

SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT
LOYALTON HIGH SCHOOL

46-70177-4634259
CDS Code

Date of this revision: January 2017

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the Consolidated Application and NCLB Program Improvement into the *Single Plan for Student Achievement*.

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Thomas Jones
Position:	Principal
Telephone Number:	(530) 993-4454 Ext. 203
Address:	PO Box 37, Loyalton, CA 96118
E-mail Address:	tjones@spjUSD.org

- PC workstations are available for use in Chemistry, Physics, and AP Chemistry classes.
- A wide range of extra- and co-curricular activities support the academic program.
- Academic support in English Language Arts and Math is provided for students whose progress in core classes is at risk through the addition of Math Lab and ELA CAASPP support sections in the master schedule.
- Accelerated Reading has been implemented to promote reading throughout the school.
- Google classroom collaboration applications are implemented and in use in several classrooms.
- NewsELA (online adaptive reading assessment and practice) is being implemented in select classrooms to promote reading and reading comprehension.
- We offer a wide selection of Advanced Placement courses and the district office has agreed to pay the test fees for all students enrolled in these classes.
- Intervention aides provide support during the regular school day, at lunch, and after school until 4:00 Monday-Thursday.
- A full time ESL Intervention Aide was hired by the district and supports our ESL students.
- A part time Curriculum Coordinator position was established to aide Administration and Teachers in instructional improvement and Curriculum Enhancements.
- California Scholarship Federation tutoring provides support for students on Monday, Tuesday, and Wednesday afternoons from 3:00 – 4:00.
- College planning and financial aid programs continue to encourage students and families to seek higher education and/or training programs.
- Families can access available scholarships through the school website at <http://loyaltonhighschool.org/category/scholarships/>
- “Get Focused, Stay Focused,” was implemented School Wide for all Freshman with the goal of college and career exploration and long term goal setting.
- Core classes are aligned with the California State Standards.
- Courses of study are aligned district wide and adopted by the Board of Education.
- Data analysis and benchmark resources have been expanded through the purchase and implementation of STAR Math and STAR Reading.

Barriers

- Absences and missed class time due to athletics, field trips, and student activities continue to challenge administration and staff.
- Declining enrollment trends continue to cause reductions in funding, making it more difficult to maintain a comprehensive academic program with a variety of vocational and elective options.
- A limited schedule may not allow all students to access classes desired to meet academic goals.
- Some students do not complete homework assignments on a regular basis.
- Teachers have multiple class assignments that require extra time for planning.
- The consolidation of the Loyaltown Middle and High Schools in 2013-14 created challenges with scheduling and diversity of programs and activities to meet the needs of all students at all levels.
- The school community continues to be challenged to promote meaningful parental involvement in our schools.
- The shrinking school staff requires more time per teacher for advising and supervising school activities and makes it difficult to maintain the variety of extra- and co-curricular activities historically offered to LHS students.
- There is a lack of local or nearby professional development that addresses the needs of the staff including technology training.
- Transportation limitations adversely affect student involvement in co- and extra-curricular activities.
- An aging infrastructure places stress upon maintenance and janitorial staff.

Actions

- Communication with parents will be timely and proactive in setting and tracking student academic goals.
- Maintenance and beautification of the school facilities will continue on an on-going basis.
- New technology will be purchased to replace discarded computers and to provide additional computers for teacher and student use.
- Peace Mediators will be supported to provide students opportunities for leadership and problem solving.
- Professional development will be supported to allow teachers to improve their teaching skills and alignment to the Common Core.
- School improvement will be on going as need is determined to create a school culture and system that meets the needs of all students at all grade levels.

5. Professional Development Plan

- Allow athletic director to attend training programs offered by CIF.
- Encourage faculty to create individual professional development plans.
- Encourage faculty to request and attend curricular specific professional development.
- Offer Professional Development to assist Advanced Placement teachers.
- Offer professional development to increase use of technology in the classrooms including SmartBoard training.
- Provide Professional Development to paraprofessionals to increase their effectiveness with students.
- Schedule and promote district curricular collaboration through the use of video conferencing equipment, release time, minimum days, and/or other digital means.
- Train teachers in Response to Intervention techniques, classroom management, and technology.
- Train and plan for the Implementation of the Get Focused Stay Focused program for the Fall of 2016 (Enhanced Freshman induction program with the emphasis of college and career exploration and goal setting).
- Continue training on CAASPP data analysis and using CAASPP interims as a diagnostic tool.
- Survey all teachers to assess for instructional strengths and areas that can be supported by future professional development.

6. School Leadership

- A teacher-in-charge meets site needs in the absence of the principal.
- The District Curriculum Coordinator meets with the principal to help create the school's vision and mission for instructional and curricular improvement.
- The principal allocates school resources based on recommendations of the School Site Council and ensures that School Site Council members are trained and actively involved in oversight of the school's funds.
- The principal maintains regular, productive communication with parents, teachers, and students.
- The principal maintains the role of instructional leader.
- The principal meets regularly with staff to maintain positive communication and an academic environment that promotes student learning.

Sierra-Plumas Joint Unified School District
Single Plan for Student Achievement

Loyalton High School
 School Demographics for 2016-2017

School Enrollment	157
Percent Economically Disadvantaged	32.48%
Percent English Learners	4.79%
Ethnicity	
African American	0.63%
American Indian/Alaskan Native	1.27%
Asian	0.00%
Caucasian	73.88%
Hispanic	14.65%

Loyalton High School
Academic Performance Index (API) Growth

	2011 API Actual	2012 API Actual	2013 API Actual	Three-Year Weighted API Average
School-wide	818	806	787	805
Hispanic/Latino	790	791	769	784
White	822	803	788	806
Socioeconomically Disadvantaged	796	820	811	808

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.

The School Site Council (SSC) is composed of the principal, three parents, three students, four teachers, and one support staff. The SSC is charged with implementing this Single Plan for Student Achievement and ensuring that all students have access to the core curriculum, that the program of support services is coordinated to minimize duplication and maximize effectiveness, and that school funding is used appropriately to meet the school's mission.

Loyalton High School academics are measured by benchmark and formative assessments, the Annual Yearly Performance indicator (AYP), results on the California High School Exit Exam (CAHSEE), and the Academic Performance Index (API). Our three-year weighted average API score is above 800 in 2014, all of our seniors in 2015 met the CAHSEE requirements prior to graduation last year, and over 53% of the graduation class of 2014 met UC/CSU entrance requirements. In 2012 Loyalton High School received a full six-year accreditation from the Western Association of Schools and Colleges (WASC); copies of the accreditation report are available in the school office. Because of the absence of state standardized testing since spring of 2014, and the size of our school, we did not receive an AYP rating this fall. The State has created a new formula for the calculation of API. In 2016 it was reported that Loyalton High School met its API goal.

1. Alignment of curriculum instruction and materials to content and performance standards:

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

3. Alignment of staff development to standards, assessed student performance, and professional needs:

Student achievement and staff needs are evaluated on a yearly basis. The District Advisory Committee (DAC) allocates funds to support staff development during the school year. Past training has included:

- Administrative training
- Advanced Placement training
- Agriculture teacher training
- Classroom management and discipline training
- Common Core State Standards and Smarter Balanced Assessments training
- Direct instruction/whole brain training
- General and specific technology training
- Math and science curriculum training
- Reading and literacy training
- Safety training
- Science, Technology, Engineering, and Math (STEM) training
- SmartBoard training
- Strategies and techniques for teaching diverse student populations
- Training in the content areas
- Workshops on increasing student engagement in the classroom
- Writing across the curriculum strategies

During a recent PLC the staff broke into ELA, Math, and student behavior teams. ELA and Math met to identified data trends and analyze the results of the 2014-15 CAASPP results. Both departments made recommendations for adjustments based on the data. The student behavior team analyzed student referral information to identify behavior trends, and where school misbehavior most occurred. The student behavior team noted the hallway and common areas in need of supervision and plans to address this through direct instruction of hallway expectations. Additional time was allocated to instructional aides to increase the supervision in common areas.

In addition, an inservice on whole-brain teaching was attended by a large percentage of staff during the summer of 2014 to encourage alternative teaching strategies to maintain student engagement in the classrooms and minimize student disruptions of the learning environment. This program has yielded great success in the 7th and 8th grade classrooms.

4. Services provided by the regular program to enable under-performing students to meet standards.

At Loyalton High School all students participate in assessment programs. Student assessment data from STAR Reading/STAR Math benchmark assessments, CAASPP Interims, are analyzed at the beginning of each school year and when results arrive throughout the year. The underperforming students are targeted for intervention. Students are provided with a wide variety of academic support options including lunch tutoring, one-on-one intervention with

- c. The Career Technical Education Program continues to be supported by Sierra County Office of Education. In addition, the district continues to provide financial support to purchase materials and supplies for vocational classes that support the core curriculum through hands-on application of standards. Through these courses all students are able to access the core vocational curriculum that prepares them for entry-level skills training through the William R. Rouse Regional Occupational Program (ROP).
- d. Agriculture Incentive funding provides for materials and supplies for the LHS Agriculture courses. LHS students who meet the Agriculture Completer requirements receive graduation credit for two years of science. This helps some students meet graduation requirements through hands-on acquisition of the science. Beginning in 2014 students completing Ag Science 1, Ag Science 2, and Floriculture receive a-g credit. Ag Biology continues to receive a-g science credit. A recent CTE incentive grant has allowed the program to update its transportation of students and livestock greatly enhancing the program.
- e. While the majority of Title I funding is spent on salaries for teachers of intervention courses and instructional aides, funding is also being provided for a parent newsletter that will be sent home to parents with progress reports and report cards. Our hope is that parents will become more involved in the education of their child(ren) and thereby provide additional academic support to the under-performing students.
- f. Several categorical funds are used to provide teachers and instructional aides professional development to support and enhance effective instructional practices. Some of these funds require that professional development be provided to assist the teachers and aides in using technology to support the students. Teachers and aides will continue to be trained in the use of our assessment and intervention programs.
- g. Title VI Small Rural School Achievement Program funding is being used this year to provide students with updated technology resources and field trip opportunities. The Physical Education students were able to travel again in 2016 to Truckee for a day of water safety training and instruction at the Truckee Pool.
- h. Categorical funding ensures that the CAASPP is administered properly and that students who do not score well on the exam have the materials to prepare for future exams. This year CAASPP remediation classes have been placed in the master schedule.
- i. The School and Library Block Grant funds have been moved to the flex funding but funds are used to pay the salary of a Library Aide who maintains the LHS library and makes it accessible to students. The Aide also provides computers for use in research and completion of classwork. With the school's incentive program in reading that was started two years ago, more library books are being circulated than it years past.
- j. Funding for William R. Rouse Regional Occupational Program (ROP) courses at LHS continues to provide for entry-level job training for students age 16 and above or juniors and seniors. This training is invaluable for students who wish to enter the work force part-time while enrolled in school or full-time upon graduation. These courses are aligned to the Career Technical Education (CTE) Standards and support

Sierra-Plumas Joint Unified School District and the Sierra County Office of Education also support Loyalton High School students. A part-time district testing coordinator works closely with the school to provide support for student assessment. The SELPA (Special Education Local Plan Area) Director works with staff in developing RTI plans for students not making satisfactory progress in meeting academic standards. A District Technology Coordinator works to ensure that computer equipment is meeting the needs of students and trains teachers in use of specialized programs. LHS students have access to counseling services provided by the district psychologist. All of these services are important to student success at LHS.

7. Number and percentage of teachers in academic areas experiencing low student performance:

Based on 2015 California Assessment of Student Performance and Progress (CAASPP) and STAR scores (Science), the following classes experienced low academic performance. 2016 data is not available due to testing errors in that year.

Grade/Subject	Standards not met	Standards nearly met
7 th Grade ELA	31%	34%
8 th Grade ELA	40%	30%
11 th Grade ELA	4%	29%
7 th Grade Math	19%	44%
8 th Grade Math	35%	40%
11 Grade Math	36%	32%

7 Teachers teach math and English at Loyalton High School that equates to 53% of teachers teach in an area experiencing low student performance. It has been identified that the ELA adoption, with Common Core aligned curriculum, should help increase the performance. Math scores should receive the same boost as the curriculum in place in the fall of 2015, is Common Core aligned replacing curriculum that was antiquated.

Science courses had no groups higher than 30% of students receiving Below Basic or Far Below Basic scores. In fact Grade 8 had only 24% percent of students scoring Below Basic or Far Below Basic and Grade 10 had only 12% percent of student scoring Below Basic and no students scoring Far Below Basic. There was no science teacher where 30% or more of the students scored Below Basic or Far Below Basic.

- 8 Family, school, district, and community resources available to assist these students:

Loyalton High School teachers open their classrooms before and after school so students may complete homework and get assistance. The school also provides tutoring at lunch daily and after school Monday through Thursday. Loyalton High School remains committed to promoting a college-going culture that supports academic excellence by participating in TRiO with Feather River College. The TRiO program provides a goal-setting retreat for Grade 9, College and Career Participation, academic field trips, on-going support for college readiness, and professional development.

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.

9. School, district, and community barriers to improvements in student achievement:

Loyalton High School is a rural school suffering many of the same issues as rural schools across the nation. Because of the location of LHS in the Sierra near the Nevada border, additional challenges are faced. The district is experiencing declining enrollment trends, and with declining enrollment comes a reduction of funds to operate programs. In addition, the demise of Forest Reserve Funds that historically provided a significant portion of our district's budget continues to be a concern. With these two events, some changes have taken place at Loyalton High School that may become barriers to improvements in student achievement over time.

- Loyalton High School changed from an eight-period alternating block schedule to a seven-period daily schedule during the 2006-07 school year. This change resulted in a decrease in overall sections offered to LHS students and increased class sizes of some of the core academic subjects. Because of further staff reductions, we returned to the alternating eight-period block schedule during the 2010-11 year. Some teachers do not like the reduced class time that is the result of an alternating block schedule. During the 2015-16 year, teachers met to find a solution to reduced class time, while at the same time protecting class offerings. The result was a period schedule that meets on a 7 period rotating schedule. On each school day one period is skipped. The following day begins with the
- Decrease in enrollment resulted in a reduction of teaching staff, further limiting courses available to students. The combination of Loyalton Middle and High Schools in 2013 has alleviated some of the pressure and allows for greater flexibility in setting a schedule to meet the needs and goals of the school each year.
- The school board approved the combining of Loyalton Middle School and Loyalton High School in the 2013-14 school year. This allowed for consolidation of administration and sharing of staff, but has made developing a separate culture for the pivotal seventh and eighth grades a challenge. We are still brainstorming how to make this transition more effective for students at all levels.
- There is a lack of nearby professional development to provide training for staff in California standards curriculum. Travel for relevant professional development is expensive and often treacherous during winter months.
- District schools are separated by miles and geographic barriers during winter months and as a result, opportunities for collaboration across disciplines and grade levels are challenging. Efforts have been made to use electronic methods to communicate during curricular meetings with mixed results.
- Recently a greater portion of our student population is transient. Students who move into our program more often than previously come with standards deficiencies that are difficult to assess and correct in a timely manner.

Single Plan for Student Achievement Schoolwide Action Plan

English Language Arts and Mathematics

- Area: *To continue to develop strategies to provide academic classroom support especially in the areas of literacy and mathematics.*
- Growth: *It is our expectation that during 2015-16 the population of students scoring "standards met" or higher will increase by 10% on the CAASPP this year.*
- Rationale: *To provide students with stronger literacy and mathematics skills to meet their present and future academic, vocational, and personal needs.*
- ESLR Link: *Knowledgeable, Critical Thinkers, and Effective Communicators*
- LCAP Links: *All students receive instruction and services to support their intellectual, social, emotional, and physical development.*

All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

Means of Achievement:

1. Offering core intervention in the school schedule to assist students with foundational language arts and math skills to enable them to successfully access the core curriculum.
2. Purchase and maintain, mobile computers and other technology at Loyaltan High School to support course goals.
3. Scheduling a period of math intervention and after school tutoring to assist students with foundational mathematics skills to enable them to successfully access the core curriculum.
4. Scheduling daily middle school English and math whenever possible to offer more time for mastery of math and English standards.
5. Maintaining small class sizes in English, math, and science whenever possible in the school schedule.
6. Providing Title I and EIA/ELL aides to assist students in gaining foundational skills needed to successfully complete core classes by offering tutoring in class, during lunch, and after school.
7. Implementing a weekly grade check on Monday mornings to ensure that students who are participating in athletics, field trips, or extra curricular activities are receiving the academic support they need to continue access to these programs and activities.

Professional Development

Area: *To offer training to the faculty and staff at Loyalton High School to foster professionalism and collaboration, to further develop the craft of teaching, and to enhance the love of learning and teaching that originally led them to careers in education.*

Growth: *Loyalton High School will have all teachers scoring proficient or advanced on their latest evaluations.*

Rationale: *To provide students with the academic and vocational skills needed to become productive, successful workers and community members.*

ESLR Link: *Knowledgeable, Critical Thinkers, and Effective Communicators.*

LCAP Link: *All stakeholders are involved in promoting a district culture where student success is realized, communicated, and celebrated.*

Means of Achievement:

1. Providing professional development opportunities to staff.
2. Providing funding for teachers who are planning to teach or teaching Advanced Placement courses to attend AP Institute workshops.
3. Scheduling minimum days to allow all teachers to participate in district Professional Learning Communities activities.
4. Offering professional development to all staff in the use of technology.
5. Providing funding for staff to attend local professional development programs.
6. Encouraging staff to attend subject-specific training and/or to visit other schools.
7. Providing funding for school teams to continue to work with Sacramento County Office of Education and Placer County Office of Education professional development programs.
8. Staffing a Curriculum Coordinator to assist in teacher professional development, instructional improvement, and curriculum adoptions.

Funding Source: Title I: Part A Schoolwide Program, Title II: Preparing, Training, and Recruiting Highly Quality Teachers and Principals

Categorical Funds: \$ 4,000

Implementers: Administration, Staff, Business Manager

Timeline: Ongoing

Means to Assess: AYP annual review, annual review of action plan at faculty meetings, annual preparation of Single Plan for Student Achievement.

Funding Source: Title I: Basic Part A, Local Control Funding, Sierra COE,
Categorical Funds: \$ 8,000
Implementers: Administration, Staff, Business Manager, RTI Coordinator, Resource Specialist, Curriculum Coordinator
Timeline: Initial placement each fall, ongoing throughout the year as scores and grades indicate need
Means to Assess: Annual review of assessment scores, review of grades each semester, decreased number of students on ineligibility list each quarter, ongoing review of CAASPP scores, and annual review of action plan at faculty meetings

Attendance

Area: *To value time spent in the classrooms by implementing policies and practices that maximize instructional time and student attendance.*

Growth: *Truancy rate for 2016/2017 will be at or below the state average.*

Rationale: *Daily attendance and adequate instructional time are necessary components for student achievement, the achievement of our other focus growth areas, and the Expected Schoolwide Learning Results.*

ESLR Link: *Healthy Individuals*

LCAP Links: *All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.*

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

Means of Achievement:

1. Promoting attendance through a system of recognition and rewards.
2. Teachers reinforce benefits of attendance in classes.
3. Calling daily to check on student absences.
4. Remaining active on the SARB.

5. Continued communication with parents, students, and stakeholders to improve involvement in our school and commitment to our school's goals. Funds will be used for stationery and postage and other forms of communication.
6. Cooperation with district office, project manager, and maintenance staff in obtaining funding for facility improvements including those indicated on our Facilities Inspection Tool and recommended by School Site Council.
7. Installation of signage to promote a welcoming environment and assist visitors to the school.
8. Replacement of flooring as needed at Loyaltan High School.
9. Maintaining the exterior of Loyaltan High School and planning for grounds improvement.
10. To implement a plan to replace classroom furniture on a reasonable and regular schedule.
11. Supporting Future Farmers of America as a co-curricular organization that allows students to gain leadership skills and apply their academic skills in competition, career development, community service, and conference activities.
12. Promoting and developing existing co- and extra-curricular activities.
13. District funding for four field trips a year for Grades 7 and 8 to promote a sense of belonging and to foster stronger relationships between students and teachers.
14. Scheduling Leadership periods for Grades 7 and 8 to allow time for activities that promote leadership, vision, and team building.
15. Scheduling for Grades 7 and 8 to have daily science and PE instead of alternating block periods in their subjects.
16. Maintaining a schedule that rotates to allow for all classes to have their share of coveted morning sections.
17. Continue promoting communication of all aspects of the school and community culture through the Professional Learning Communities, School Site Council, advisory committees, student leadership organizations, clubs, and athletics.
18. In fall of 2014, the ASB officers began the tradition of having an annual school theme. This year the theme is, "The best is yet to come!"
19. Supporting student clubs in meeting their stated goals as they relate to leadership development, community service, and academic enhancement.
20. Maintaining an interscholastic athletic program that promotes athletic development, sportsmanship, student academic achievement, and healthy lifestyles.
21. Providing a period in the schedule for a teacher to serve as Academic Adviser to assist students with setting academic and career goals, funding post-high school education and/or training, and applying to colleges and universities.
22. Providing a period in the schedule for a teacher to serve as Leadership Advisor to assist students in promoting student activities and a positive school culture.

State and Local Programs		Allocation
✓	Agricultural Incentive Block Grant Purpose: Promote agricultural education and completion of FFA goals.	\$ 8,000
✓	Educator Effectiveness These funds are to provide beginning teachers and administrators support and mentoring, professional development, coaching and support services for teachers identified as needing improvement or additional support, professional development for teachers and administrators aligned to the state standards, and to promote educator quality and effectiveness.	\$9,000
✓	TRiO, Feather River College Grant Purpose: Provide funds to promote college-readiness primarily to economically disadvantaged students.	\$ 2,000
	Total amount of state categorical	\$ 19,000

Federal Programs under No Child Left Behind (NCLB)		Allocation
✓	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas.	\$ 26,000
✓	Vocational Education Carl D. Perkins Funds Purpose: Students receive vocational and technology skills that support academic standards.	\$,900
✓	Title II: Preparing, Training, and Recruiting Highly Quality Teachers and Principals Purpose: Provide Professional Development	\$6,000
✓	Title VI, Part B: Rural Education Achievement Program Purpose: Allow rural schools to provide academic opportunities and technology for students.	\$ 9,000
	Total amount of federal categorical funds allocated to this school	\$ 43,900

Recommendations and Assurances

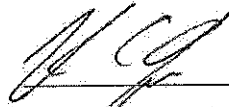
The School Site Council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan:
 - a. School Advisory Committee for State Compensatory Education Programs
 - b. English Learner Advisory Committee
 - c. Community Advisory Committee for Special Education Programs
 - d. Associated Student Body of Loyalton High School
 - e. Loyalton High School Booster Club
4. The School Site Council reviewed the content requirements for school plans of programs included in the *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the School Site Council at a public meeting on January __, 2017.

Attested:

Thomas C. Jones

Printed Name of School Principal



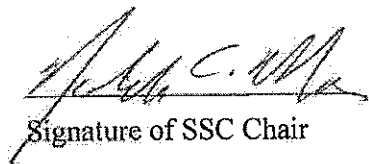
Signature of School Principal

1/25/17

Date

Nikki Mann

Printed Name of SSC Chair



Signature of SSC Chair

1/26/17

Date