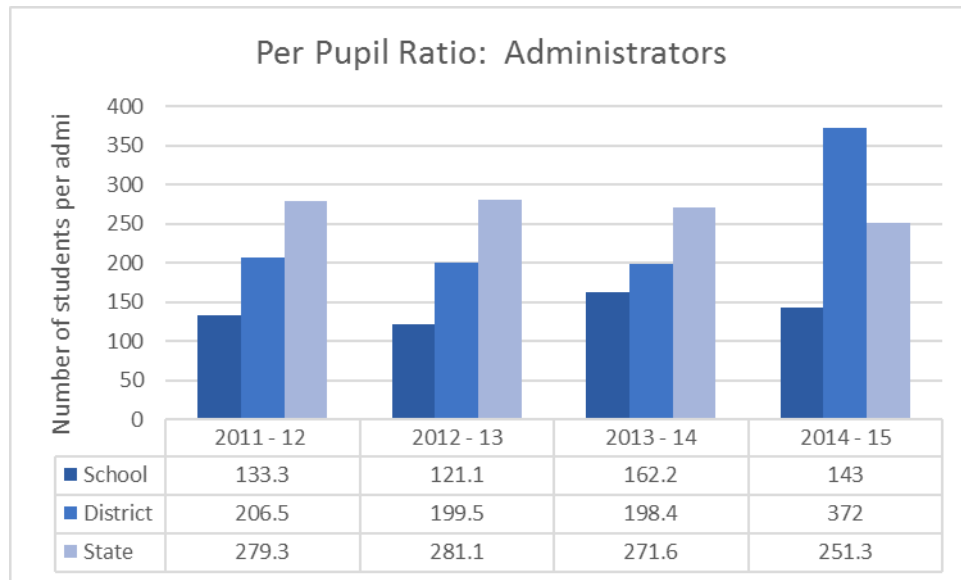
The Loyalton High School student body is made up mostly of white, non-hispanics students (79%). The hispanic/latino ethnicity is the second most reported ethnicity (15%). Spanish is the most common second language spoken at LHS.

Unduplicated Pupil Count of Free/Reduced-Price Meals, English Learners & Foster Youth			
	2013-14	2014-15	2015-16
Count	65	61	54
Percent of Enrollment	45%	41%	34%



<http://www.ed-data.org>

Loyalton High School enjoys small class sizes and a low student to teacher ratio. The class sizes at LHS range from 4 to 34.



In 2014, the district let go of the full time principal of Loyalton Elementary School and transferred his responsibilities to the superintendent; thus the district per pupil ratio rose above the state average.

Local Control Funding Formula's (LCFF) "Eight State Priorities"**Priority 1—Basics (Teachers, Instructional Materials, Facilities)****Teachers**

As of the 2016–17 school year LHS has 12.5 teachers with various assignments. A couple of the teachers are employed by the Sierra County Office of Education (the Special Ed, RSP teacher and the shop teacher), the rest of the teachers are district employees. Of the 12.5 LHS teachers, 4 have master's degrees. None hold a National Board Certification. And one of the teacher's has applied for a Provisional Internship Permit (PIP).

Most of the teachers are assigned appropriately. For the 2016-17 school, as it does for ever year, the governing board voted to approve the assignment of several teachers who needed to be assigned outside of the credentialing area pursuant to the Small Necessary Schools Ed. Code 44865. The assignments involved were as follows: 9-12 P.E., Ag Biology, 9-12 Social Science, 7-8 P.E., 9-12 Biology. The latter two assignments, 7-8 P.E., and 9-12 Biology could be construed as a mis-assignment because the teacher instructing those courses is not yet fully credentialed. The teacher in question has applied for a Provisional Internship Permit (PIP). With his PIP, he can proceed with credentialing classes through National University. He has not yet met the subject matter competence requirements to enter the National University Internship Program, but is expected to do so in the spring or summer of 2017, and will be able to enter the program in the fall of 2017.

Standards-Aligned Material

As required by Education Code 60119, the school district annually verifies that all students have access to standards-aligned materials in the subjects of mathematics, science, history-social science, and English-language arts. District and county resolutions 16-004 and 16-005 respectively resolved that for the 2016-17 school year each student was provided with sufficient standards-aligned textbooks and instructional materials.

Facilities

The facilities at Loyalton High School provide adequate and safe learning environment for our students. Yearly assessments take place by the Superintendent and maintenance personnel using Facility Inspection Tool forms. The school proper is orderly and clean. The overall FIT score for the past year was determined to be 89.5% and in the "good category." The school has a full time janitor and a maintenance person who are responsible for the safety and cleanliness of the school. The school is aging. The building was built in the 1950's and is energy inefficient. Several studies have been conducted by energy efficiency organizations to prepare to use Clean

Energy Act Funding (Prop.39). The audits and FIT reports find windows and doors that are energy inefficient.

Several improvements have been made over the past 5 years including the replacement of the roof and the repaving of the school's parking lot. These improvements have increased aesthetic as well as improved safety. Projects slated for the future include: the replacement of old carpet; replacement of worn common area furniture; replacement of school windows; redesign of the landscaping in front of the school; redesign and upgrades to the school weight room; remodeling of student bathroom partitions; and electrical improvements across campus.

The school grounds are expansive and include an FFA farm facility, a greenhouse, and several ball fields.

Laboratory science facilities at Loyalton High School include the FFA facilities, the barn and greenhouse, an outdoor learning landscape, and two science classrooms. Both classrooms are equipped with counter space and sinks. One of the classrooms was the original science instruction space for the school when it was built in 1959. In addition to the sink and counter space, this classroom is outfitted with propane for Bunsen Burners, a chemical supply closet, and an appropriate eye wash station and chemical shower. The science teachers endeavor to use these facilities to provide as much hands-on laboratory instruction as is reasonable and possible in order to meet the requirements of the state standards and the UC a-g requirement of at least 20% hand-on instruction for laboratory courses.

Priority 2—Implementation of Academic Standards

Most of the curriculum in use at LHS is chosen through a text book adoption process. A stipend position exists for a teacher to coordinate textbook adoption. This teacher acquires textbook samples and facilitates the sharing and viewing of these sample by other teachers of the subject matter for which they are being selected. The teachers come to a consensus on the textbook choice, then the governing board continues the adoption process with the required public viewing period and then board adoption.

The district has adopted the California Common Core standards for all of its schools. In 2013-14, Loyalton High School started using a newly adopted Common Core curriculum for mathematics. In 2016 – 17, the school implement Common Core aligned curriculum for English.

New World History textbooks were purchased for the 2010-11 school year, new AP Government textbooks and on-line Geography textbooks were purchase in 2013. Spanish books were purchased during the summer of 2011. The Agriculture department

uses an on-line curriculum that is updated annually.

All the Advanced Placement, UC-CSU A-G courses and the standards-based courses have board-adopted curriculum and use textbooks that meet AP, UC-CSU A-P requirements or are standards aligned; however, some elective courses don't have any curriculum. The school prospectus has in need of updating.

The district has been without a curriculum expert since 2008, but in 2016, a part-time curriculum coordinator position was filled.

Priority 3—Parent Engagement

Loyalton High school has numerous methods by which parents interface with school planning, operations, and the performance of their students.

Main instruments for parental engagement include, but are not limited to, the school's site council, participation on other planning bodies such as sports boosters, and FFA advisory panels.

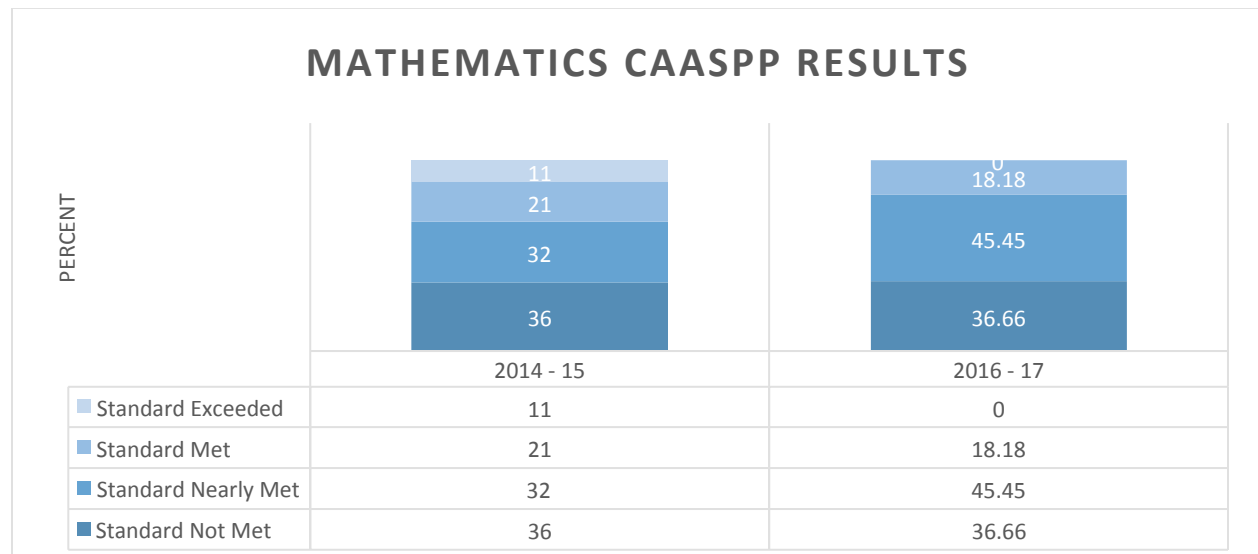
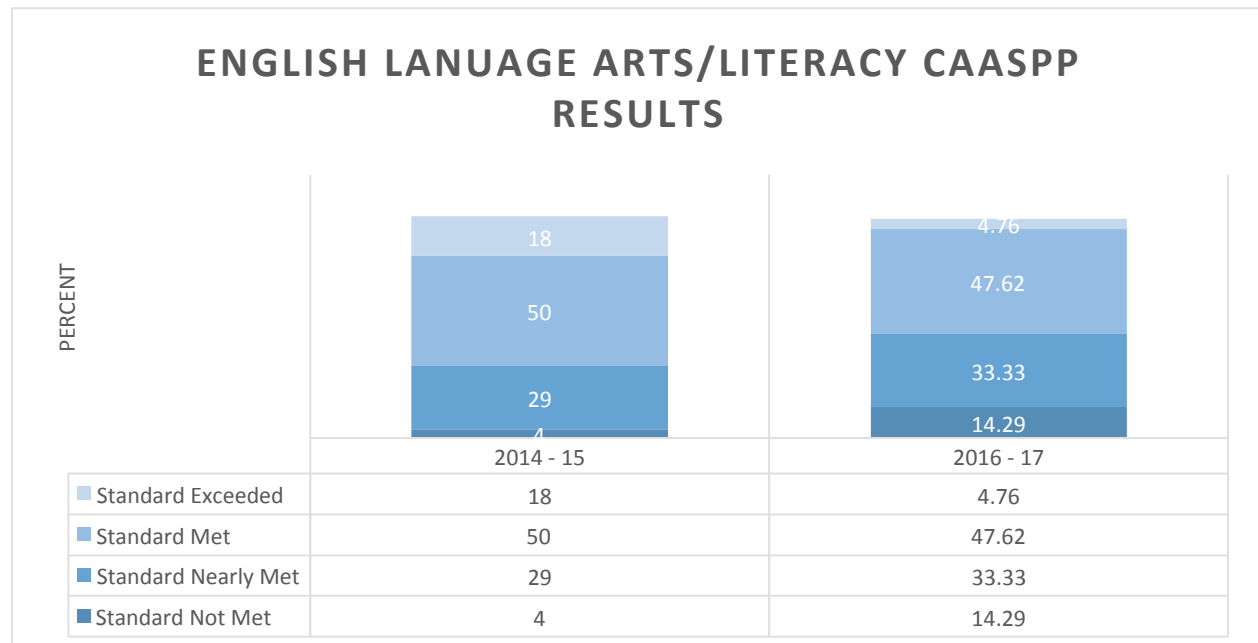
The school administrator sends home a newsletter and conducts weekly addresses to the parents in the community to keep them informed of upcoming school events.

The School conducts RTI meetings for students who have been identified as needing intervention by teachers. The meetings are conducted with parents to solicit all information that can be used to create a plan for remediation.

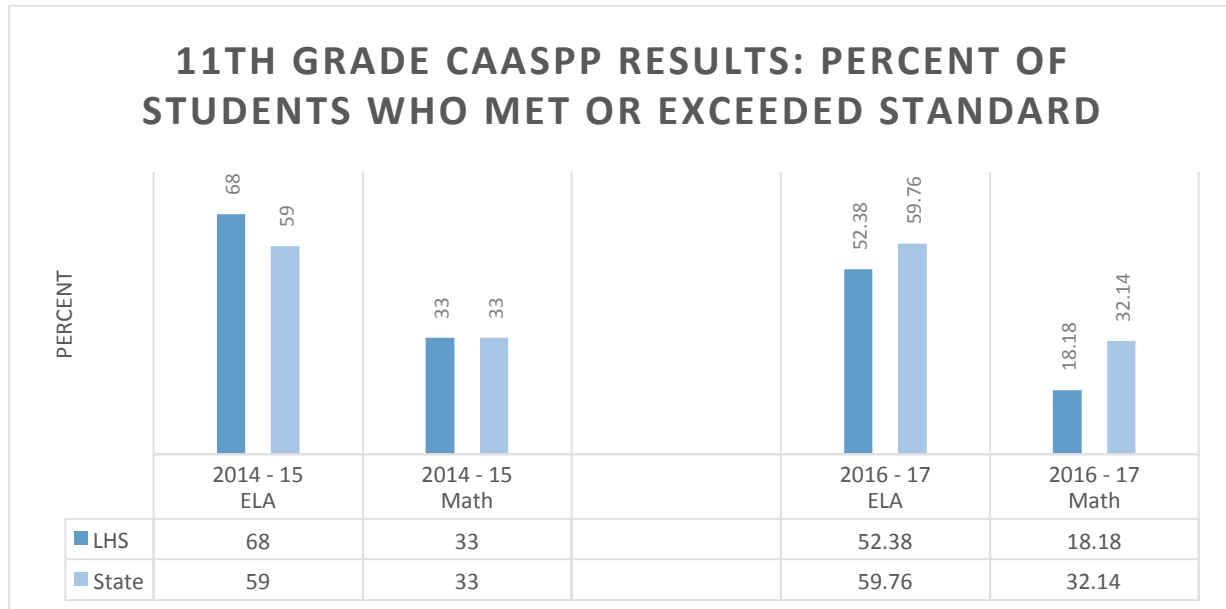
Parents of all students have access to PowerSchool to access teacher grade books and receive a real time look at student performance in all classes.

Priority 4—Performance on Standardized Tests

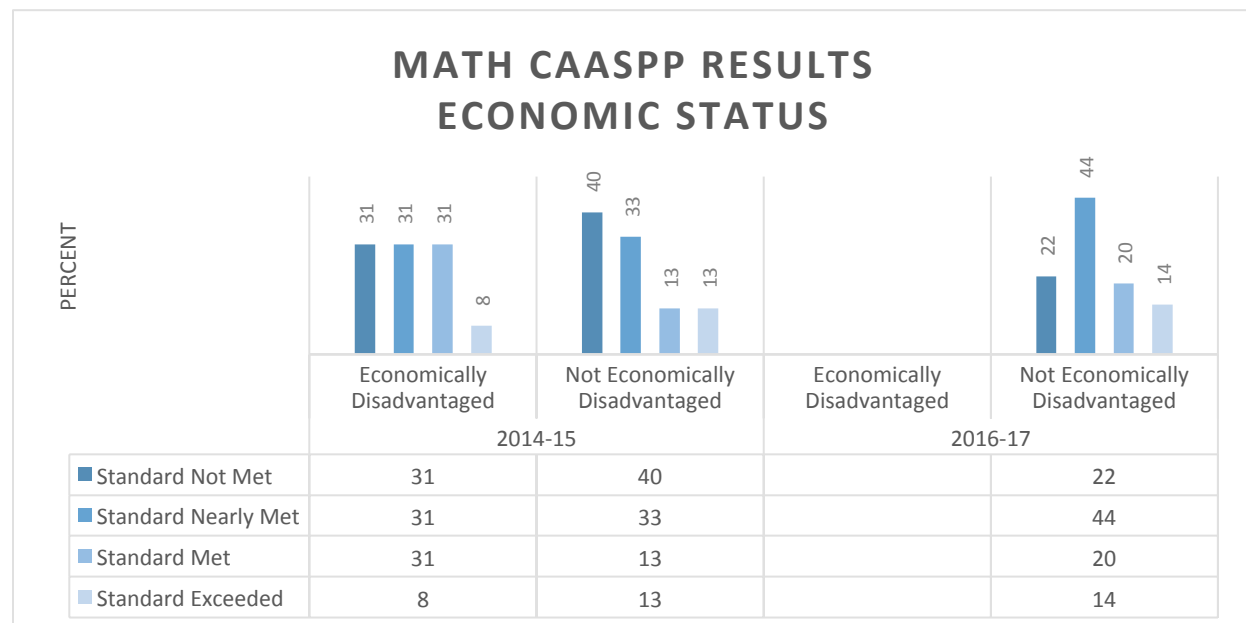
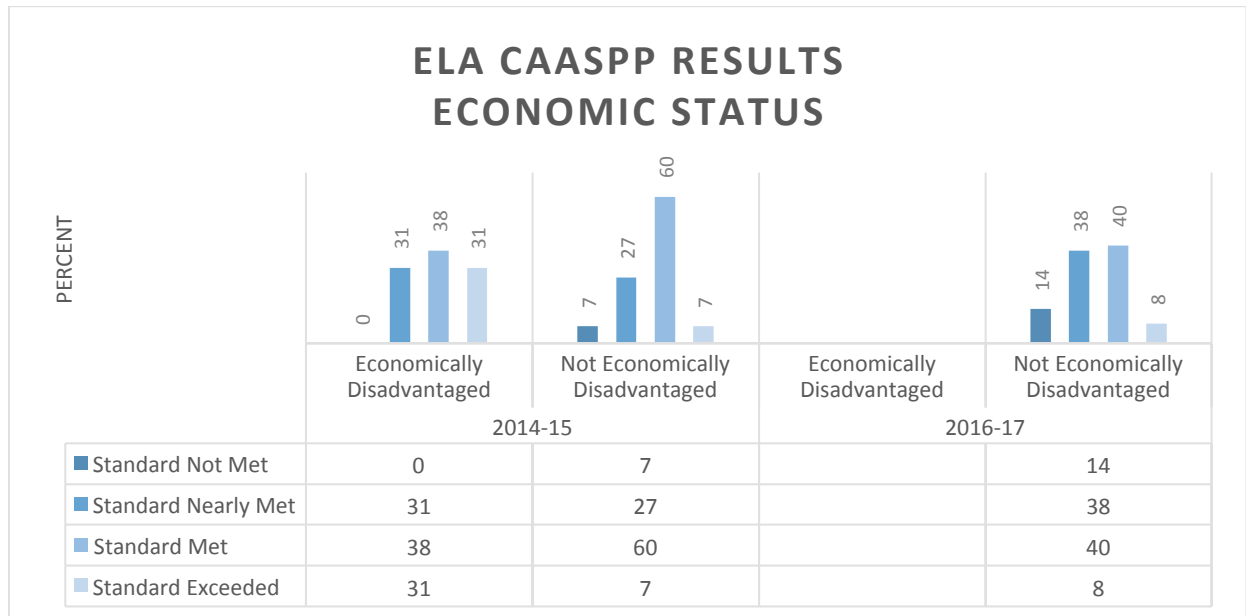
California Assessment of Student Performance and Progress (CAASPP) and 10th Grade Science California Standardized Test Results.



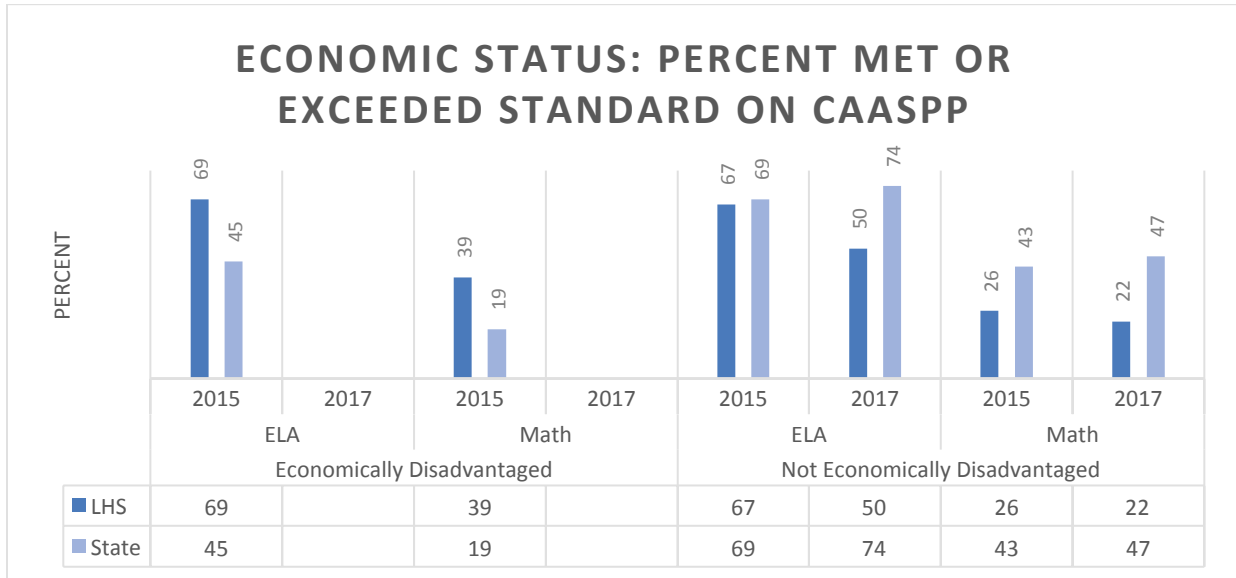
There are no scores available for the 2015-16 school year; due to technical difficulties and a scheduling mix up, the students were unable to finish their tests within the testing window.



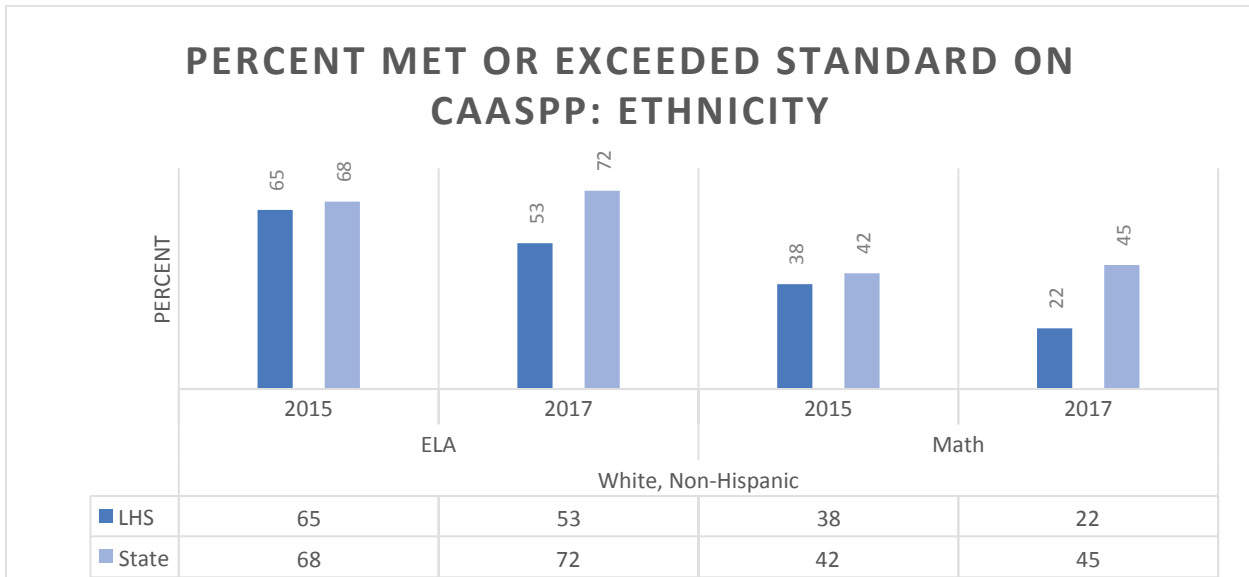
Loyalton High School students score significantly higher than the state in English-language Arts and scored the same as the state average in mathematics in 2015, but scored below the state average in both subjects in 2017.



The 2017 economically disadvantaged data is unavailable due to the small reported population (≤ 10).

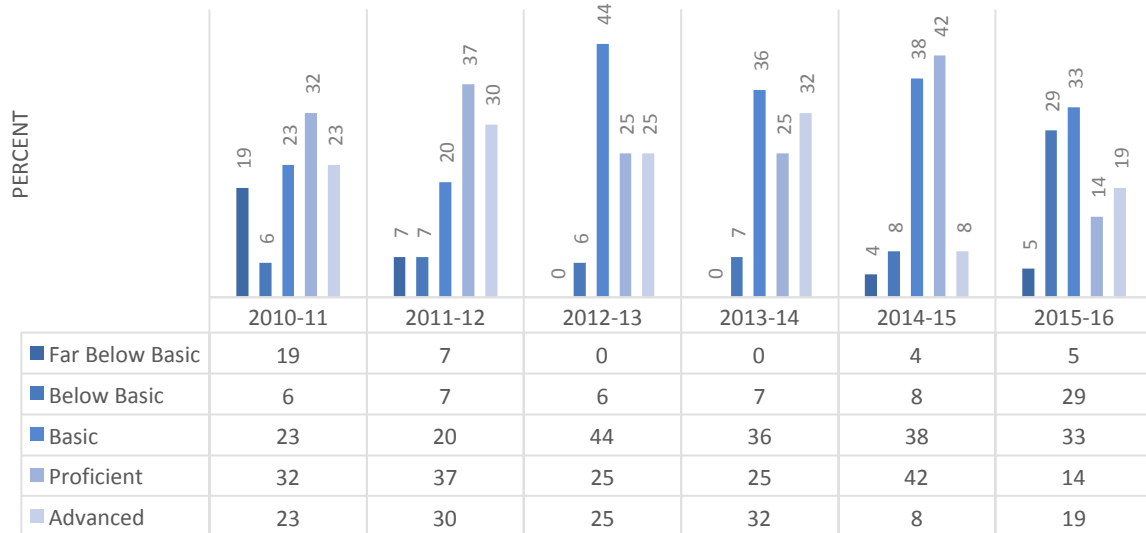


Out of the 22 11th graders tested in 2017, only 3 were identified as socioeconomically disadvantaged.

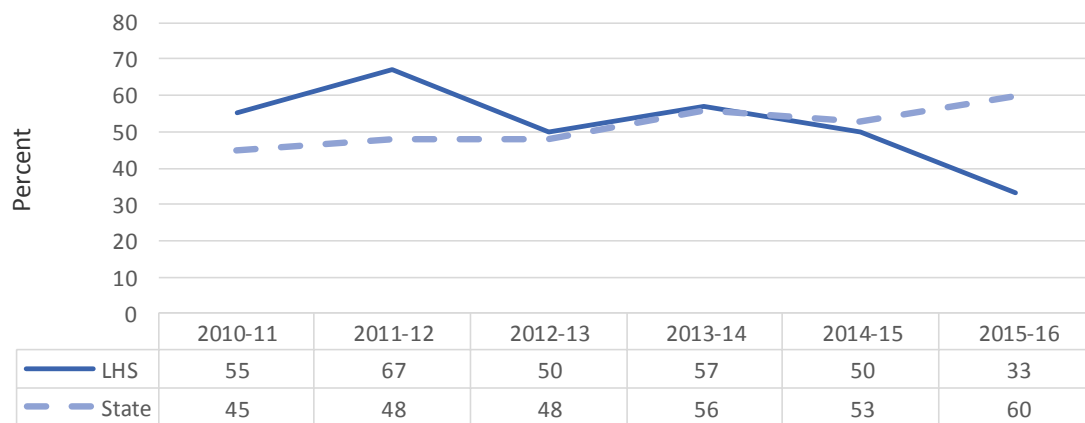


White, non-Hispanic, is the only statistically significant ethnic subgroup at Loyalton High. The LHS CAASPP scores were below that of the state average in both ELA and mathematics for every year tested

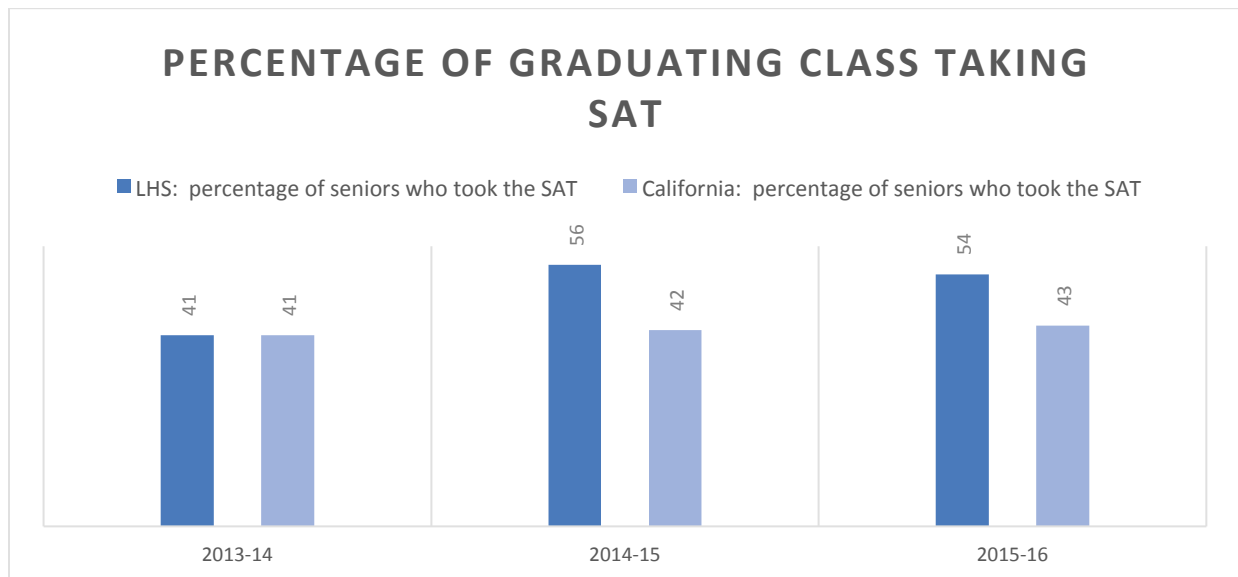
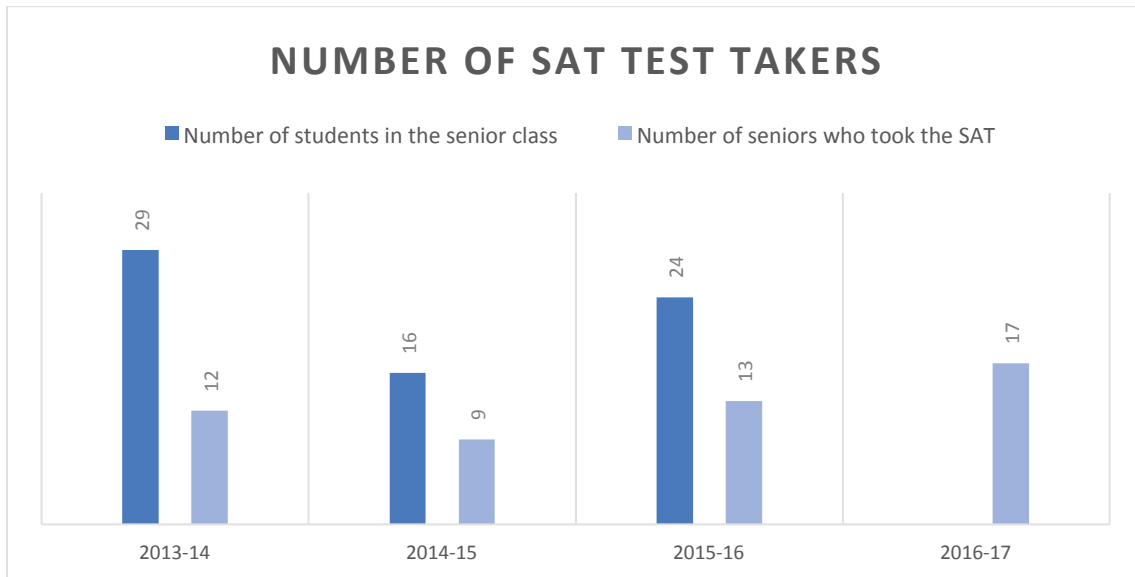
CAASPP CST 10TH GRADE LIFE SCIENCE



CAASPP CST 10th Grade Life Science Percent At or Above Standard



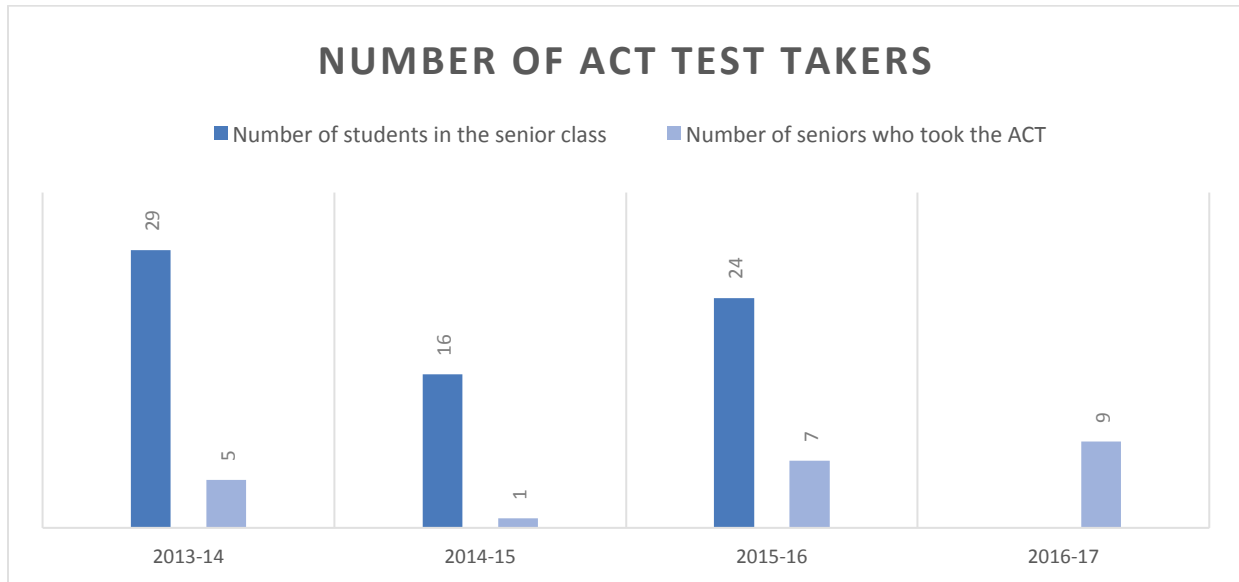
SAT, ACT and AP Test Results.

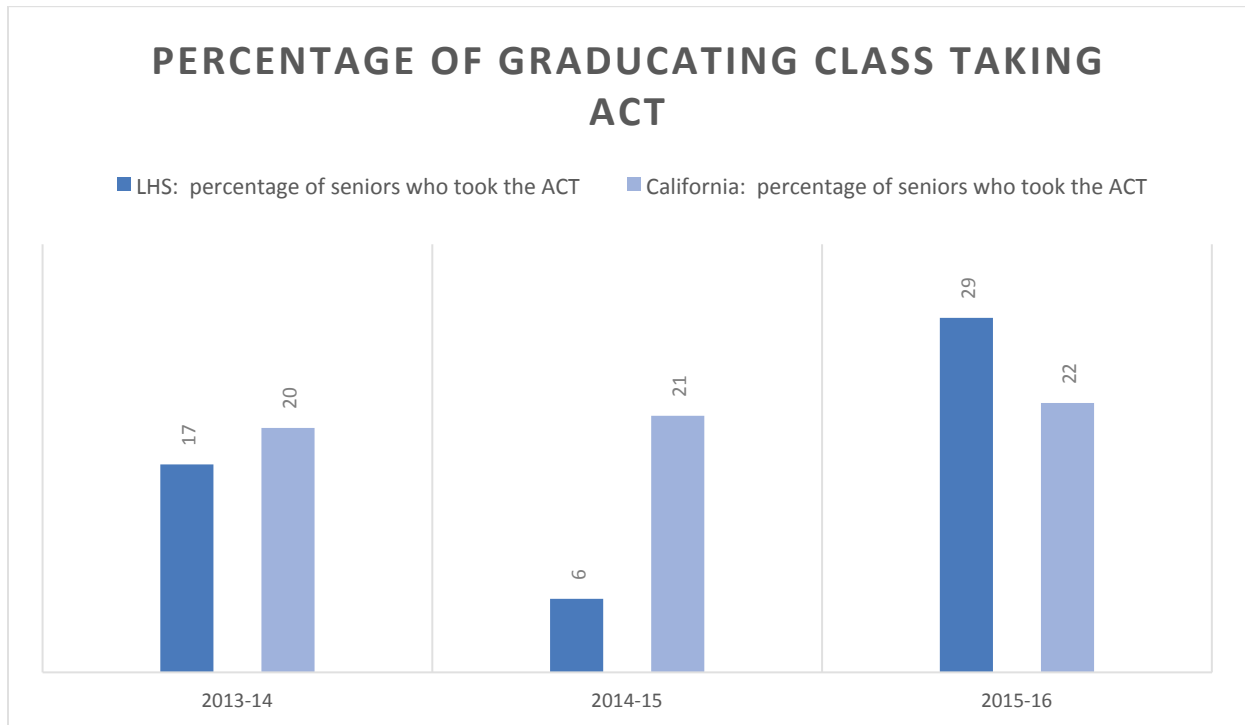


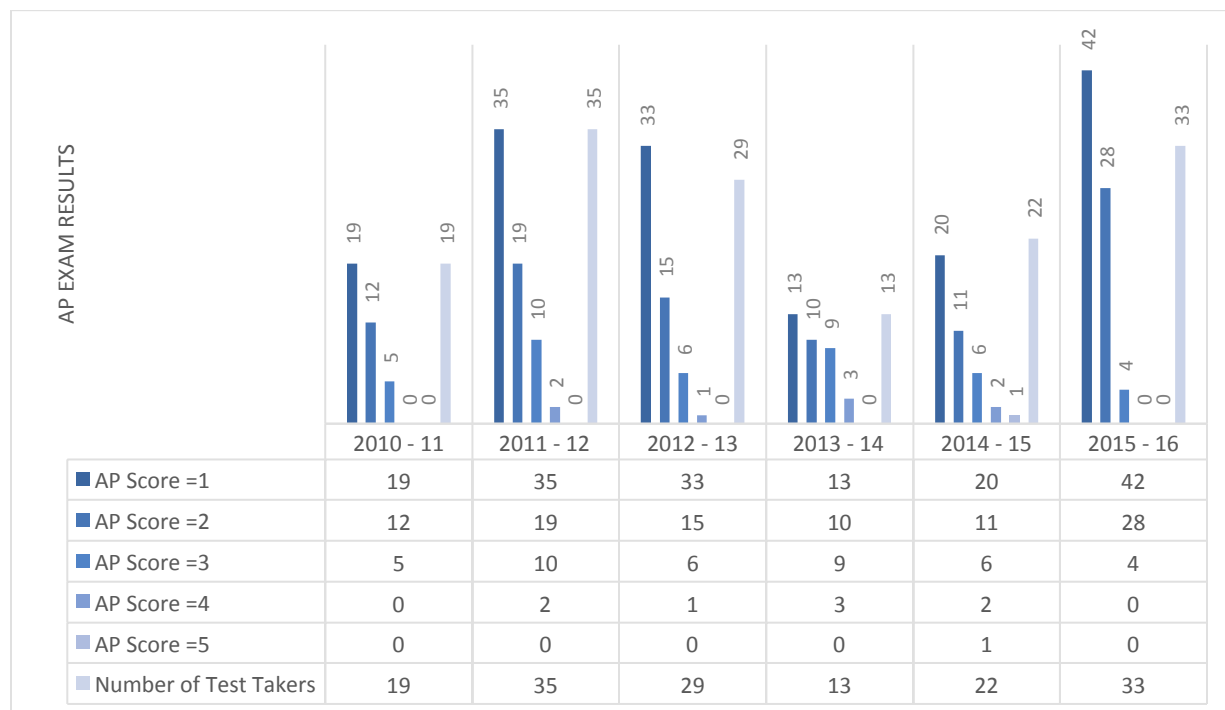
Early Assessment Program (EAP)		
	College English	College Mathematics

	2014-15	2015-16	2014-15	2015-16
Ready	0%	18%	0%	11%
Conditionally Ready	0%	50%	24%	21%

Starting in 2015, college readiness for college level English/mathematics courses was no longer derived from a student's score on the optional EAP portion of the STAR exams, but was replaced with the student's performance on the 11th grade Smarter Balanced CAASPP exam. Students who score "Standard Exceeded" are considered ready for college English/math and are exempt from taking the CSU English Placement Test (EPT) and/or the Entry Level Mathematics (ELM) exam. Students who score "Standard Met" are also exempt from the EPT and/or the ELM, but they must take an approved English and/or mathematics course in the twelfth grade and receive a grade of "C" or higher.







Priority 5—Pupil Engagement

Number of Ds or Fs for Grades 9 - 12				
	2015-16		2016 – 17	
	Semester 1	Semester 2	Semester 1	Semester 2
Ds	50	57	41	51
Fs	7.5	20	4	9

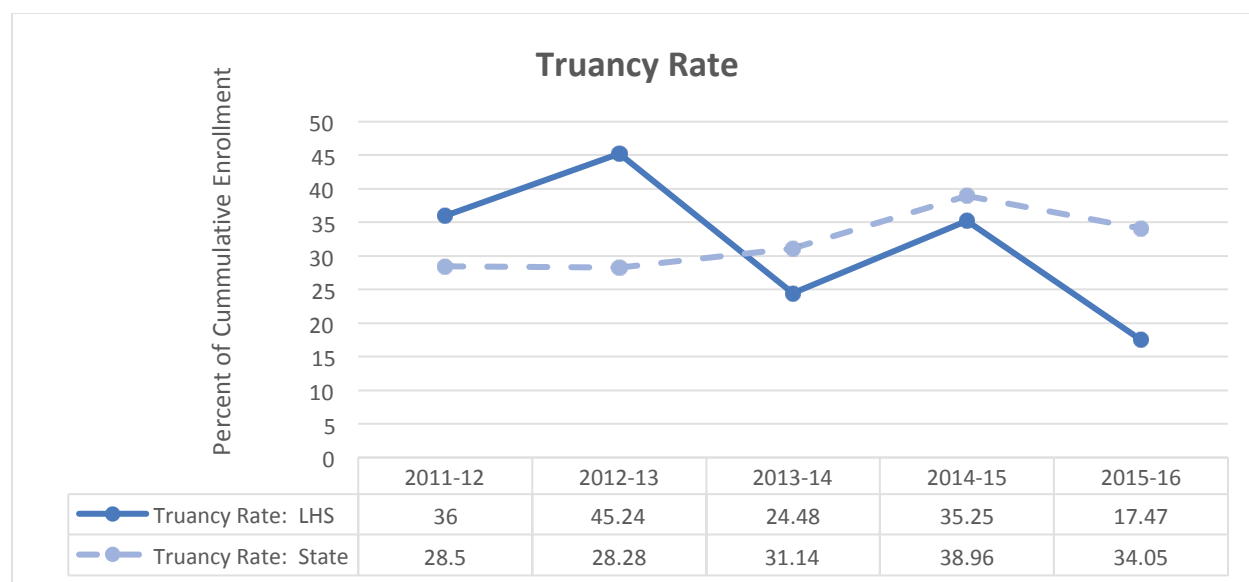
Cohort Graduation (%)						
	2011 – 12	2012 – 13	2013 – 14	2014 – 15	2015 – 16	2016 - 17
LHS	100	96.8	100	NA	NA	NA
District	97	94.7	94.4	NA	NA	NA

State	78.9	80.4	81.0	82.3	NA	NA
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Cohort Dropouts (%)						
	2011 – 12	2012 – 13	2013 – 14	2014 – 15	2015 – 16	2016 - 17
LHS	0	2.6	2.8	NA	NA	NA
District	3	2.6	2.8	NA	NA	NA
State	13.1	11.4	11.5	10.7	NA	NA

Loyalton High School enjoys a high graduation rate and a low dropout rate.

Chronic Absenteeism		
2015 – 16	12	7.7%
2016 – 17	14	8.5%



While there was a spike in the truancy rate in 2012-13, the rate has since settled to below the state average. With the small enrollment size of LHS, it doesn't take many additional truanies to create a notable increase in the truancy rate.

Priority 6—School Climate

Suspensions and Expulsions			
	2013-14	2014-15	2015-16
Suspensions	0	0	1.8
Expulsions	0	0	0

School Engagement and Supports Data from the 2015 -16 California Health Kids Survey				
	9th Grade %	10th Grade %	11th Grade %	12th Grade %
School Connectedness (high)	38	38	48	69
Academic motivation (high)	13	17	26	10
Truant more than a few times	0	8	9	4
Caring adult relationship (high)	25	29	48	55
High expectations (high)	42	38	48	59
Meaningful participation (high)	21	25	17	34

Safety Data from the 2015 -16 California Health Kids Survey				
	9th Grade %	10th Grade %	11th Grade %	12th Grade %
School perceived as very safe or safe	54	63	57	89
Experienced harassment or bullying	29	33	35	18
Had mean rumors or lies spread about you	33	50	50	24
Been afraid of being beaten up	4	9	22	3
Been in a physical fight	35	25	13	11

Seen a weapon on campus	25	29	17	21
Substance Use Data from the 2015 - 16 California Health Kids Survey				
	9th Grade %	10th Grade %	11th Grade %	12th Grade %
Been drunk or “high” on drugs at school, ever	4	9	0	4
Current alcohol or drug use	8	29	30	21
Current binge drinking	0	13	13	11
Very drunk or “high” 7 or more times	0	18	4	14
Current cigarette smoking	0	17	4	7

Mental Health Data from the 2015-16 California Health Kids Survey				
	9th Grade %	10th Grade %	11th Grade %	12th Grade %
Experience chronic sadness/hopelessness	21	26	48	18
Considered suicide	8	33	30	14

Co-and Extra-curricular Activities

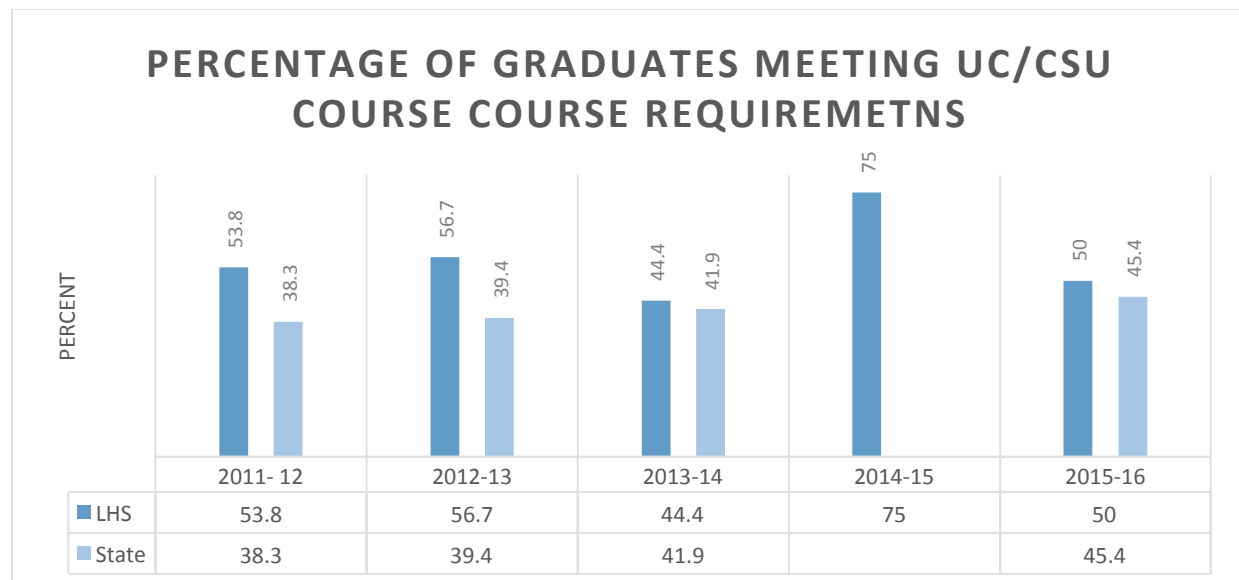
Loyalton High School is rich in co- and extra-curricular activity offerings. During the 2016-17 school year, 48% of high school students had at least three field trip codes reported for their PowerSchool attendance. Field trip codes are reported whenever a student misses regular classes for a school related activities such as athletics, FFA, or some other sort of field trip. About 26% of high school students had at least 5 field trip codes, which could amount to a week of field trip activities. Some students had over two weeks of field trip codes entered by the end of the school year.

Athletics: A high percentage of the high school student body participates in sports. As of March in the 2016-17 school year, 83.7% of the 9-12 student body had played at least one high school sport that year.

Future Farmers of America: The National FFA: The agriculture program at LHS is very full. For the 2016 17 school year, there were 44 FFA students, approximately 44% of the 9-12 population. Agricultural Education instruction is delivered through three major components: Classroom/Lab Instruction, Supervised Agricultural Experience, &

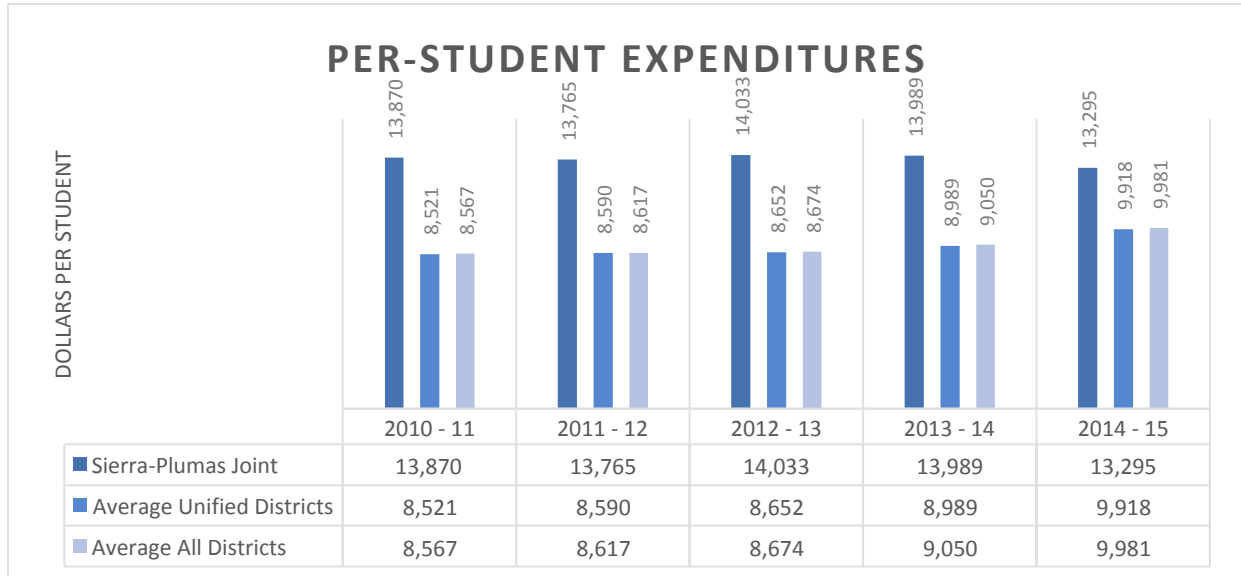
FFA. California FFA is a high school youth leadership and career development organization that is a state association of the National FFA Organization, a federally chartered corporation under Public Law 105-225. The California Association currently serves over 80,000 student members in over 320 high schools, from urban schools in Los Angeles and the Bay Area to rural schools all across the state. The California FFA Association is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through Agricultural Education.

Priority 7—Access to a Broad Course of Study

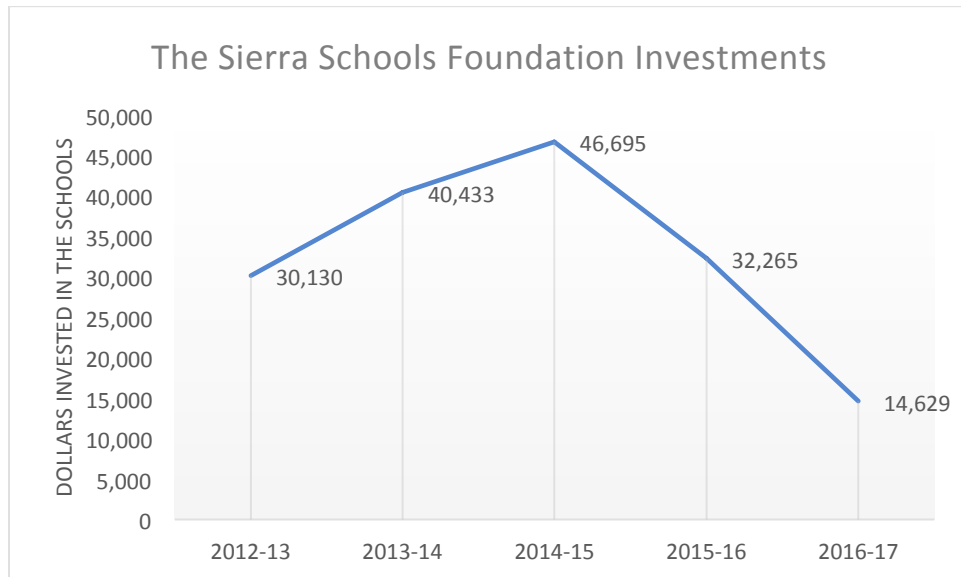


Loyalton High School consistently graduates a higher percentage of students meeting the UC/CSU a – g course requirements than the state as a whole.

Priority 8—Other Pupil Outcomes



Sierra-Plumas Joint Unified School District spends significantly more per student than average California school district. Some of the difference might be due to the economy of scale; because of the small size of the schools in the district, some services might be more expensive per student. For example, a room with 10 students costs about the same to heat as a room with 30 students, but the heating cost would be more per student.



The district has received significant contributions from The Sierra Schools Foundation over the years. At LHS, the money has been used to start several elective classes: Ceramics, Choral, and Filmmaking and Coding. The foundation also funds field trips and purchase equipment for various courses.

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

purpose is defined further by school wide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – School wide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The LHS Mission Statement clearly supports the belief that all students can achieve at high levels and aligns with the school's Expected School-wide Learning Results (ESLRs). 	<ul style="list-style-type: none"> LHS Mission Statement ESLRs
<ul style="list-style-type: none"> The commitment to high expectations and achievement for all students in the Mission Statement is consistent with national, state, and local academic standards, curriculum frameworks, and current educational research. 	<ul style="list-style-type: none"> LHS Mission Statement Academic Standards Curriculum Frameworks

- The Mission Statement conforms to the Sierra-Plumas Joint Unified School District and Sierra County Office of Education Mission and Vision Statement.
- The LHS Single Plan for Student Achievement (SPSA) (Discontinued in 2017-18) aligns with the LHS Mission Statement and ESLRs and considers current educational research and student/community data. The SPSA is approved annually by the Governing Board after approval by the School Site Council (SSC).
- The school's Mission Statement, ESLRs, and SPSA are aligned with the Sierra-Plumas Joint Unified School District Strategic Plan and the LCAP and consider our student and community needs.
- District/County Mission and Vision
- LHS Mission Statement
- SPSA
- LHS Mission Statement
- ESLRs
- Board Minutes
- SSC Minutes
- LHS Mission Statement
- ESLRs/SPSA
- LCAP

Development/Refinement of Vision, Mission, School wide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and school wide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and school wide learner outcomes.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> LHS has a clearly stated and posted Mission Statement that was originally developed by the staff and then reviewed and revised with input from staff, parents, and students via the school's Site Council. 	<ul style="list-style-type: none"> LHS Mission Statement Student Handbook LHS Website
<ul style="list-style-type: none"> This Mission Statement is reviewed annually at the first School Site Council (SSC) meeting in the fall and at one of the early faculty meetings each school year. 	<ul style="list-style-type: none"> SSC Minutes Faculty Meeting Agendas
<ul style="list-style-type: none"> The Governing Board approved the original 	<ul style="list-style-type: none"> Board Minutes

Mission Statement and all revisions have been presented to the Governing Board for approval.

- | | |
|--|---|
| <ul style="list-style-type: none"> • The Governing Board agendas are posted publicly according to policy and bylaws and are made available to staff members. Board agendas and minutes are posted on the Sierra County Office of Education website for public access. | <ul style="list-style-type: none"> • http://www.sierra-coe.k12.ca.us/ • Board Policy |
| <ul style="list-style-type: none"> • The Superintendent encourages participation of parents and community members at Governing Board meetings and as participants on the LCAP advisory panel. | <ul style="list-style-type: none"> • Governing Board Minutes • LCAP Minutes |
| <ul style="list-style-type: none"> • The Loyalton High School professional staff knows that Governing Board members promote learning in our schools through their participation on the board. We have been fortunate to have two local Governing Board members who are frequent visitors to our school and have a good understanding of the goals and challenges facing our staff and students. | <ul style="list-style-type: none"> • Interviews with staff • Interactions with local Governing Board members. |
| <ul style="list-style-type: none"> • Governing Board members receive annual school facility and maintenance reports from each site; several board members are on campus often enough to be aware of short- and long-term facility and operational needs at Loyalton High School. | <ul style="list-style-type: none"> • Governing Board Minutes • Governing Board Agenda |
| <ul style="list-style-type: none"> • Board Policy as it relates to the school's complaint and conflict resolution procedures appear to be effective in meeting the needs of shareholders at Loyalton High School. These William's Uniform Complaint Procedures are posted at the school and included in the parent packet at the beginning of each school year. | <ul style="list-style-type: none"> • Board Policy • http://www.sierra-coe.k12.ca.us/ • First Day Packets • Complaint Posting |

- The Governing Board’s dedication to student learning in our school has resulted in financial support for increased technology that is assisting in meeting our math and literacy goals.
- SPJUSD Budget
- SmartBoard Purchases
- Math Technology
- ChromeBook Purchases

Understanding of Vision, Mission, and School wide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the school wide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and school wide learner outcomes.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Loyalton High School’s Site Council meets regularly and is actively updated on the school’s vision, mission, and learner outcomes. The School’s Site council serves as the community body to provide input into the creation of the district LCAP 	<ul style="list-style-type: none"> • Site Council Minutes • Board Agenda’s • LCAP
<ul style="list-style-type: none"> • The Principal conducts weekly phone addresses to the parents via a school-wide “all-call.” The address informs parents of upcoming events as well as communicates the school’s vision, mission, and expected outcomes. 	<ul style="list-style-type: none"> • Parent interviews • SARC
<ul style="list-style-type: none"> • Loyalton High School conducts 4 year planning evenings with the students and the parents of all high-school students. This incredible set of evenings, allows for “one-on-one” interaction with our staff and all families in order to plan out student course decisions. In these sessions, our parents witness our vision and mission in action. 	<ul style="list-style-type: none"> • 4-Year Planning Binders
<ul style="list-style-type: none"> • LCAP presentation evenings occur annually to the districts LCAP advisory panel. The district’s and the school’s vision, mission, school-wide learner outcomes are presented to the LCAP advisory committee and the public who wish to 	<ul style="list-style-type: none"> • Meeting Agendas

attend.

- The Ag. Advisory panel meets quarterly and is comprised of parents, students, and local industry partners. The body helps set the vision and mission of the LHS Ag. Department.
- Ag. Advisory Panel Agenda's and Minutes
- The LHS Sports Booster club is comprised of LHS parents. The body reviews the LHS athletic mission statement and assists with helping LHS Athletic achieve its goals. The LHS Booster club meets monthly.
- LHS Booster club Agendas and Minutes.

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the school wide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school wide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, school wide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings

Supporting Evidence

- Staff meetings are held every Tuesday afternoon to facilitate internal communication, planning, and resolution of differences. In addition, groups of staff meet often meet informally to discuss issues and possible resolutions as needs arise.
- E-mail is frequently used to inform staff of important issues as they arise between staff meetings and often results in planning and/or resolutions.
- Board policy is easily accessible through Gamut online. Links to Sierra-Plumas Joint Unified School District policies and Board policies can be found by the public on the district's website.
- The District's Uniform Complaint procedures are posted in each classroom and in the main office for reference.
- The school sends home report cards on 8 different occasions throughout the school year. Additionally, parents are provided with access to PowerSchool to monitor student progress and grades.
- The district's governing board approves the members of the school's site council, LCAP advisory committee, and SARB boards. The governing board reviews and approves the schools state reports such as the SARC and Single Plan for Student Achievement (discontinued).
- School calendar
- Staff meeting agendas
- E-mail records
- Sierracountyofficeof education.org
- William's Act Posters
- Student/Staff InterviewsPowerSchool
- Board minutes and agendas
- SARC
- SPSA

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The school currently uses the services of K12/Peak/Aventa as an online education provider for courses that are not currently offered in our master schedule or for students that require credit recovery. 	<ul style="list-style-type: none"> Peak/K12 enrollment information.
<ul style="list-style-type: none"> The school principal and the school guidance councilor both serve as mentors for the students as they progress through their curriculum. Regular meetings occur to encourage students to stay on track and to help students achieve success. 	<ul style="list-style-type: none"> K12 enrollment info Student interviews
<ul style="list-style-type: none"> The districted has adopted a 1:1 technology plan so that each student at LHS as a ChromeBook device. 	<ul style="list-style-type: none"> ChromeBooks on campus.
<ul style="list-style-type: none"> Teachers have been trained and are using Google Classrooms to enhance student collaboration and student engagement. 	<ul style="list-style-type: none"> Google Classrooms

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> There is a clear understanding of the relationship between staff members and administration based upon the employment contract, district policy, and practices. 	<ul style="list-style-type: none"> SPTA Contract District policy
<ul style="list-style-type: none"> Board members often visit the school site and solicit input from professional staff. The governing 	<ul style="list-style-type: none"> Staff Interviews

board does an excellent job staying in touch with the issues and happenings at the school.

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Parents, students, and community members are active members in the governance of the school. Stakeholders are active members of Athletic Boosters, Ag. Advisory Committees, Site Councils, LCAP advisory panels, and School Board meetings. Parents have direct communication to school administration. The principal's open door policy allows for easy communication and feedback. Principal "all call" addresses are made weekly on Sunday evenings. When there are opportunities for stakeholders to participate in governance, it is communicated in the "all call." Back to school nights are conducted annually to inform parents of classroom procedures and opportunities to participate in school governance. Community members and parents are members of various governance structures for the school as previously listed. 	<ul style="list-style-type: none"> Agendas and Minutes. Parent interviews Parent Interviews Principal Interviews School activities calendar. LCAP community forums, Site Council, SARB, Booster Club, Ag. Advisory minutes and agendas.

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> District administration meets weekly to evaluate the schools programs and operations. The district's budget is presented and authorized annually by the District's Governing Board. Teacher evaluations are conducted by the evaluation schedule as stipulated by union contract. Additionally, instructional and curricular improvement is the topic of professional development. Administration and the governing board monitors the effectiveness of professional learning at Loyalton High School. 	<ul style="list-style-type: none"> Calendar School Board Agendas and minutes Teacher and administration interviews

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The governing board's complaint process is effective and open to those who need to file complaints. The procedure is clear and documented in each classroom and in the office. The Principal and Superintendent are available for contact to help resolve issues before they escalate to the point of becoming official complaints. 	<ul style="list-style-type: none"> Williams act notices. Staff, Parent, and student interviews.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the school wide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single school wide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions, and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The school's planning cycle is centered in a continuous improvement cycle. School Site Councils, the School's Governing Board, the Ag. Advisory panel, the School's Athletic Boosters, all 	<ul style="list-style-type: none"> Governing Board Agendas and minutes.

meet with regularity and have a predictable cycle of reviewing performance and adjusting plans to meet areas of need.

- LHS staff serves on RTI and PBIS teams that regularly review student achievement and behavior data that informs school-wide decision-making.

- Professional Development Schedule

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, school-wide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The school's SPSA goals (discontinued 2017-18) and the district's LCAP goals are directly correlated to analysis of student achievement data. 	<ul style="list-style-type: none"> • SPSA • LCAP
<ul style="list-style-type: none"> • The school's site council, administrative leadership team, and governing board reviews the goals of the LCAP and SPSA. 	<ul style="list-style-type: none"> • Site Council Minutes and Agendas. • School Board Meeting and Agendas.
<ul style="list-style-type: none"> • Annually staff reviews CAASPP data and student grades to help inform course offerings and possible remediation/enrichment needs. 	<ul style="list-style-type: none"> • Staff interviews
<ul style="list-style-type: none"> • RTI and IEP meetings focus on individual students. Teams of teachers, students, administrators and parents review student achievement data to implement interventions. 	<ul style="list-style-type: none"> • RTI and IEP minutes

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Weekly staff meetings are conducted for the purpose of involving all staff in decision-making processes. Staff and administration frequently report out the progress of initiatives. Staff department meetings regularly occur to enhance curriculum and plan for the future. ELA, Math, Science, and CTE departments collaborate often to meet student needs. 	<ul style="list-style-type: none"> Tuesday staff meetings Professional Development Schedule

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Given the small staff at LHS, communication needed for planning and resolving differences can happen quickly and efficiently. Weekly staff meetings and dedicated professional development time, provide time for staff to communicate, plan and resolve differences. Collaboration norms are established at the onset of each year to set the expectations for efficient and professional collaboration. 	<ul style="list-style-type: none"> Staff interviews Tuesday Staff meetings Professional development calendar Collaboration Norms Presentation

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the school wide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The District Office at Sierra-Plumas Joint Unified School District, has a dedicated Personnel Services Technician who ensures that staff is qualified to teach the courses they are assigned. The school principal stays current with staff evaluations. The evaluative process and embedded coaching sessions, helps staff stay in tune with their practice of the CSTP's. 	<ul style="list-style-type: none"> Personnel Services Tech position Low out-of-area assignments Evaluation Schedule Redacted Evals

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
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- The district has made a commitment to the development of expertise of its staff.
- Professional Development Wednesdays
- The hiring of a .5 Curriculum Coordinator assists teachers in utilizing and enhancing their curriculum to reach all students.
- Curriculum Coordinator Position
- Administration encourages and approves many professional development opportunities for teachers who apply for them. Teachers have attended many instructional enhancement trainings.
- Asilomar, NGSS trainings, Ag, institutes, GFSF

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The relatively small size of the LHS staff allows for efficient communication of operational policies, quick decision-making, and clarity. 	<ul style="list-style-type: none"> • LHS Staffing
<ul style="list-style-type: none"> • Staff and admin work closely together to remain on the same page as far as policy goes. 	<ul style="list-style-type: none"> • Tuesday Staff meetings • Email
<ul style="list-style-type: none"> • The use of google doc's allows for quick and collaborative communication on upcoming meeting topics so that proposed policy can be prepared for and decided upon staff wide. 	<ul style="list-style-type: none"> • Google drive, meeting folder

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the school wide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect has the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The district and school supports the professional growth of all staff. The staff has benefited from many opportunities to work with their colleagues across the state in many different disciplines. 	<ul style="list-style-type: none"> Teacher interviews Teacher PD conference records
<ul style="list-style-type: none"> Every Wednesday is an early release day dedicated to enhance and invest in the school staff. This time is carved out to allow for the collaborations needed to improve student achievement. 	<ul style="list-style-type: none"> Professional Development Wednesdays

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Although LHS does not have online staff, LHS utilizes K12 and Peak for online education providers. The educational staffs of those two institutions are credentialed. 	<ul style="list-style-type: none"> K12/Peak Documentation

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The district's personnel services technician works closely with the site principal in order to make sure evaluations are conducted per the SPTA agreement. 	<ul style="list-style-type: none"> SPTA Agreement

- The district's evaluation form is derived from the California Standards for the Teaching Profession. The document allows for the administrator to address quality teaching element by element with LHS teachers.
- The school's Curriculum Coordinator works one on one with teachers to troubleshoot and enhance instruction to better serve all LHS students.
- Teacher Evaluation Form
- Curriculum Coordinator position.

A4.5. Additional Online Instruction Prompt: *How effective are the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The school currently does not employ online instructional staff. The school does utilize the K12 – Peak suite of courses for courses not offered through the regular master schedule as well as credit recovery. Peak/K12 instructors are credentialed. 	<ul style="list-style-type: none"> • K12/Peak course/program descriptions

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the school wide learner outcomes, the critical student learning needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the school wide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The Governing Board regularly receives financial reports from the District/County Business Manager. At each board meeting, the Governing Board members review and approve monthly expenditures. Board members also review annual audit reports. The School's agriculture program qualified for CTE, Perkins, and Ag. Incentive Grant funding. As per the requirements for the funding, the school must meet rigid criteria that demonstrate its commitment to quality CTE instruction. The funded goals of the District LCAP are consistent with the mission and vision of Loyalton High School. Many of our academic and career-readiness standards are supported through the LCAP plan. The LCAP is developed at a leadership level and 	<ul style="list-style-type: none"> Governing Board Minutes SPJUSD Budget

presented to the public through the LCAP advisory committee.

- District LCAP Committee Meeting Agenda
- LCAP

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The District Office has defined policy in regards to its processes. Regular auditing of the district and school's accounting and processes occur annually. 	<ul style="list-style-type: none"> • LHS Audit • Gamut online • County office of education website.
<ul style="list-style-type: none"> • The district LCAP and the school budget, are presented to the governing board and approved in regularly scheduled open meetings. Members of the public and all stakeholders are welcome to attend these meetings and review the process. The meetings are advertised publically as per regulation. 	<ul style="list-style-type: none"> • School Board meeting agendas and minutes.

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the school wide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The school's long-range needs are identified through the business of the Site Council and the Facilities 	<ul style="list-style-type: none"> • Site Council Minutes/Agendas • FITT Report

Inspection Tool (FIT) report.

- Staff has frequent and open access to the Governing Board, the Superintendent, and the school principal.
- Staff interviews

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The school's textbook adoption policies are followed and guided by compensated employees. • The district has formed a "tech-taskforce" that regularly meets to address the issues and relevancy of the current technology in place. 	<ul style="list-style-type: none"> • Textbook adoption coordinator stipend. • Textbook adoption notes and minutes • Tech-Task Force Minutes

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The board of education and the district's bargaining unit negotiate frequently to establish the compensation rates for the school's employees. Each year, there is a good faith effort to provide the district's employees with the compensation that is reasonable while at the same time maintaining 	<ul style="list-style-type: none"> • SPTA Contract • School Budget

adequate reserves.

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college-and career-readiness standards, and the school wide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The district has a qualified School Business Officer and a financial clerk that oversees the school's financial processes. The two officials report regularly to the superintended and the governing board and ensure that the school's processes are legitimate. 	<ul style="list-style-type: none"> School ASB bylaws Gamut online County office of education
<ul style="list-style-type: none"> The district leadership team meets nearly weekly to evaluate the processes of the school's to ensure that practices are in line with the goals of the LCAP. 	<ul style="list-style-type: none"> Weekly administration meetings
<ul style="list-style-type: none"> The District's Business Officer and the Superintendent oversee the financial investments by the district to accomplish the goals set forth in the LCAP. The School's budget is continually presented to the School Board that ensures compliance. 	<ul style="list-style-type: none"> School Board agendas and Minutes. LCAP

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Loyalton High School has a rigorous program that offers a multitude of options for our students. This program is driven from its collaboratively established mission and vision statements. College and career readiness programs are strong and help students arrive at their futures. The community, the staff, and the administration have strong mechanisms of collaboration that allows for a continuous improvement cycle that focuses on student achievement. Additionally, the professional staff of Loyalton High School is highly qualified and constantly seeking improvement to serve their kids.

The school maintains its A-G pathways and Advanced Placement pathways to maximize the potential for college entry. 4-Year planning sessions are conducted with families to educate them on the possibilities that exist. Staff collaborates and reviews students on an individual basis to inform master schedule creation. Student need drives programmatic decisions. The master schedule and course offerings are a major programmatic strength. What is lacking, based on the findings, are diagnostic checks to provide remediation for those students not yet at grade level. The only indicators that are used to signal remediation needs are grades, state test scores, and in-class performance. Future refinement of a diagnostic system is needed and is currently in the process of development.

The stakeholders of Loyalton High School have high levels of input and engagement into decision making and policy setting at LHS. The school's site council is properly constituted and meets regularly. Additionally, the staff communicates with administration and each other freely when discussion is required about policy. The original vision and mission statements for the school were developed collaboratively and are communicated and understood. The statements were drafted quite sometime ago and could use revisiting to reflect the change to Common Core State Standards and College and Career Readiness endeavors. This is equally true of our existing school wide learning outcomes. The leadership staff of the school would be well served to revisit and modernize the school wide learning outcomes.

The staff at Loyalton High School is dedicated to their professional growth. The Staff has investigated and selected professional development trainings that allow them to enhance the instruction of the students they serve. The staff has attended instructional strategy, learning science, Response to Intervention, NGSS, and many other professional developments. The staff will continue its work to establish essential standards and subsequent systems to evaluate student progress on those systems.

Prioritize the areas of strength and growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Opportunities and structures exist for stakeholders to contribute to the leadership of the school. (Site Councils, Sports Boosters, School Board meetings, Ag. Advisory Panel, LCAP advisory panel, WASC home group participation.)
- The strong academic course offerings and academic advising exist in part due to the staff's collaborative commitment to offer a rigorous course of study.
- Open communication exists between school leadership, staff, and the community. (Sunday all-calls, back-to-school nights, 4-year planning, administrative open-door policy, and Email.)
- Active and beneficial relationships exist between community foundations and the school. (Sierra Schools Foundation, Sierra County Arts Council, Sierra County Social Services, Sierra County Drug and Alcohol Prevention Services)
- Loyalton High School's Agriculture program actively collaborates with community industry and academic partners in order to provide a relevant and current Career Technical Pathway.
- Collaboratively developed mission, vision, and school-wide learning expectations.
- Small staff size allows for efficient staff meetings and collaboration.
- Priority initiatives both academic and are funded by a balanced and sustainable school budget.
- Technologies (1 to 1 ChromeBook, Smartboard initiatives) are funded to enhance student engagement and instruction.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

- Continue to develop the school's essential standards and the assessment systems needed to identify students for remediation and enrichment.
- Update School wide Learner Outcomes, the mission, and vision to reflect the fruits of the streamlined curriculum.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effectively the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> CCSS aligned textbooks are used by staff and students in the core subjects areas (ELA, Math, Science, Agricultural Science, History). Teachers have participated in trainings and have created Priority Standards and Scope & Sequences for each subject in order to create a viable curriculum for all students. Step-Up to Writing is a research-based writing instruction program used in ELA courses. Cornell Notes and PDP Cornell Notes are used across the curriculum. Teachers participate in current educational Professional Learning Community workshops after school, during PLC Wednesdays and during the weekends to learn how to teach students close-reading strategies. 	<ul style="list-style-type: none"> Texts in Classrooms Supplemental resources (DBQ Binders, online resources and curriculum, etc.) PLC Agendas Subject Curriculum Binders Google Teacher Surveys Teacher interviews Classroom Observations Priority Standards Spreadsheets and Scope & Sequence Documents

- The Future Focus curriculum is a research-based program that supports students in planning their career and college plans grades 9-12.
- Several teachers have been trained in “Whole Brain” instructional practices and use “Whole Brain” methods for greater student engagement.
- FFA students participate in agriculture competitions involving the many industry fields and do a Supervised Agricultural Experience (SAE) project every year demonstrating industry-level skills and knowledge.
- Senior Projects prepare students for career and/or college.

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: Determine the *extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements.* (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Site principal reviews yearly all courses listed as A-G to determine consistency and fidelity of coursework. • Teachers provide course descriptions aligned to applicable standards to principal and families. • Advanced Placement (AP) course syllabi are submitted to the College Board AP audit website annually. • Vertical alignment meetings regarding Priority Standards and Scope & Sequences are conducted among subject-specific teaching teams. These include implementation of Next Generation Science Standards (NGSS). 	<ul style="list-style-type: none"> • Course Syllabi • College Board AP Audit Summary • Course Textbooks • DBQ Binders • Future Focus Curriculum • Agriculture Standards • A-G and AP course syllabi

- Construction classes are offered to interested students
- Course textbooks are standards-aligned and used as guides for standards-based instruction and learning, as well as College and Career Readiness in ELA, mathematics, and science.
- Social Studies and History classes supplement their deep reading, research and writing instruction using Data Based Question (DBQ) Binders, which enhances students' skills towards college and career readiness.
- The Future Focus Class for freshmen with modules each year after provide students with the opportunity to look deeply at their goals and values so as to make better-defined choices about life during and after high school.
- Agriculture Courses follow the CTE Agriculture and Natural Resources standards.
- AP Teachers attend AP Summer Institutes in order to be current in their instructional practices and prepared for changes in the AP examinations.
- Wet labs are present and utilized in three classrooms, including the Agriculture facilities
- AP Institute Materials and teacher interviews.

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Online courses provide through Fuel Education are aligned to state and national standards. 	<ul style="list-style-type: none"> • Fuel Education course catalogs.

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Agriculture program combines Career Technical Education, CCSS, and NGSS standards. • Journalism, graphic arts, coding & game design, and filmmaking classes provide students with industry-level skills in work- team collaboration, research, writing, publishing and using professional-level digital publishing software tools and coding language. • Earth Science field trips to local mineral extraction sites and National Parks provide connections between standards content and careers. • Senior Projects connect students with professional mentors and require students to write a college-level research paper, while working with their mentors to build career understanding and/or work on a project that aligns with a professional goal. • Students in the Senior Issues class research possible career and college choices, receive support in applying for 4-year and 2-year colleges, writing college application reflective essays, and applying for financial scholarships and aid. 	<ul style="list-style-type: none"> • CTE and Agriculture Standards alignment information. • Adobe Creative Suite software information and licenses. • Student work: Newspaper samples, graphic design projects, Grizzly News and short films: LHS Films' YouTube Channel. • Student work: Senior project examples and presentation grading rubrics. • Student-created film of science field trip.

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent there is integration among disciplines and, where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Online coding class exists to provide middle school and high school students experience designing, building/coding and publishing video games and websites. Future Focus Graphic Design, Filmmaking and Journalism courses use industry-level software and teach career skills in work-team collaboration, writing, design, editing and publishing. LHS offers World Language courses, beginning level through Advanced Placement through Middlebury College's Online Language courses. LHS offer students online courses (regular classes, AP courses and credit recovery) through K-12's PEAK program The Agriculture Department offers classes in partnership with Lassen Community College, a local accredited junior college, with students earning 3 college credits upon completion. 	<ul style="list-style-type: none"> Globaloria online coding and game design curriculum. Student work: Newspaper samples, graphic design projects, Grizzly News and short films: LHS Films' YouTube Channel. Middlebury College World Languages Curriculum/Website. Interview with curriculum coordinator and site principal.

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Feather River College associates regularly conduct trainings for students on math- or Spanish-specific technologies and career readiness. Students in the Agriculture Program are co-enrolled in courses at Lassen Community College in Susanville and may receive up to three college credits by the time they graduate. School conducts annual College Night for students and their parents School conducts annual Financial Aid Night for students and parents in partnership with Feather River College and its Cash for College Night. Students and staff participate in tours of local and regional secondary education facilities (ex. TMCC, UNR, Chico State, Sacramento State, UC Davis, Butte College, American River College) Career Technician brings in speaker and works with students one-on-one on determining career goals, especially around the Trades. LHS works with Feather River College's Educational Talent Search Program, having its team come into the school to work with students around college and career planning. LHS provides online classes in World Languages through Middlebury College, as well as a wide array of courses from regular to Advanced Placement with K-12's PEAK online curriculum. LHS maintains a Google Spreadsheet of all of its graduates since 2008, keeping track of their college and career choices, in order to better understand how to serve students and help them continue with their post-high school goals. 	<ul style="list-style-type: none"> CTE and Agriculture Program's contract with Lassen Community College. Feather River College's Outreach Program Coordinator interview. PowerPoint Presentation of College Night and Financial Aid Night. Interview with the academic advisors and Senior Issues teacher. Interview with Career Technician. Middlebury College and PEAK curriculum and websites. Google Spreadsheet.

- The LHS's academic advisors and Senior Issues teacher, as well as many of the staff keep strong connections with graduates and follow their progress and continue to encourage and support them long after they graduate.

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> LHS implemented the Future Focus Class in 2016 for its freshmen to help them create 10-year plans for their future with career and college modules for students in sophomore through senior year. Four-Year Planning allows students, teacher, and parents to participate in yearly consultation for individual academic advisement. The academic advisor organizes a Career Day for all students with the opportunity to learn, firsthand, from those within career fields what those careers involve. School-wide guest speakers enhance and support curriculum, as well as an academic and safe school environment. College field trips are facilitated by the Senior advisor/Career Technician 	<ul style="list-style-type: none"> Google student survey. Future Focus Curriculum. Four-Year Planning binders. Interviews with career technician, academic advisors and Senior Issues teacher.

- A career technician is on campus and schedules fieldtrips to various 4-year and 2-year college campuses throughout the academic year. She also organizes Senior Mock Job Interviews.
- Seniors participate in Mock Job Interviews, for which seniors prepare resumes and typed job applications and interview with multiple local employers.
- Office aides provide office assistance while learning to function within the office setting.
- Teacher assistants provide support to teachers and students while receiving exposure to the field of teaching.

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real-world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • LHS supports a complete, rigorous Agriculture Program for all interested students. • LHS provides intervention and academic support for all students through intervention courses and CSF after-school tutoring. • All students have access to courses meeting UC "a-g" requirements, including lab courses, either through the regular LHS class schedule or through Middlebury College and PEAK online curriculum. • Some teachers use a variety of instructional practices to help students with different abilities access curriculum. • Construction classes are offered to all interested 	<ul style="list-style-type: none"> • School schedule. • Class Curricula • Four-Year Planning binders. • CSF Tutoring sign-up sheets. • Interviews with Career Technician, academic advisors, Senior Issues teacher. • Teacher Interviews and survey.

students.

- The construction/woodshop teacher provides safety instruction for all students. Students must pass a rigorous safety test before being allowed to participate in class.
- Earth Science field trips to local mineral extraction sites and National Parks provide connections between standards content and careers.
- Guest speakers from the University of Nevada-Reno Geography department present real-world applications of climate and climate modeling research.
- A University of Nevada-Reno library research trip is scheduled for seniors to allow for access to research materials for Senior Projects.
- Publication of the LHS Roar provides students opportunities to practice multiple aspects of the journalism field.

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Four-Year Planning allows students, teachers, and parents to participate in yearly consultation for individual academic advisement. UC/CSU A-G requirements are given to each student and family and students are encouraged to take the most rigorous courses, especially if they are considering college after high school. • All students have access to courses meeting UC/CSU “a-g” requirements, including lab courses, either through the regular LHS class schedule or through Middlebury College and PEAK online curriculum. 	<ul style="list-style-type: none"> • School schedule • Class Curricula • 4-Year Planning Binders • Interviews with academic advisor and senior issues teacher • Informal Teacher Interviews.

- Each year, the academic advisor reviews students' transcripts to be sure they are on track to meeting the UC/CSU A-G requirements.
- Loyalton High School offers a wide array of A-G courses for its small size. The Art and Filmmaking teachers are currently working to add Graphic Design, Filmmaking and Ceramics to the 'F' requirement, as we do have limited options in that category.
- Students in the Agriculture Department have access to several courses that meet A-G requirements: Floriculture (F): Ag. Biology (D); Agricultural Science I (G).

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Four-Year Planning allows students, teacher, and parents to participate in yearly consultation for individual academic advisement. • The academic advisors are in e-mail contact with seniors and their parents as a way of communicating college application deadlines and scholarship information. • The site principal and academic advisor consistently monitor students' academic progress in both the regular class setting and the online programs and communicate with parents where necessary. • All students, freshmen through seniors, as well as 	<ul style="list-style-type: none"> • Four-Year Planning binders. • Interviews with Career Technician, academic advisors, Senior Issues teacher. • Teacher Interviews and survey. • PowerPoint Presentation of College Night and Financial Aid Night.

their parents/guardians are invited to attend College Night and Financial Aid Night in the fall of each academic year.

- Students, with permission from parents, teachers, and administration, are able to change courses at the semester break to better facilitate students' personal learning plans.
- Academic Advisor sends out frequent e-mails to senior students and their parents informing them of college and scholarship deadlines.
- Loyalton High School website contains a webpage on graduation requirements, UC/CSU A-G requirements as well as a continually updated page with lists of scholarship opportunities.

- Student Surveys.
- LHS Website: Loyaltonhighschool.org

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • All students, freshmen through seniors, as well as their parents/guardians are invited to attend College Night and Financial Aid Night in the fall of each academic year. • LHS keeps a Google spreadsheet of graduates' career and college progress and the academic advisors and staff meet to discuss the challenges our students face post-graduation and how we can provide support while they attend LHS • LHS implemented the Get Focused Stay Focused Program in 2016 to support students in defining their goals and values as well as creating a 10-year plan post-graduation. Each class will benefit 	<ul style="list-style-type: none"> • PowerPoint Presentation of College Night and Financial Aid Night. • Google spreadsheet of graduates' college and career progress 2009-2017. • Future Focus Curriculum. • Senior Issues Curriculum

from a career and college modules after freshmen year to monitor progress and support future plans.

- Students in the Senior Issues class learn about budgeting time and money during college and after high school; learn about making healthy choices and smart decisions around study habits, relationships, and time management.
 - Presenters from Feather River College, Sierra Safe of Sierra County, and other community professionals come to Future Focus and Senior Issues classes to discuss values, goals, decision-making, career choices, etc.
 - 40%-50% of LHS graduates attend 4-year college and between 60% - 85% attend some post-secondary training program.
- Interviews with Senior Issues teacher.
 - Student Surveys.

ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Loyalton High School offers a rigorous, standards-based curriculum that supports students' college and career readiness and provides them a diverse range of post-secondary college and career options. Teachers utilize standards-based texts, research-based strategies, and an array of supplemental materials and services to insure student success. Advanced Placement classes both classroom-based and online, as well as honors classes allow students to expand their schedules to include college-preparatory course work. Intervention classes, tutoring, and tutorial periods allow all students to receive academic support and, if necessary, make up credits to fulfill graduation requirements. Special Education classes and instructional aides enable students to receive academic support with the goal of graduation, or, a certificate of completion. Response to Intervention (RTI) meetings and Individualized Education Plan (IEP) meetings assist students in meeting their individual academic goals. These meetings also allow for follow up on the status of student performance.

Professional Learning Communities, or PLCs, allow staff from the elementary, middle, and high schools time to meet within disciplines to improve instruction. The ELA department 6-12 has been meeting in PLC's to look at student data, discuss areas of improvement, and participate in deep-reading strategies workshops. The science teachers have met and continue to meet to align courses with the statewide NGSS rollout. In all subject areas we have begun a multi-year process to create priority standards, scope & sequencing and research-based instructional strategies. Data is studied and used to target standards needing more intensive instruction and support. Teachers, support staff, and administration use data to drive decision-making to improve instruction.

Students have access to an array of online and college (on and off-site) courses, curricula and supplementary resources. Loyalton High School tracks its graduates' college and career progress going back 10 years and analyzes the support needed for success post-graduation.

Staff, parents, and students meet yearly, as well as throughout the year, to discuss and plan student placement for the upcoming school year. Four-Year Planning allows staff to present course offerings, and with data and parent input, develop a schedule that will move students toward achievement of academic and career goals. In addition, Loyalton High School offers a course schedule that includes an academic advisement period, as well as a Senior Issues period. These periods allow for personalized service to students to review transcripts, discuss and monitor college plans, and assist with financial aid. Key staff also participates in Special Education planning for students with particular educational needs.

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Instruction driven by Priority Standards and Scope & Sequences for each subject creates a viable curriculum for all students.
- PLCs (Professional Learning Communities) allow for vertical articulation, analyzing data and collaborating on best practices.
- Future Focus curriculum supports students in planning their career and college plans
- LHS collaborates with parents and students to provide comprehensive academic, career and college advisement at every grade level.
- Students have access to a wide variety of course curricula from CTE to Advanced Placement options that facilitate transitions to college, career and other post-secondary options.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- College and Career Readiness standards and course standards need to be the focus of instruction and made clear to students across the curriculum at all levels of instruction.
- Integration across the curriculum is not institutionalized to a measurable degree.
- Continue the educational goal of utilizing curricula to emphasize student mastery of the prioritized standards.
- Utilize post-graduation data to inform curricular programming that supports students' college and career readiness, resiliency and financial decision-making.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The teachers consistently involve their students in challenging and relevant work as evidenced through student work and teacher interviews. The following are examples of challenging and relevant work assigned by teachers: <ul style="list-style-type: none"> Research projects involving student PowerPoint presentations and essays Current event enrichment activities Real-world construction projects such as building sheds, or construction a garage for the city's fire truck Total-Physical-Response (TPR) activities for foreign language acquisition. Real-world film projects such as high school news casts and public service announcements Human Environmental Impact projects 	<ul style="list-style-type: none"> Student Work Teacher Interviews

- Mathematical Escape Room
 - The teachers are conscious of the college and career-readiness standards for the subjects they teach and explicitly design and provide lessons targeting these standards.
 - Course offerings include many rigorous and challenging courses including Advance Placement and honors courses
- Teacher Interviews
- Student Work
- Master Schedule
- A.P. Exams
- College Entrance Exams
- College acceptance rates
- S.A.T/A.C.T Exams

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Students and parents receive weekly progress reports from online instructors. • Online courses are typically a year long, August to August. • Online course involve onsite mentors who provide individual pacing feedback and progress information. 	<ul style="list-style-type: none"> • Online mentor interviews

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> According to the student survey, a large majority of the students felt that they understood the standard, objective or learning goal of each of their classes every day. 16 % of the survey students strongly agreed that they understood the daily objective/goal, and 46% agreed. According to the survey, a majority of students report that they understood what they needed to do in order to demonstrate proficiency in each class's daily goals--strongly agree 21%, agree 53.8 %. 	<ul style="list-style-type: none"> Student Survey

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> All the teachers surveyed agreed (50%) or strongly agreed (50%) that they reflect on the effectiveness of their differentiated instruction. Teachers use a variety of techniques and strategies for differentiating instruction. Including, but not limited to the following: <ul style="list-style-type: none"> Adjusting amount of work to skill level. Adjusting time allowed to complete 	<ul style="list-style-type: none"> Teacher survey Teacher survey Teacher interviews

assignments.

- Being aware of student preference/learning style.
 - Creating more challenging assignments for the more advanced students
 - Scaffolding for struggling learners.

 - Using different modes of presentation such as lecture, video clips, labs, projects, etc., in order reach all students.
 - Total Physical Response (TPR)
 - ELL Specialist
 - The majority of teachers use technology to differentiate instruction (10% strongly agree, 50 % agree). Specific examples include, but is not limit to the following:
 - Khan Academy
 - Google Classroom
 - Audiobooks
 - Tutorial is a period offered once a week in which students who are struggling in a subject can either request help from a teacher or be assigned to a teacher's tutorial section for remediation. This is a form of instructional differentiation factored into the school's master schedule.
 - 42% of students surveyed reported that they use technology daily. 79% of students reported that they use technology in the classroom at least 3 times a week.
- Teacher Survey

 - Master schedule
 - Tutorial schedules

 - Student Survey

- The district employs an ELL intervention aid and Title I aids that assess the needs of diverse student populations and provides differentiated support to students on an as need basis
- Employee records
- Student schedule

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher-order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Teachers use a variety of instructional strategies: <ul style="list-style-type: none"> ○ PowerPoint Presentations ○ Note Taking ○ Reading Assignments ○ Equitable Questions ○ Inquiry-based performance tasks ○ Examining past student work samples ○ Science journals ○ Labs, experiments ○ Field trips ○ POGIL (Process Oriented Guided Inquiry Learning) ○ Group problems solving projects ○ Peer-to-peer instruction 	<ul style="list-style-type: none"> • Teacher Survey • Principal evaluations

- Project-based learning
 - Khan Academy
 - Online record books
 - Hands-on career education projects
 - Electronic feedback via Google Classroom
- The district sends teachers to a variety of professional development conferences and training in which teacher learn about current research-based methodologies. Including, but not limited to the following:
 - The California Mathematics Council Conference at Asilomar
 - State Science, Technology, Engineering, Art, and Math (STEAM) conference
 - National Endowment for the Humanities Workshops
 - A.P. Institutes
- District Office Conference Expenditure Records
 - Teacher Interviews

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings

Supporting Evidence

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Teachers in a various subject areas use a variety of coaching strategies. For example: <ul style="list-style-type: none"> Equitable Questions Inquiry-based performance tasks Examining past student work samples Science journals Labs, experiments Field trips POGIL (Process Oriented Guided Inquiry Learning) Group problem-solving projects Peer-to-peer instruction Project-based learning Khan Academy Mathematics performance tasks Online record books Hands-on career education projects Electronic feedback via Google Classroom Differentiating by ability level Offering timely feedback 	<ul style="list-style-type: none"> Teacher Survey Observations

- Collaborative group assignments

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge, and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Most students are required to organize, access and apply prior knowledge in many of their courses. If student demonstrates deficiency in required prior knowledge, intervention is offered in the form of tutoring, RTI, and potential schedule changes into targeted intervention courses. • A variety of academic tools are used by students to acquire knowledge and skills. Examples: <ul style="list-style-type: none"> ○ Lab notebooks ○ Ag. Record books ○ Google classroom ○ Textbooks ○ One-to-one Google Chromebooks (online research) ○ Lab materials ○ Greenhouse ○ Presentations ○ Note taking 	<ul style="list-style-type: none"> • Student work • Teacher interviews • Principal interview

- Formative assessments
- Guided in-class practice
- Opportunities to use academics tools:
 - Senior projects
 - Ag project competitions
 - Ag project proficiencies
 - Speaking contests
 - Inquiry-based lab activities
 - Shop projects
 - University field trips for research and competitions
 - In-class group projects
 - Research projects/presentations

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • A portion of the teachers deliver instruction and communicate with students via Google Apps for Education, such as Google Classroom. • Some teachers report that their online communications with students seem to be more effective. • The Ag. department uses national online record books to evaluate the students' Supervised Agricultural Experience (S.A.E. projects). 	<ul style="list-style-type: none"> • Teacher interviews

C2.4. Indicator: Students demonstrate higher-level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Students are given many opportunities to develop their reasoning and problem solving skills in both an individual and group setting. Students have opportunities to think, reason, and problem solve outside of the classroom for FFA contests and leaderships conferences and competitions. Students in construction classes collaborate between subject areas to design and build structures and cabinetry for the school and members of the community. All seniors must complete a senior project, including a thesis paper, presentation to the public. Projects require collaborating a minimum of 20 hours with an adult mentor. Full credit entails stepping out of a student's comfort zone to investigate new things. Performance tasks in math and science require collaboration and risk taking to research and share ideas. Multimedia students collaborate to produce monthly student news video through YouTube, film Art Ag. Trail in Sierra Valley to highlight and promote local artists and agriculture, collaborate with other schools to create behavior teaching tools for elementary students and staff. 	<ul style="list-style-type: none"> Principal evaluations of staff FFA and CDE (Career Development Events) calendar Teacher interviews LHS announcers booth Community interviews Science projects Senior projects LHS agriculture outbuildings Math and science performance tasks Multimedia department archives

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school wide learner outcomes.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> 79% of students use technology in class at least three times per week. Students use technology to research, provide feedback to each other, to receive feedback from instructors. Future Focus 10 year plans assist students in setting goals so they stay on necessary academic track to meet standards. Students use PowerSchool to track their grades, and see where they need remediation and/or intervention. Students use Khan Academy for math and science, as well as SAT assistance, so students can better meet standards. Online proof of growth required to progress through agriculture classes and competitions. Online research conducted in English classes. Multimedia department develops student technology, art, and writing skills for career and college readiness. 	<ul style="list-style-type: none"> Student survey Google Classrooms of various teachers Kahoot data My10yearplan.com Khan Academy account records FFA Chapter records Online record books (The AET) Multimedia department archives School Facebook page and YouTube channel School website

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Agriculture students do hands on learning with animals and plants to augment skills and understanding Science labs 	<ul style="list-style-type: none"> LHS learning laboratory Student work Science journals and

- Research projects
 - Scale drawing math projects
 - Woodshop experiences and projects
 - Fine art creation
 - Coding
 - Local project competitions
 - Stock market analysis and faux investing in Financial Algebra
 - Writing business plans for real-life future businesses that students wish to run or currently run (Agriculture, Financial Algebra, Woodshop)
- lab notes
 - Woodshop projects
 - Scale drawings
 - Senior project papers
 - Fine Art room walls
 - Student business plans

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Mock interviews • Job shadowing • CDE (career development events) at colleges • College visitation field trips • Career counseling • Future Focus class • Academic Advisor • Career Counselor • Senior community projects 	<ul style="list-style-type: none"> • Student work • Field trip schedule • CDE events calendar • Future Focus syllabus • Interview with Academic Advisor and Career Counselor • Senior Project records • Community service records

- Community service projects
- 2 + 2 Articulation with Lassen and Feather River Colleges
- Work experience projects
- Special Education occupational training
- Workability program through Sierra County
- Business plans and record keeping
- Student transcripts
- 2+2 articulation agreement
- FFA record books
- Workability records
- Student business plans in Google Classroom

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Fuel Education has real world activities within their online courses • Globaloria curriculum involves development of computer and coding skills that are used in industry. • FFA online record books log real world Ag industry activities. • My10yearplan.com provides students the opportunity to plan for their college and career futures. 	<ul style="list-style-type: none"> • Fuel course catalog • Globaloria curriculum • ICVE record books • My10yearplan.com

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Our evidence shows that Loyalton High School is producing knowledgeable critical thinkers, effective communicators, and healthy individuals. Our students are engaged in challenging, relevant work that prepares them for the world they will enter upon graduation, whether they are headed for college or into trades. Students use the Common Core, NGSS, and vocational education standards as a basis for critical thinking and problem solving in all academic and vocational areas.

Students use their Future Focus 10 year plans to set goals and link learning to their career goals.

Staff differentiates instruction for all learners in a variety of modalities to incorporate the multiple intelligences of our students. As part of differentiation, students use technology in the classroom on a regular basis to enhance their research opportunities as well as build skills for the 21st century workforce they will enter. Teachers use equitable questioning and project-based learning to reach all students at their levels.

Students can enhance their curriculum through online courses and use Google Aps to collaborate with teachers and other students. We have the benefit of 1:1 Chromebooks for all LHS students. Students use Google Classroom to access assignments, which build their technology skills as well as their academic skills.

Student work samples show rigorous expectations for critical and collaborative thinking and problem solving. Many work samples are in Google Classroom and other places online.

Group and individual projects take students beyond the textbook and beyond the classroom for hands-on and real-world opportunities. Our elective classes focus on technology and computer information networks. The internet gives students access to primary source documents as well as the information in their textbooks.

Our agriculture program, Future Focus program, senior projects and senior advisors give students the career readiness they need. Students have the opportunity to do work study, job shadowing, trade school and college visits so they can plan their futures.

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Power standards to prioritize our curriculum for diving deeper into topics for better student achievement
- Small class size for more effective learning
- Weekly collaboration with all teachers
- Early release Wednesdays for improved teaching methods
- Discussion oriented instruction
- Technological resources with 1:1 Chromebooks
- Instructional supplies based on teacher request (we have the things we request to do our jobs better)
- Students have access to many learning opportunities, especially for so small a school

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Getting all teachers more familiar with all standards taught
- Large amount of teacher preps make specialization and practice difficult for teachers
- Not all staff members use technological resources to maximum effect

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Student performance data is analyzed before, during and after Four Year Planning. During 4-Planning, parents and teachers together review student academic progress to determine the appropriate course placement and career path. The staff use Star Math and ELA assessment programs to collect, disaggregate and analyze formative and summative assessments. Teachers administer and review the STAR assessments. Professional Learning Communities (PLC) analyze STAR scores. Annual CAASSP exams are administered near the end of the school year. Administrators and teachers analyze scores in the fall at PLC's and by individually. 	<ul style="list-style-type: none"> Four –Year Planning student course sheets Teacher & administration interview worksheets and binder by grade Star ELA and Math assessments PLC dates listed on the school calendar CAASSP scores kept on file in office and accessible online

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> LHS uses the Power School Data System for assessment analysis and reporting to parents, teachers, and administration. RTI specialist and Site Administrator compile and analyze a list of students with academic needs based on CAASSP scores, teacher recommendation, and prior grades to identify students in need of intervention classes. RSP teacher identifies students with 504 and/or IEP plans and a history of academic support. This report is given to the staff and meetings are set up as necessary. MTSS group meets to evaluate and recommend students for intervention and RTI meetings are set up by priority. Administrator, RTI Coordinator and Teachers meet with parents and students to discuss how to best offer support to the student. Progress reports are sent out 5 weeks into every quarter and report cards are sent out every quarter. CAASSP test scores are sent home to parents. State standardized test scores are published on the Sierra Plumas Joint Unified School District and on the websites of the individual schools. State standardized test scores are published in the local newspapers. 	<ul style="list-style-type: none"> PowerSchool Data CAASSP scores, PowerSchool grades, and teacher recommendation RSP list in RSP room RTI Data Records Student cum files District and school websites The Sierra Booster

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Teachers use a plethora of assessment strategies, both formal and informal, to evaluate student learning and mastery of the academic content standards and ESLRs. 	<ul style="list-style-type: none"> Teacher syllabi Copies of exams, projects, Google slides and docs Copies of exams Rubrics PLC minutes
<ul style="list-style-type: none"> Individual teachers determine the basis for student grades. The administration encourages teachers to give a final exam or project to determine 20% of the student's semester grade. 	<ul style="list-style-type: none"> PowerSchool, Semester Exams or Projects.
<ul style="list-style-type: none"> CAASSP scores, grades, and formal and informal evaluations are used to determine student placement in future courses to decide on RTI and to evaluate the effectiveness of programs. 	<ul style="list-style-type: none"> Standardized Test Scores RTI data Teacher Surveys
<ul style="list-style-type: none"> Future Focus course has been added for all freshmen as of 2016 to encourage students as they develop a college and career path. Students will be monitored for up to 10 years. 	<ul style="list-style-type: none"> Future Focus course, data compilation

- The ETS (Educational Talent Search) program has been implemented by Feather River College to assist students in developing college and career goals.
- ETS offers the freshman classes a retreat at Grizzly Creek Ranch. Activities are provided to encourage career and college goals and leadership; students are followed throughout their 4-year career at LHS.
- ETS offers the Junior/Seniors classes a College and Career Fair where students are paired with professionals in the community in specific lines of work that students have shown and interest in.
- ETS advisors meet in classrooms with students and teachers, emails, surveys, classwork
- Paperwork/ emails
- Paperwork, surveys, emails

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Teachers use student grades and progress at the end of each school year to evaluate their readiness to succeed at the next level • Math teachers collaborate to discuss students' readiness for next level and make recommendations on placement. The 6th grade teacher makes recommendations for intervention. • Teachers use course prerequisites to place students during 4 year planning. 	<ul style="list-style-type: none"> • 4-year planning forms in office binder • Emails, lists of students • 4-year planning forms in office

- Math teachers use a student's grade, CAASSP scores and teacher recommendation for placement in the next course.
- Emails, student placement

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: INACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [INACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The School District has adopted Common Core-based English and Math curriculum. Teachers use formative and summative assessments from the board-adopted curriculum. The support program, “English in a Flash,” provides language support for at some at-risk, intervention students. Bilingual Aide works with teachers to help accommodate ELL students. 	<ul style="list-style-type: none"> Course syllabi Textbooks Math and Science curriculum English/Language Arts curriculum Math Exam View test software RSP room ELL Aide/student work

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings

Supporting Evidence

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings

Supporting Evidence

- | | |
|---|--|
| <ul style="list-style-type: none"> Professional Development Opportunities every Wednesday afternoon when students depart early. | <ul style="list-style-type: none"> PLC calendar in Google/Principal's Office |
| <ul style="list-style-type: none"> PLC groups meet and use assessment data, which include STAR Reading and Math scores and CAASSP scores, to analyze and revisit instructional strategies. | <ul style="list-style-type: none"> PLC Calendar in Google, notes |
| <ul style="list-style-type: none"> Students are placed in Math Lab/CAASSP intervention based on scores, teacher recommendation and grades. | <ul style="list-style-type: none"> Class rosters/CAASSP scores/PowerSchool grades |

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Every May, students, their parents, and teachers meet during Four-year Planning to monitor students' progress and plan a pathway for achieving the students' goals. 	<ul style="list-style-type: none"> Students' Four-year Planning forms in binder in office. Parent and Teacher Interview
<ul style="list-style-type: none"> Loyalton High School has a strong Response to Intervention program (RTI). Students who are not achieving the rigorous academic standards meet with their parents, teachers, and RTI specialist to develop a plan for future success. Students have a strong presence and opportunity to express their opinions. 	<ul style="list-style-type: none"> RTI student forms and notes from meetings
<ul style="list-style-type: none"> Portfolio assessment is used in the Agriculture Program. 	<ul style="list-style-type: none"> Agriculture portfolios
<ul style="list-style-type: none"> Rubrics are used in English for students to assess their own progress and evaluate their writing. 	<ul style="list-style-type: none"> English writing rubrics and student binders

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Loyalton High School provides all students and parents with progress reports, one at the five-week mark and one at the end of each quarter. 	<ul style="list-style-type: none"> Progress reports Quarterly grades
<ul style="list-style-type: none"> PowerSchool is the district's data management system, and all parents and students are given passwords to access current student grades to keep them continually informed of students' progress toward achieving the standards. 	<ul style="list-style-type: none"> Student cumulative files PowerSchool program

- The staff is diligent about e-mailing or calling parents to inform them about their child's achievements and growth areas.
- Interviews with staff and parents, emails
- PowerSchool log entries
- The staff meets regularly to review at-risk students in an MTSS forum. As a result of these meetings, RTI conferences are set up with parents, students, and administration.
- MTSS meeting agendas and notes

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Online students use Peak / Fuel Education for supplemental classes. The courses have a teacher on the other end who grades and provides credit. We use the progress summary reports, contact with the teacher, a record of student activity, and a notice of final grade to give a grade for the class. 	<ul style="list-style-type: none"> • emails • grade notification • teacher contact • online activity • summary reports

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Curriculum Coordinator examines the results for assessments such as the SAT, ACT and EAP and Smarter Balance exams to make decisions about and changes in the curricular and offers support with instructional approaches. 	<ul style="list-style-type: none"> Curriculum Coordinator files
<ul style="list-style-type: none"> Bilingual Aide assesses students by use of the CELDT exam and assists students in their placement. 	<ul style="list-style-type: none"> CELDT exams on file, interview with ELL Aide.

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Teachers regularly reteach and reassess to keep a record of student progress and to ensure mastery of the standards. 	<ul style="list-style-type: none"> Teacher surveys
<ul style="list-style-type: none"> In PLC meetings, departments are given copies of the CAASSP scores and discuss and create strategies for improving achievement in addition to reviewing prior curricular changes and how they affect achievement. 	<ul style="list-style-type: none"> PLC agendas
<ul style="list-style-type: none"> STAR Math and Reading exams are used for placement in classes and to identify students at risk. 	<ul style="list-style-type: none"> STAR results

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Core Intervention classes have been steadily added to the schedule in order to provide remediation for students who have scored below proficiency on the CAASPP test as well as those who are struggling academically. CAASPP intervention for Math, as well as a supplemental Math Lab classes are in place. 	<ul style="list-style-type: none"> Course schedule
<ul style="list-style-type: none"> RTI Program has been strengthened with additional funding. 	<ul style="list-style-type: none"> RTI agenda, notes
<ul style="list-style-type: none"> District funds have been allocated for PLC meetings, literacy training, and professional development opportunities. 	<ul style="list-style-type: none"> PLC agendas
<ul style="list-style-type: none"> Teacher aides have been added in the classrooms. 	<ul style="list-style-type: none"> Observations

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Tests are kept in a locked storeroom, only accessible by principal and secretary. 	<ul style="list-style-type: none"> Storeroom key with principal

- Principal, with assistance, proctors exams.
- Exam schedule in office

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Assessment data based on student mastery of the core academic standards and the Expected Schoolwide Learning Results drive Loyalton High School's instruction and learning at all levels of the educational mechanism. Teachers employ a vast array of diagnostic assessment such as student centered exams and portfolios, projects and multi-media presentations, focused quizzes, exams, and informal and formal writing to gauge student progress in order to make ongoing instructional decisions. Assessment data is used to determine student placement in classes as well as remediation needs through the Response to Intervention process.

The staff of Loyalton High School meets regularly to review and analyze student assessment data. Collecting, monitoring and communicating achievement data is central to student success. The site administration and staff are dedicated to addressing student needs in a timely fashion through direct and frequent communication between faculty and administration, parents and students. Students do not "fall through the cracks" at LHS. Students and their parents meet with teachers at the end of every year during Four-year Planning, in May over the course of 2-3 early evenings at the parents' convenience. This allows parents to review their child's academic progress and, together with their child and teachers, decide his or her future course schedule at LHS depending on long-term professional and academic goals. Parents receive progress reports every five weeks and grade reports at the end of each quarter. Stakeholders consistently make use of the online PowerSchool system and contact each other through email, by telephone or in person to discuss student progress.

The SPJUSD, LHS administration, and LHS staff work together to ensure that assessment data drives program development, staffing and funding decisions. District-wide Professional Learning Committees meet regularly to review assessment data and analyze program strengths and weaknesses in order to make instructional and program changes as needed. Communication among the District Office, site administration and staff is seamless and leads to academic offerings, academic standards and the Expected Schoolwide Learning Results. Professional Development and PLC Meetings occur every Wednesday (early release days for students) in order to allow staff to receive valuable training and opportunities to collaborate as an entire staff or as departments.

Prioritize the areas of strength and growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Students receive a lot of individual attention, which facilitates intervention for those students who have trouble achieving the standards.
- LHS uses achievement data to properly place students into courses. e.g.: CAASSP scores, PowerSchool grades and teacher recommendation.
- LHS provides consistent monitoring of student achievement throughout the school year, which may result in schedule changes in order to ensure student success.
- LHS staff spends a significant amount of time analyzing achievement data and specific student needs during PLC's, staff meetings, and IEP and RTI meetings.
- Staff members regularly communicate formally and informally about specific needs and support each other's intervention efforts.
- Small class sizes allow staff members to know each student's strengths and weaknesses. Staff members are in close contact often with parents to support student achievement.
- The recent addition of early release Wednesdays has allowed the staff additional time to collaborate, implement new material and discuss RTI needs, CAASSP preparation and in-depth analysis of test scores as well as student placement.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Grades need to be updated on a weekly basis. Grades are checked weekly for athletic eligibility.
- There should be a closer correlation between grades and CAASPP scores.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching processes, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Effective Community Outreach (including online and special needs)

LHS regularly and effectively involves families, businesses, industries, and the community, being active partners in the learning and teaching processes. LHS involves parents of non-English speaking, special needs and online students; however, LHS should provide more involvement of non-English speaking families, by providing more translated documents, online access to those translated documents, and “all call” announcements should be in both English and Spanish.

Findings	Supporting Evidence
<ul style="list-style-type: none"> Superintendent's Town Hall Meetings 	<ul style="list-style-type: none"> Daily bulletin, all call
<ul style="list-style-type: none"> Weekly All-Call Phone Announcements (in English only) 	<ul style="list-style-type: none"> Record of recorded announcements
<ul style="list-style-type: none"> Site Council Meetings / membership consists of local community members, stakeholders, parents, teachers, and students, including students with different backgrounds 	<ul style="list-style-type: none"> Site Council meeting minutes

- Facebook and other social media provide opportunities to inform and communicate with the community.
- LHS / DO Announcements of Events, News using phones, newspapers, social media.
- LHS monthly newscast published on YouTube.
- Channel provides information and updates to the community.
- Parents are invited to a back to school night in September.
- Quarterly progress reports mailed home to inform parents and families.
- Parents and students have access to progress through PowerSchool.
- Parents and teachers communicate via email, text, and telephone
- Class syllabi and contracts are signed by parents and students
- Facebook pages for school, departments, and clubs / activities; Twitter account
- sierracountyofficeofeducation.org, loyaltonhighschool.org
- <https://www.youtube.com/channel/UCLed6TaEDeuDI6GH28Dy4nQ>
- All call, posted on our public calendar on the LHS website, hall marquee, and LHS daily bulletin
- Copies of quarterly progress reports
- PowerSchool log-ins for students and parents, ID information mailed home with progress reports and grades, and first day packets
- Copy of email
- Samples in teachers' classrooms

- LHS Ag Department brings in parents and community members of various ethnicities to instruct and demonstrate skills such as cooking, roping, farming, and etc.
- Community and business members are recruited to evaluate, judge, and interview students for Senior Projects and mock jobs.
- Parents must attend Four-year planning with their students.
- Ag. Calendar and Lesson Plans
- Senior Project portfolios, mock job interview records
- Four-year Planning binders

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members' expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and school-wide learning outcomes.*

LHS solicits and employs business and community resources to support and extend learning. LHS creates business partnerships through workability, work experience and job shadowing, engages guest speakers, students attend job fairs, and take field trips to local employers and colleges. The community and some local businesses are involved in the evaluation of student projects and classroom presentations, which connects with real world applications of the learning standards and LHS school-wide learning outcomes.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Senior Issues classes utilize the county offices, and guest speakers along with county employees who discuss health and well being issues with students. 	<ul style="list-style-type: none"> • Lesson plans from Senior Issues teacher

- The school has access to a trained mental health counselor who is available to guide students.
- A chaplain is on call and has been available to speak to and counsel students in need.
- Professionals in the community speak to students about employment options on Career Day to assist students with deciding on future possibilities.
- Community members and Loyalton Future Farmer's of America arrange for speakers and stage community events.
- The Sierra County Office of Prevention coordinator is active in working with student groups such as Friday Night Live.
- Students in the Workability / Transition program (special needs) are placed in local jobs and job shadowing opportunities.
- Articles written by staff and students are published in the local newspaper, Sierra Booster.
- Centrally located marquis on Main Street displays school events and activities.
- Future Focus: Get Focused, Stay Focused Initiative through Feather River College
- County liaison from CMH to LHS
- Chaplain on call
- List from Career Technician
- Arrangements from FFA advisor, Farm Day
- Contracts with Friday Night Live advisor
- Record of students and timesheets kept by transition coordinator
- Newspaper archives
- Marquis in downtown Loyalton
- Community guest speakers (see calendar)

- TRIO: Academic and leadership skills coordination with Feather River College
- Selected students are trained and participate in the local Volunteer fire department.
- Community and business members evaluate, judge, and interview students for Senior Projects and jobs.
- Freshmen Fall Retreat (calendar)
- Classroom advising for all grades (brochure)
- Fire Crew
- Senior Project Portfolio

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including Internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for Internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Loyalton High School has implemented policies and committed resources ensuring a safe, clean, and orderly environment that nurtures learning. The school practices and has procedures for student safety including: an Acceptable Use Policy for the Internet, anti-bullying strategies, drug and alcohol abuse education and intervention, conflict intervention, and discourages the use of derogatory or hateful language especially in the context of race or gender, a disaster preparedness plan.

Findings	Supporting Evidence
<ul style="list-style-type: none"> Daily classroom recycling. 	<ul style="list-style-type: none"> Recycling containers in every classroom
<ul style="list-style-type: none"> Classroom, hallways, and bathrooms are cleaned on a daily basis. 	<ul style="list-style-type: none"> Custodial staff maintenance records
<ul style="list-style-type: none"> Online administrative list of needs and repairs. 	<ul style="list-style-type: none"> List in principal's office; see Site Council notes
<ul style="list-style-type: none"> Improved maintenance and facility repairs. 	<ul style="list-style-type: none"> New roof, new asphalt

in parking areas, new delineating markings in the parking lot, new landscape and track in progress, new cement repairs, repainting, new flooring in hall

- Boys' bathroom remodeled.
- Materials invoices, bathroom
- Bear caves--student lounge areas--remodeled and refurnished for indoor eating areas and safe gathering sites.
- Materials invoices, Student Bear (Lounge) Caves
- New classroom desks, tables and chairs.
- Improved classrooms, rooms 101, 117, 102, 104
- Redesigned and outfitted weight room.
- Student Senior Project portfolio, weight room
- Student information closed circuit TV updated daily.
- Closed Circuit TV at front entrance
- Updated disaster-drill binders in each classroom and routine practice drills.
- Classroom binders with safety drill and evacuation materials, office records

- All students are provided a student handbook that contains safety regulations and school rules and infraction consequences, and daily assignment planner.
- Parent/guardian signed Internet-use permission form for every student.
- Internet safety filters in place to deny access to inappropriate websites.
- Late-start days are instituted for adverse driving conditions.
- Peer mediation/conflict intervention, “Peace Mediators.”
- Positive Behavior Intervention Strategies (PBIS) is being developed and implemented.
- LHS has drug and alcohol prevention organizations--Club Live and Friday Night Live, which hold meetings, conferences, polls, and activities.
- A trained educator and Sheriff’s Department presented parent/teacher education on appropriate texting and cell phone use.
- LHS Student Handbooks
- First-day student packet / signed Internet Use and Policy forms
- See technology coordinator
- Late-start all call, website alerts, and social media alerts
- Mediation notes
- PBIS notes and plan
- Club Live and Friday Night Live Group
- Announcement materials, Megan Meschery--teacher, and Mike Fischer—Sheriff.

- LHS Site Council reviews School Safety Plan and makes recommendations, revisions, and updates.
- Through social media, articles are provided or suggested to parents, students, and the community that address prevention and coping strategies for bullying and hatred.
- LHS engages guests and conducts which address social issues, safety, positive culture, anti-bullying, drugs, and racism.
- LHS does not allow bullying, hate language, and unhealthy behaviors. Associated consequences are implemented.
- Safety plan, LHS Site Council notes
- Facebook history
- Assembly records in office
- Student handbook, office records

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

LHS has recognized the importance a supporting atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. LHS is rebuilding school policies, programs and procedures to support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.

Findings	Supporting Evidence
<ul style="list-style-type: none"> LHS is developing and implementing a new PBIS system to promote a positive and accepting school culture. LHS implements a Peace Mediation Program to help students resolve conflict using restorative justice practices. Student needs and concerns are discussed during staff meetings and addressed in RTI meetings. LHS needs develop more opportunities and platforms to encourage or celebrate students' heritages, ethnicities, and diversity in a caring learning environment. 	<ul style="list-style-type: none"> PBIS plan, school spirit activities and assemblies which promote unity Peace Mediation Program RTI meeting notes N/A

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

LHS has an atmosphere of trust, respect, and professionalism. School's leadership, staff and stakeholders are involved in the reviews decision-making of policies.

Findings	Supporting Evidence
<ul style="list-style-type: none"> Site Council consists of leadership, staff, and stakeholders, as well as students and reviews and improves existing policies, and the information is provided to the Board and District Administration for implementation. 	<ul style="list-style-type: none"> Roster and minutes for Site Council
<ul style="list-style-type: none"> All community members and stakeholders are invited to attend and provide input at School Board meetings. 	<ul style="list-style-type: none"> Board Minutes, Announcements, links on Facebook and website
<ul style="list-style-type: none"> Principal and staff have an open door policy and listen to concerns and input. 	<ul style="list-style-type: none"> Observation
<ul style="list-style-type: none"> Staff members are very involved with students and maintain a rapport in and out of the classroom. Each teacher is a class advisor; some teachers also coach a sport and/or are club advisors. 	<ul style="list-style-type: none"> Observation

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure secondary school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs; these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Adequate Personalized Support

The school has available, adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

Findings	Supporting Evidence
<ul style="list-style-type: none"> Teachers are able to make counseling referrals, and use to the RTI program to assist students. 	<ul style="list-style-type: none"> Referral procedure documentation from RTI Coordinator
<ul style="list-style-type: none"> Tutoring, and CSF tutoring, is available to students after school, at lunch, and also with individual teachers as requested by students. Specialized tutorials are built into the LHS schedule. 	<ul style="list-style-type: none"> Tutoring sessions posted in hallway every Wednesday
<ul style="list-style-type: none"> The district nurse is available to consult with students and provide information. 	<ul style="list-style-type: none"> Schedule in Principal's office

- The Career Technician Advisory program assists with career development and placement.
- Career Tech information available in room 104.
- Four-year Planning is required of all students at the end of each school year to determine required academic courses and future college and career needs and goals
- Four-year Planning binders
- LHS has access to the District Psychologist and County Mental Health Liaison
- See confidential referrals
- Financial aid, FASFA and College Planning Night, Senior Issues class, and one to one counseling is provided through Senior advisors and administrative staff.
- College planning night, announcements, advisor materials
- Transition and Workability programs are provided to assist students with special needs.
- Workability transition files
- Future Focus is a 9th grade requirement, that tracks a student through his high school career and covers topics such as mental health, career and financial goals, family planning, etc.
- Future Focus syllabus

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Adequate Personalized Support

The school has adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance involved in online instruction.

Findings	Supporting Evidence
<ul style="list-style-type: none"> Teachers are able to make counseling referrals, and use to the RTI program to assist students for students involved in online learning. 	<ul style="list-style-type: none"> Referral procedure documentation from RTI coordinator
<ul style="list-style-type: none"> Tutoring is available to students after school, at lunch, and also with individual teachers as requested by students. Specialized tutorials are built into the LHS schedule. 	<ul style="list-style-type: none"> Tutoring sessions posted in hallway every Wednesday
<ul style="list-style-type: none"> The District nurse is available to consult with students and provide information. 	<ul style="list-style-type: none"> Schedule in Principal's office
<ul style="list-style-type: none"> The Career Technician Advisory program assists with career development and placement, including those students involved with online courses 	<ul style="list-style-type: none"> Career Tech information available in room 104
<ul style="list-style-type: none"> Four-year planning is required of all students at the end of each school year to determine required academic courses and future college and career needs and goals. 	<ul style="list-style-type: none"> Four-year planning binders
<ul style="list-style-type: none"> LHS has access to the District Psychologist and County Mental Health Liaison. 	<ul style="list-style-type: none"> See confidential referrals

- Financial aid, FASFA and college planning night, Senior Issues Class and one to one counseling is provided through Senior Advisors and administrative staff
- College Planning Night, Announcements, Advisor Materials
- Transition and Workability programs are provided to assist students with special needs
- Workability transition files

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: School leadership and staff use strategies to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

School leadership and staff use strategies to develop and implement personalized approaches to learning and alternative instructional options, which allow student access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • RTI meetings are held to address the specific needs and accommodations for individual students. • Study skills classes, and Tutorial Wednesdays are provided to assist students with classwork. • An Independent Study Program (ISP) is offered to students. • Intervention classes are offered for students who need academic support. • Teachers and aides collaborate to assist individual students, including students with special needs. 	<ul style="list-style-type: none"> • RTI notes • Student schedules • ISP documentation and contracts • Master schedule • Classroom observations

- There is a Bilingual Aide to support ELL students and do CELDT testing.
- Online, independently paced programs offer students another avenue for learning.
- Small class sizes allow for inclusion of RSP students along with paraprofessional assistance.
- Our small school size allows teachers and principal to tailor needs to individual students. AP and honors classes are offered, along with online classes for students to maximize class offerings. Students are also involved in the agriculture program.
- Students have access to academic counseling and all teachers assist with 4-year planning to assure that students can schedule classes to meet their academic needs.
- Get Focused Stay Focused, My Ten Year Plan allows teachers to access student profiles online for individual counseling purposes, academically and for future careers.
- Students benefit from the RTI program.
- Teachers discuss identification of at-risk students to plan the best methods to assist them.
- RSP students have scheduled IEP meetings with parents, principal, the RSP teacher and staff members, and Transition Coordinator.
- Aide Roster
- Roster of online learners
- Class rosters, RSP Teacher
- IEP schedule, online and AP class offering, list of AG completers
- A-G requirements for UC admission, school calendar, flyers, bulletin
- My10yearplan.com
- Principal has referral forms, RTI Teacher has list of meetings
- Staff meeting agenda from principal
- RSP teacher has list of dates of individual IEP meetings/plans

- The administration and faculty encourage parent requested meetings. At the end of the first quarter, time is set aside for parent meetings but staff are always available for parents.
- Staff participates weekly in professional development, in order to improve teaching strategies and learning environment.
- Staff attends offsite PD training to improve teaching strategies.
- School calendar
- PD schedule
- Purchase orders

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

LHS strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.

Findings	Supporting Evidence
• Staff, parents and students access PowerSchool to track and monitor grades, assignments, unit completion, historical grades.	• PowerSchool
• Students, parents and staff participate yearly in 4-year planning.	• 4-year planning binders
• Students, parents and staff attend Back to School Night.	• School calendar
• 7 & 9 grade have orientation nights.	• School calendar, all call records

Support Services – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Student learning needs at LHS are accurately identified in a timely manner and the appropriate support and intervention services are most often provided, within and outside the classroom, through intervention and tutoring, including those with special needs, ELL, and Title I. GATE students are not consistently identified and addressed.

Findings	Supporting Evidence
<ul style="list-style-type: none"> While LHS offers AP and honors courses, and online courses of interest, and also has some project based course, which may be of interest to GATE students, LHS does not directly identify GATE students. 	<ul style="list-style-type: none"> Course schedule, lack of GATE identification or screening
<ul style="list-style-type: none"> LHS has an ELL aide who works with staff and students to meet the needs of English learners. 	<ul style="list-style-type: none"> ELL Aide
<ul style="list-style-type: none"> LHS has staff members who serve as translators to the Spanish speaking population. 	<ul style="list-style-type: none"> Staff
<ul style="list-style-type: none"> A Special education program is available for students who have been identified. 	<ul style="list-style-type: none"> Staff and student schedules
<ul style="list-style-type: none"> Staff works within RTI and with Title I Aides to help find accommodations and interventions to identify and assist underperforming students. 	<ul style="list-style-type: none"> Discussion with Staff and RTI records
<ul style="list-style-type: none"> Staff evaluates student learning needs in a timely manner using PowerSchool, RTI meetings, and during staff meetings. A list of underperforming students is printed weekly, discussed and evaluated. Students may be referred for further evaluation, tutoring or for tiered RTI study. 	<ul style="list-style-type: none"> PowerSchool, and RTI notes

- A CAASPP intervention program is offered for both Math and ELA, and a Math Lab for students requiring extra practice.
- Students with special needs are identified and provided I.E.P. and goals that are addressed and met in a timely manner.
- Master Schedule
- Progress Reports and SEIS

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and Internet.*

Support services and related activities at LHS have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and Internet.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • All students have assigned one to one Chromebooks and have Internet access at school. 	<ul style="list-style-type: none"> • Roster of assigned Chromebooks
<ul style="list-style-type: none"> • The ISP program is offered to students who cannot attend classes for a certain amount of time, in which online course may be offered. 	<ul style="list-style-type: none"> • ISP program contracts
<ul style="list-style-type: none"> • LHS has an open Wi-Fi for students and families who do not have Internet at home. 	<ul style="list-style-type: none"> • Wi-Fi

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

LHS has proportional demographic distribution of students throughout all the class offerings, as evidenced by class rosters and master schedule. LHS provides additional support to provide equitable access to challenging, rigorous courses for all students.

Findings	Supporting Evidence
<ul style="list-style-type: none"> Extra class time, tutoring, alternative schedules, including online courses and credit recovery are available for repeat or accelerated students. Students may take summer courses online. All students with special needs may opt in for a summer school program with defined goals and specialized instruction. Proportional demographic distribution of students throughout all the class offerings. 	<ul style="list-style-type: none"> Wednesday tutoring schedule, student transcripts Student transcripts I.E.P.s Class schedules and roster

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Curricular and co-curricular activities at LHS link to the academic standards and schoolwide learner outcomes. A variety of activities include involvement of all students.

Findings	Supporting Evidence
<ul style="list-style-type: none"> The Culture Club takes yearly trip to San Francisco. Teacher led student group trips are taken to places like Peru and Mexico. This year's trip is to the Yucatan Peninsula. 	<ul style="list-style-type: none"> Field trip permission slips Paperwork available, pictures in Spanish classroom, in the hall, and on social media

- Teachers are class advisors and work with students on fundraisers and class activities.
- Agriculture classes and the FFA program participate in more than twelve statewide competitions and conferences yearly. Students compete with projects at local County Fair.
- Some Friday Night Live members attend the REACH for the Future statewide leadership conference in Chico each spring.
- A Leadership class has been implemented to improve school culture and plan extra curricular and school activities.
- The Yearbook class produces a quality annual that includes all students, clubs and programs.
- Choir performs for local community organizations.
- Freshman retreat offers students leadership and bonding opportunities.
- Learning Landscapes provides opportunities to research explore local natural habitats.
- Student Body Accounts/Advisor lists posted in office
- Award plaques and Project Activity Schedule in Ag room
- Paperwork in Advisor's room, permission slips
- Student schedule
- Yearbook
- Choir schedule
- Freshman retreat permission slips
- Learning Landscapes

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

LHS has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services. Many students at LHS are involved in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, and etc.

Findings	Supporting Evidence
<ul style="list-style-type: none"> Student meetings are held regularly from a vast array of clubs and activities that include: FNL, Reach Conference, Culture Club, Peacebuilders, ASB, FFA and CSF Tutoring. 	<ul style="list-style-type: none"> Club minutes and sign in sheets
<ul style="list-style-type: none"> LHS Journalism class publishes a bi-weekly newspaper that includes polls, surveys and allows for student input. 	<ul style="list-style-type: none"> <i>The Roar</i> newspaper
<ul style="list-style-type: none"> The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population. 	<ul style="list-style-type: none"> <i>The Roar</i> newspaper
<ul style="list-style-type: none"> Monthly newscast is presented by the Film Class and presented to students and community through a YouTube channel. 	<ul style="list-style-type: none"> YouTube
<ul style="list-style-type: none"> LHS has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services. 	<ul style="list-style-type: none"> Club Rosters

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Loyalton High School employs a wide range of strategies, programs, projects, support and referral services, curricula and various activities that honor individual differences, encourage the highest academic standards, and provide areas for personal growth and success while promoting trust in ALL of our student community. Once the student's critical needs have been identified, we extensively support the student's learning, social integration and participation in school activities, enjoyment of the school community, as well as aiding ALL individuals, including diverse learners and those with special needs with healthy lifestyle choices by providing many opportunities for teacher and student involvement in curricular and co-curricular activities that promote inclusion and student retention. Examples of these activities are Get Focused Stay Focused, Leadership class, Associated Student Body and Friday Night Live activities, conferences and athletic competitions, college fairs, our ESLRS, and beautification projects. We are very fortunate to enjoy a solid working relationship with professional community organizations and the stakeholders that supplement our work by providing counseling, related services, input, and support. Mental Health Counselors and other related health care services are available to our students on a referral basis. All teachers act as class advisors and work closely with students along with many other professionals in order to promote an overall positive school environment while supporting students' personal and academic growth.

Teachers work cooperatively with administrators, parents, counselors and students to identify student needs that may require intervention and the development of a personalized approach to learning with alternative instructional options in order to allow all students access to progress in a rigorous curriculum that promotes inclusion, trust, as well as personal and academic growth and success. Students are encouraged to participate in the many opportunities for individual assistance, which are made available throughout the school day and in after school programs. Tutorial opportunities, intervention classes, bilingual EL aides, and career counseling are a few of the available means of support and help. Identified students are also able to enjoy a close consistent working relationship with the teachers and aides who are exclusively involved in the RTI Program. LHS has an active RTI Program, and is implementing PBIS.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Teachers communicate amongst themselves, and with RSP and ISP teachers, and aides to assist students, and hold regular RTI meetings.
- The new PBIS plan is being developed for schoolwide implementation.
- LHS has one-to-one Chromebook technology and Internet access.
- The small school size allows more open communication in general, which is inclusive of support staff.
- All staff, including administrators, coaches, and teachers spend time with individual students.
- The school has an open door policy at all levels.
- The English Language Learner (ELL) Aide provides support for bilingual students.
- Spanish language teachers and ELL Aides are utilized for communication and translation for students and families.
- The library is open on a daily basis.
- The school offers a personalized approach to small class sizes.
- The small teacher-student ratio is optimum for student success.
- All Staff is involved with students.
- There is an extensive offering of AP and ISP classes.
- Online courses are available to all students.
- Opportunities for tutoring and remediation are available.
- All students have access, and are able to participate in the general curriculum, including Diverse Learners, and students with special needs.
- Stakeholders, businesses and community members are frequently involved in classroom and school activities.
- Tutorial Wednesdays and professional development.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Improve communication with non-English speaking parents, in person, on translated documents, and on all calls.
- Schoolwide attendance.
- Access to nutritional lunch on campus.
- More structured, research based intervention and remediation classes / programs
- Outside seating or picnic areas for comfort

Prioritized List of Growth Areas

1. There should be a closer correlation between grades and standard mastery.
2. Schoolwide attendance including ISP.
3. Continue the educational goal of utilizing curricula to emphasize student mastery of the prioritized essential standards and assessment systems needed to identify students for remediation and enrichment.
4. Large amount of teacher preps make specialization and practice difficult for teachers; provide more prep time.
5. Integration across the curriculum is not institutionalized to a measurable degree.
6. Attain more understanding of cultural diversity.
7. Familiarize all teachers with all standards taught.
8. Not all staff members use technological resources to maximum.
9. Access to nutritional lunch on campus.
10. More structured, research based intervention and remediation classes / programs.
11. College and Career Readiness standards and course standards need to be the focus of instruction and made clear to students across the curriculum at all levels of instruction.
12. Update schoolwide learner outcomes, the mission, and vision to reflect the fruits of the streamlined curricula.
13. Utilize post-graduation data to inform curricular programming that supports students' college and career readiness, resiliency and financial decision-making.
14. Grades need to be updated on a weekly basis. Grades are checked weekly for athletic eligibility.
15. Improve communication with non-English speaking parents, translated documents, all-call.
16. Outside seating or picnic areas for comfort.

List of Strengths

- Students have access to many learning opportunities, especially for such a small school. Online courses are available to all students. Students have access to a wide variety of course curricula from CTE to advanced placement options that facilitate transitions to college, career and other post-secondary options.
- The strong academic course offerings and academic advising exist in part due to the staff's collaborative commitment to offer a rigorous course of study.
- Active and beneficial relationships exist between community foundations and the school. (Sierra Schools Foundation, Sierra County Arts Council, Sierra County Social Services, Sierra County Drug and Alcohol Prevention Services).
- The recent addition of early release Wednesdays has allowed the staff additional time to collaborate, implement new material or improved teaching methods and discuss RTI needs, CAASSP preparation and in-depth analysis of test scores and student placement.
- Technologies (one to one Chromebook, Smartboard initiatives) are funded to enhance student engagement and instruction.
- Teachers communicate amongst themselves, and with RSP and ISP teachers, and aides to assist students, and hold regular RTI meetings.
- The new PBIS plan is being developed for school-wide implementation.
- Open communication exists between school leadership, staff, and the community. (Sunday all-calls, back-to-school nights, 4-year planning, administrative open-door policy, and email.)
- Small class sizes allow staff members to know each student's strengths and weaknesses. Staff members are in close contact often with parents to support student achievement. The small teacher-student ratio is optimum for student success.
- Students receive a lot of individual attention, which facilitates intervention for those students who have trouble achieving the standards. All staff, including administrators, coaches, and teachers spend time with individual students.
- Discussion oriented instruction.
- Small staff size allows for efficient staff meetings and collaboration.

- Priority initiatives both academic and are funded by a balanced and sustainable school budget.
- Instruction driven by Priority Standards and Scope & Sequences for each subject creates a viable curriculum for all students.
- LHS collaborates with parents and students to provide comprehensive academic, career and college advisement at every grade level.
- Loyalton High School's Agriculture program actively collaborates with community industry and academic partners in order to provide a relevant and current Career Technical Pathway.
- Identified power standards to prioritize our curricula for diving deeper into topics for better student achievement
- Opportunities and structures exist for stakeholders to contribute to the leadership of the school. (Site Councils, Sports Boosters, School Board meetings, Ag. Advisory Panel, LCAP advisory panel, WASC home group participation.)
- Collaboratively developed mission, vision, and school-wide learning expectations.
- Instructional supplies based on teacher request, including technology (we have the things we request to do our jobs better).
- LHS uses achievement data to properly place students into courses. e.g: CAASPP scores, PowerSchool grades and teacher recommendation.
- LHS provides consistent monitoring of student achievement throughout the school year, which may result in schedule changes in order to ensure student success.
- LHS staff spends a significant amount of time analyzing achievement data and specific student needs during PLCs, staff meetings, IEP and RTI meetings.
- Staff members regularly communicate formally and informally about specific needs and support each other's intervention efforts.
- The recent addition of early release Wednesdays has allowed the staff additional time to collaborate, implement new material and discuss RTI needs, CAASPP preparation and in-depth analysis of test scores and student placement.
- Opportunities for tutoring and remediation are available.
- Weekly grade check for extra-curricular eligibility and tutorial assignments.
- Open door policy at all levels.

- Future Focus curriculum supports students in planning their career and college plans.
- All students have access to, and are able to participate in, the general curriculum, including diverse learners, and students with special needs.
- The English Language Learner (ELL) Aide provides support for bilingual students.
- Spanish language teachers and ELL Aides are utilized for communication and translation for students and families.
- There is an extensive offering of AP and ISP classes.
- Stakeholders, businesses and community members are frequently involved in classroom and school activities.
- The library is open on a daily basis.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

After conducting the self-study in individual focus group areas, the focus group committees met as a committee of the whole and shared their findings. After presentations and much discussion, several growth areas and strengths seem to be common threads throughout the self-study.

There were several growth areas that came out of the self-study. In terms of academics, the staff noted more than once that the school needs to continue its work on familiarizing with and prioritizing the essential standards for each subject and grade level. And related to this, it was also concluded that the school needs to work more on aligning and correlating grades to mastery of these standards.

In addition to the above academic improvement, it was also expressed that the school should endeavor to standardize some aspects of instruction across the curriculum and across grade level. For example, a common lab report format could be developed for use in each of the various science classes. Writing requirements is another area of potential standardization. For example, when history and science courses require a piece of writing they could use the same vocabulary, have the same expectations, and use a similar rubric as the English department uses when it teaches writing.

In regards to some growth areas not directly related to academics, there were a few school climate areas that stood out as needing improvement: the school needs focus on developing a better understanding of cultural diversity, LHS needs to reemphasize the importance of good school attendance, there were issues with school facilities and aesthetics, and the lack school lunch availability on site seems to be a burden for some segments of the school population.

As far as strengths are concerned, it was widely believed that the small school size could be seen as an asset for positive student learning outcomes. Students each receive a lot of individual attention from each staff member. Students who seems to be struggling don't anonymously slip through the cracks and fail. Instead each staff member rallies around the struggling students. Systems such as RTI and PBIS provide support through parent meeting, tutoring, and remediation courses. The school's ability to individualize academic and behavioral support is largely made possible by it small student to staff ratio.

The small student-staff ratio also enables small class sizes, which facilitate instructional practices that would be cumbersome in larger classes. Instruction tends to be more discussion-oriented. Hands-on activities such as labs are more student focused because logistics and classroom management don't necessitate a more teacher

centered approach.

Another strength that appears frequently in the self-study was the availability of instruction resources. The school is one-to-one with student Chromebooks. There are Smartboards in every classroom. In general, through support from district office and community fund raising groups, such as the Sierra School's Foundation, all instruction supply request are honored and material instructional needs are met.

Chapter V: Schoolwide Action Plan

English Language Arts

- Action Plan:** Loyalton High School will increase the percentage of students who meet or exceed the college and career readiness standards.
- Rationale:** To provide students with stronger literacy skills to meet their present and future academic, vocational, and personal needs.
- Growth Target:** The three-year average of students who meet or exceed the state standards will be at or above the three-year state average.

Schoolwide

Learner Outcomes: Knowledgeable, Critical Thinkers and Effective Communicators

Means of Achievement

1. Develop and implement the school's essential standards and assessment systems needed to identify students for remediation and enrichment
 - a. **Implementers:** ELA department, Curriculum Coordinator, Site Administrator
 - b. **Means to Assess:** Essential standards document, proficiency scales, CAASPP scores, course sequencing plans, student remediation roster.
 - c. **Resources:**
 - i. Funding Source: Instructional supply and professional development funds
 - ii. Estimated Cost: Paper, copy machine
 - d. **Timeline:** Fall 2020
 - e. **Means to Report:** Professional development days, staff meetings and the annual review of action plans
2. Create a closer correlation between grades and mastery
 - a. **Implementers:** ELA staff and site administrator
 - b. **Means to Assess:** Student grades and student proficiency data

- c. **Resources:**
 - i. Funding Source: Sierra Plumas Joint Unified School District, Sierra County Office of Education, Response to Intervention, Title I funding
 - ii. Estimated Cost: NA. Cost embedded within regular early-release professional development.
 - d. **Timeline:** Ongoing
 - e. **Means to Report:** PowerSchool, progress reports, transcripts, results of student proficiency data.
- 3. Ongoing Professional Development
 - a. **Implementers:** District and school administration, staff
 - b. **Means to Assess:** Evidentiary documentation, change in instruction practices
 - c. **Resources:**
 - i. Funding Source: Sierra-Plumas Joint Unified School District
 - ii. Estimated Cost: \$7,000
 - d. **Timeline:** Ongoing
 - e. **Means to Report:** Budget statements, professional development documentation
- 4. Implement research based intervention and remediation classes and opportunities
 - a. **Implementers:** Staff, site administrator
 - b. **Means to Assess:** Master schedule, course descriptions and curricula, student proficiency data
 - c. **Resources:**
 - i. Funding Source: Sierra-Plumas Joint Unified School District
 - ii. Estimated Cost: \$10,000
 - d. **Timeline:** Ongoing
 - e. **Means to Report:** Annual review of action plans at faculty meeting

Mathematics

Action Plan: Loyalton High School will increase the percentage of students who meet or exceed the college and career readiness standards.

Rationale: To provide students with stronger critical thinking and mathematics skills to meet their present and future academic, vocational, and personal needs.

Growth Target: The three-year average of students who meet or exceed the state standards will be at or above the three-year state average.

Schoolwide

Learner Outcomes: Knowledgeable, Critical Thinkers and Effective Communicators

Means of Achievement:

1. Develop and implement the school's essential standards and assessment systems needed to identify students for remediation and enrichment
 - a. **Implementers:** Mathematics department, curriculum coordinator, site administrator
 - b. **Means to Assess:** Essential standards document, proficiency scales, CAASPP scores, course sequencing plans, student remediation roster
 - c. **Resources:**
 - i. Funding Source: Instructional supply and professional development funds
 - ii. Estimated Cost: Paper, copy machine.
 - d. **Timeline:** Fall 2020
 - e. **Means to Report:** Professional development days, staff meetings and the annual review of action plans
2. Create a closer correlation between grades and mastery
 - a. **Implementers:** Mathematics staff and site administrator
 - b. **Means to Assess:** Student grades and student proficiency data
 - c. **Resources:**

- i. Funding Source: Sierra Plumas Joint Unified School District, Sierra County Office of Education, Response to Intervention, Title I funding
 - ii. Estimated Cost: NA. Cost embedded within regular early-release professional development.
 - d. **Timeline:** Ongoing
 - e. **Means to Report:** PowerSchool, progress reports, transcripts, Results of student proficiency data.
- 3. Ongoing Professional Development
 - a. **Implementers:** District and school administration, staff
 - b. **Means to Assess:** Evidentiary documentation, change in instruction practices
 - c. **Resources:**
 - i. Funding Source: Sierra-Plumas Joint Unified School District
 - ii. Estimated Cost: \$7,000
 - d. **Timeline:** Ongoing
 - e. **Means to Report:** Budget statements, professional development documentation
- 4. Implement research based intervention and remediation classes and opportunities.
 - a. **Implementers:** Staff, site administrator
 - b. **Means to Assess:** master schedule, course descriptions and curricula, student proficiency data.
 - c. **Resources:**
 - i. Funding Source: Sierra-Plumas Joint Unified School District
 - ii. Estimated Cost: \$10,000
 - d. **Timeline:** Ongoing
 - e. **Means to Report:** Annual review of action plans at faculty meeting

Cross-Curricular Integration and Vertical Articulation

- Action Plan:** Implementation of cross-curricular and vertical articulation of common strategies, vocabularies, and systems.
- Rationale:** The use of common strategies, vocabularies, and systems across the curriculum and grade levels will improve student learning outcomes.
- Growth Target:** Students will use the developed common strategies, vocabularies, and systems across curricula and grade levels.

Schoolwide

Learner Outcomes: Knowledgeable, Critical Thinkers and Effective Communicators

Means of Achievement:

1. Investigate and identify common strategies, vocabularies, and systems to integrate across curricula and grade level.
 - a. **Implementers:** Staff, curriculum coordinator, principal
 - b. **Means to Assess:** Integration plan
 - c. **Resources:**
 - i. Funding Source: Sierra-Plumas Joint Unified School District
 - ii. Estimated Cost: No cost
 - Timeline:** Fall 2018
 - d. **Means to Report:** Present to staff at staff meeting or PLC
2. Staff development on implementation of integration of common strategies, vocabularies, and systems.
 - a. **Implementers:** Staff, curriculum coordinator, principal
 - b. **Means to Assess:** PLC agendas, in-service records
 - c. **Resources:**
 - i. Funding Source: SPJUSD and Title I

- ii. Estimated Cost: \$10,000
- d. **Timeline:** 2018-19 school year
- e. **Means to Report:** Present to staff, superintendent, and school board
- 3. Implementation of integrated common strategies, vocabularies, and systems.
 - a. **Implementers:** Staff, principal
 - b. **Means to Assess:** Work samples across the curriculum and grade levels
 - c. **Resources:**
 - i. Funding Source: Sierra-Plumas Joint Unified School District
 - ii. Estimated Cost: negligible
 - d. **Timeline:** Ongoing, beginning Fall 2018 with a goal of finishing during the 2019-20 school year
 - e. **Means to Report:** Present to staff at staff meetings or PL

School Climate

Action Plan: Loyalton High School will improve the overall school climate for student, staff, and community stakeholders by addressing the following areas: infrastructure and aesthetics, behavior, nutrition, and cultural diversity.

Rationale: A positive school culture enhances productivity; builds healthy relationships; and promotes positive, ethical and productive citizenship for life-long learning.

Growth Target: By June 2020 LHS will fully implement programs dedicated to improving school climate.

Schoolwide

Learner Outcomes: Knowledgeable Critical Thinkers, Effective Communicators and Healthy Individuals

Means of Achievement:

1. Positive Behavior Intervention and Supports (PBIS)
 - a. **Implementers:** Staff, Principal, Peace Mediators, and PBIS team
 - b. **Means to Assess:** Survey, reduction in office referrals, PBIS schoolwide expectation will be posted and practiced by the student body. Schoolwide recognition of positive behaviors.
 - c. **Resources:**
 - i. Funding Sources: MTSS Sums Initiative
 - ii. Estimated Cost: 5,000
 - d. **Timeline:** Started 2017-18 with full implementation by 2019
 - e. **Means to Report:** Report to staff as a committee as a whole, School Site Council, and Board of Trustees
2. LHS will continue to improve the school's infrastructure and aesthetics
 - a. **Implementers:** Principal, site council, maintenance and custodial staff, superintendent, and district governing board
 - b. **Means to Assess:** Presence of improved facilities and aesthetics upgrades. Facilities related purchase orders and receipts. Facilities repair checklist.

- c. **Resources:**
 - i. Sierra Plumas Joint Unified School District
 - ii. Estimated Cost: \$75,000
 - d. **Timeline:** Ongoing as needed
 - e. **Means to Report:** Report to committee as a whole, School Site Council, Board of Trustees, local and school news sources
- 3. Restructure the Peacebuilders program as a mechanism for promoting appreciation and understanding of cultural diversity
 - a. **Implementers:** Staff, administration, Peacebuilders, and PBIS team
 - b. **Means to Assess:** Revised trainings programs and workshops. Newly trained Peacebuilders in the student body.
 - c. **Resources:**
 - i. Funding Sources: Sierra Schools Foundation, MTSS Sums Initiative
 - ii. Estimated Cost: \$2,500
 - d. **Timeline:** Ongoing, beginning Spring 2018
 - e. **Means to Report:** Report to staff as a committee as a whole, School Site Council, and Board of Trustees
- 4. Breakfast and lunch will be made available for students on the LHS campus.
 - a. **Implementers:** District governing board, superintendent, principal
 - b. **Means to Assess:** Presence of breakfast and lunch being offered on LHS campus
 - c. **Resources:**
 - i. Funding Sources: Sierra Plumas Joint Unified School District
 - ii. Estimated Cost: \$50,000
 - d. **Timeline:** Ongoing, beginning Fall 2018
 - e. **Means to Report:** Report to staff as a committee as a whole, School Site Council, and Board of Trustees

Follow-up Process

Every year, Loyalton High School meets multiple times as a committee as a whole to discuss action plan progress, potential action plan modifications, and to review the current school and community profile. These meetings are usually held after school during staff meeting time, but now that early release Wednesdays are factored into the schedule, there may be more time available for these meetings. This process is facilitated by a WASC coordinator who prepares the interim report sent to the governing board.

Appendices:

- A. Local Control and Accountability Plan (LCAP): provide link:
http://www.sierracountyofficeofeducation.org/upload/files/LOCAL_CONTROL_ACCOUNTABILITY_PLANS/2017-18_LCAP.pdf
- B. Results of student questionnaire/interviews: Shared Google Drive WASC Folder
- C. Results of parent/community questionnaire/interviews: Shared Google Drive WASC Folder
- D. The most recent California Healthy Kids Survey: Shared Google Drive WASC Folder
- E. Master schedule: Shared Google Drive WASC folder
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- G. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>
- H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID –
<https://www.fueleducation.com>
- I. California Local Control Funding Formula (LCFF) Eight State Priorities Rubric Performance information - LCAP
- J. School accountability report card (SARC):
http://www.sierracountyofficeofeducation.org/upload/?action=listfiles&path=SCHOOL_ACCOUNTABILITY_REPORT_CARD
- K. CBEDS school information form:
- L. Graduation requirements: <http://loyaltonhighschool.org/graduation-requirements/>
- M. Any pertinent additional data (or have on exhibit during the visit)
- N. Budgetary information, including school budget:
<http://www.sierracountyofficeofeducation.org/upload/?action=listfiles&path=FINANCIALS/BUDGET%20REPORTS>
- O. Glossary of terms unique to the school.