# Loyalton High School
## School Accountability Report Card
## Reported Using Data from the 2011-12 School Year
### Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

**EdData Partnership Web Site**
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

**DataQuest**
DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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

## II. About This School

**Contact Information (School Year 2012-13)**

| School Contact Information | |
|---|---|
| School Name | Loyalton High School |
| Street | 700 Fourth St. |
| City, State, Zip | Loyalton, CA 96118-0037 |
| Phone Number | 530.993.4454 |
| Principal | Marla Stock |
| E-mail Address | mstock@spjusd.org |
| CDS Code | 46701774634259 |

| District Contact Information | |
|---|---|
| **District Name** | Sierra-Plumas Joint Unified School District |
| **Phone Number** | 530.994.1044 |
| **Web Site** | www.sierracountyofficeofeducation.org/ |
| **Superintendent** | Stan Hardeman |
| **E-mail Address** | shardeman@spjusd.org |

**School Description and Mission Statement (School Year 2011-12)**
This section provides information about the school, its programs and its goals.

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

**Opportunities for Parental Involvement (School Year 2011-12)**
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are valuable contributors to the Loyalton High School learning community. As such, the staff encourages and welcomes parental involvement. Parents are invited to participate in annual four-year planning evening sessions where the academic progress of their child(ren) is discussed one-on-one with staff members. Three parents are selected each year to serve on the Loyalton High School Site Council and Loyalton Booster Club is mostly comprised of parents who provide financial and physical support to school programs. Parents are welcome to visit classrooms and are encouraged to participate in school activities. Parents are sought to serve on WASC Committees during accreditation visit years. The administrators attended a seminar in Sacramento to review methods of increasing parent involvement and a group of staff members participated in an on-site professional development activity to further encourage parental involvement at Loyalton High School. Financial aide and college nights were offered in Spanish to more completely involve Spanish speaking parents in preparation for the child(ren) to continue to higher education.

**Student Enrollment by Grade Level (School Year 2011-12)**

| Grade Level | Number of Students |
|---|---|
| **Grade 9** | 23 |
| **Grade 10** | 32 |
| **Grade 11** | 37 |
| **Grade 12** | 28 |
| **Total Enrollment** | 120 |

**Student Enrollment by Group (School Year 2011-12)**

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|---|---|---|---|
| **Black or African American** | 3.3 | **White** | 79.2 |
| **American Indian or Alaska Native** | 0.8 | **Two or More Races** | 0 |
| **Asian** | 0 | **Socioeconomically Disadvantaged** | 50 |
| **Filipino** | 0 | **English Learners** | 3.3 |
| **Hispanic or Latino** | 16.7 | **Students with Disabilities** | 4.2 |
| **Native Hawaiian/Pacific Islander** | 0 | | |

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

| Subject | 2009-10 | | | | 2010-11 | | | | 2011-12 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 16 | 9 | 0 | 0 | 15.8 | 9 | 0 | 0 | 10.8 | 13 | 0 | 0 |
| Mathematics | 18 | 10 | 0 | 0 | 16.1 | 10 | 0 | 0 | 11.3 | 8 | 0 | 0 |
| Science | 13 | 8 | 0 | 0 | 13.8 | 4 | 1 | 0 | 13 | 4 | 0 | 0 |
| Social Science | 12 | 6 | 0 | 0 | 13.5 | 5 | 1 | 0 | 12.4 | 17 | 0 | 0 |

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

# III. School Climate

**School Safety Plan (School Year 2011-12)**
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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

**Suspensions and Expulsions**

| Rate* | School | | | District | | |
|---|---|---|---|---|---|---|
| | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| Suspensions | 12.12 | 15 | 10 | 8.32 | 6.37 | 4.04 |
| Expulsions | 0.76 | 0 | 1 | 0.22 | 0 | .25 |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

# IV. School Facilities

**School Facility Conditions and Planned Improvements (School Year 2012-13)**
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• The year and month in which the data were collected
• Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** August 2012

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

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

**School Facility Good Repair Status (School Year 2012-13)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Determination of repair status for systems listed
• Description of any needed maintenance to ensure good repair
• The Overall Rating (bottom row)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|---|
| | Exemplary | Good | Fair | Poor | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | [ ] | [X] | [ ] | [ ] | |
| **Interior:** Interior Surfaces | [ ] | [ ] | [X] | [ ] | Carpet needs replacing. Ceiling needs to be replaced.  Some interior and exterior doors are damaged. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | [ ] | [X] | [ ] | [ ] | Rough field surface and gopher problems. |
| **Electrical:** Electrical | [ ] | [X] | [ ] | [ ] | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | [ ] | [X] | [ ] | [ ] | Need new stalls, need appropriate flooring in hallway restrooms and faculty restrooms, boys' restroom heater needs replacing, one drinking fountain out of service, men's restroom in office sometimes gives odor. |
| **Safety:** Fire Safety, Hazardous Materials | [ ] | [X] | [ ] | [ ] | Outdated lab supplies removed in 2010, fire alarm checked each  year. Bleachers need repairing. |
| **Structural:** Structural Damage, Roofs | [ ] | [ ] | [ ] | [X] | Ceilings are covered with plastic in the hallway and several classrooms, evidence of roof leaks abounds throughout the school and at entrances/exits.  Mold was abated in 2011. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | [ ] | [ ] | [ ] | [X] | Single-paned windows leak and are so old that many of them no longer operate as designed, fields with holes due to gophers and moles, need softball field for Title IX compliance. |
| **Overall Rating** | [ ] | [ ] | [X] | [ ] | Roof, interior painting, flooring, locker rooms, parking lot. |

# V. Teachers

**Teacher Credentials**

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2009-10 | 2010-11 | 2011-12 | 2011-12 |
| **With Full Credential** | 11 | 11 | 11 | 26 |
| **Without Full Credential** | 0 | 0 | 0 | 0 |
| **Teaching Outside Subject Area of Competence** | N/A | N/A | N/A | --- |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 0 | 0 | 0 |

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

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)**

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| **This School** | 96.3 | 3.7 |
| **All Schools in District** | 86.57 | 13.43 |
| **High-Poverty Schools in District** | 84.48 | 15.52 |
| **Low-Poverty Schools in District** | 100 | 0 |

\*   High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

# VI. Support Staff

**Academic Counselors and Other Support Staff (School Year 2011-12)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | .1 | 120 |
| **Counselor (Social/Behavioral or Career Development)** | 0 | --- |
| **Library Media Teacher (Librarian)** | 0 | --- |
| **Library Media Services Staff (Paraprofessional)** | .5 | --- |
| **Psychologist** | 0.0 | --- |
| **Social Worker** | 0.0 | --- |
| **Nurse** | 0.0 | --- |
| **Speech/Language/Hearing Specialist** | 0.0 | --- |
| **Resource Specialist** | 0.0 | --- |
| **Other** | | --- |

\*   One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

# VII. Curriculum and Instructional Materials

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)**
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** August 2011

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

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Literature & Language Arts - Holt Adopted 2003<br><br>Norton Introduction to Literature - W.W. Norton Adopted 2002<br><br>Rhetoric at Work in Reading and Writing - Pearson Adopted 2005<br><br>Holt Handbook - Holt Adopted 2003 | Yes | 0 |
| **Mathematics** | Algebra 1 - Glencoe Adopted 2009<br><br>Geometry - Glencoe Adopted 2009<br><br>Algebra II McGraw-Hill - Glencoe Adopted 2009<br><br>PreCalculus - Houghton Mifflin Adopted 2009 | Yes | 0 |
| **Science** | Biology, the Dynamics of Life - Glencoe Adopted 2005<br><br>Biology - McGraw-Hill Adopted 2004<br><br>Chemistry - Concepts & Applications - Glencoe Adopted 2002<br><br>Physics - Principles & Problems - Glencoe Adopted 2005 | Yes | 0 |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **History-Social Science** | Modern World History Patterns of Interaction - McDougal Littell<br>Adopted 2009<br><br>Magruder's American Government - Prentice Hall<br>Adopted 2000<br><br>Economics - Principles in Action - Prentice Hall<br>Adopted 2007<br><br>The American Pageant - Volumes I and II - Houghton Mifflin<br>Adopted 2006 | Yes | 0 |
| **Foreign Language** | Spanish:  Avancemos! - Holt McDougal, 2010, Levels 1-4 | Yes | 0 |
| **Health** | Health Promotion Waves curriculum - Health Wave, 2007, all reproducible units. | No | N/A |
| **Visual and Performing Arts** | Color:  A Workshop Approach - McGraw Hill, 2005 (classroom set only)<br>Living with Art - McGraw Hill, 2008 (classroom set only) | Yes | 0 |
| **Science Laboratory Equipment (grades 9-12)** | A grant provided for the purchase of updated lab equipment in 2011.  In addition, a chemical sweep in 2010 made it necessary for an entirely new purchase of chemicals for science labs in 2011. | No | N/A |

## VIII. School Finances

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)**

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | **Total** | **Supplemental/ Restricted** | **Basic/ Unrestricted** | |
| **School Site** | $15,266863 | $2,863 | $12,403 | $49,749 |
| **District** | --- | --- | $11,275 | $51,031 |
| **Percent Difference: School Site and District** | --- | --- | 110% | 97.5% |
| **State** | --- | --- | $8,743 | $57,948 |
| **Percent Difference: School Site and State** | --- | --- | 141.9% | 85.9% |

\*    **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\*    **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

**Types of Services Funded (Fiscal Year 2011-12)**
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

**Teacher and Administrative Salaries (Fiscal Year 2010-11)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $32,223 | $38,099 |
| **Mid-Range Teacher Salary** | $49,184 | $55,582 |
| **Highest Teacher Salary** | $66,147 | $71,884 |
| **Average Principal Salary (Elementary)** | $92,369 | $88,790 |
| **Average Principal Salary (Middle)** | $92,369 | $93,519 |
| **Average Principal Salary (High)** | $89,835 | $95,671 |
| **Superintendent Salary** | $116,699 | $115,401 |
| **Percent of Budget for Teacher Salaries** | 28% | 34% |
| **Percent of Budget for Administrative Salaries** | 6% | 7% |

\*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

# IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

•   **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

•   **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

•   **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| English-Language Arts | 44 | 60 | 58 | 55 | 56 | 59 | 52 | 54 | 56 |
| Mathematics | 39 | 36 | 27 | 50 | 46 | 47 | 48 | 50 | 51 |
| Science | 34 | 55 | 67 | 58 | 61 | 67 | 54 | 57 | 60 |
| History-Social Science | 23 | 51 | 40 | 45 | 46 | 44 | 44 | 48 | 49 |

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

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|---|---|---|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 59 | 47 | 67 | 44 |
| All Student at the School | 58 | 27 | 67 | 40 |
| Male | 58 | 24 | 56 | 46 |
| Female | 58 | 31 | 79 | 32 |
| Black or African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 53 | 36 | | 33 |
| Native Hawaiian/Pacific Islander | | | | |
| White | 57 | 25 | 75 | 38 |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 58 | 34 | 67 | 42 |
| English Learners | | | | |
| Students with Disabilities | | | | |
| Students Receiving Migrant Education Services | | | | |

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

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

**California High School Exit Examination Results for All Students - Three-Year Comparison**

| Subject | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| English-Language Arts | 58 | 47 | 76 | 62 | 54 | 77 | 54 | 59 | 56 |
| Mathematics | 61 | 62 | 61 | 57 | 61 | 59 | 54 | 56 | 58 |

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

**California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year**

| Group | English-Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 23 | 46 | 31 | 41 | 44 | 15 |
| All Students at the School | 24 | 42 | 33 | 39 | 45 | 15 |
| Male | 39 | 33 | 28 | 56 | 28 | 17 |
| Female | 7 | 53 | 40 | 20 | 67 | 13 |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | | | | | | |
| Native Hawaiian/Pacific Islander | | | | | | |
| White | 23 | 45 | 32 | 32 | 55 | 14 |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | 27 | 40 | 33 | 53 | 40 | 7 |
| English Learners | | | | | | |
| Students with Disabilities | | | | | | |
| Students Receiving Migrant Education Services | | | | | | |

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

**California Physical Fitness Test Results (School Year 2011-12)**
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 22.2 | 33.3 | |

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

# X. Accountability

**Academic Performance Index**
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

**Academic Performance Index Ranks - Three-Year Comparison**
This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2009 | 2010 | 2011 |
|---|---|---|---|
| Statewide | 7 | 5 | 8 |
| Similar Schools | | | |

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

| Group | Actual API Change | | |
|---|---|---|---|
| | 2009-10 | 2010-11 | 2011-12 |
| All Students at the School | -28 | 76 | -13 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | -30 | 75 | -20 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

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

**Academic Performance Index Growth by Student Group - 2012 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

| Group | 2012 Growth API | | | | | |
|---|---|---|---|---|---|---|
| | School | | District | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| **All Students at the School** | 79 | 806 | 291 | 808 | 4,664,264 | 788 |
| **Black or African American** | 2 | | 2 | | 313,201 | 710 |
| **American Indian or Alaska Native** | 1 | | 2 | | 31,606 | 742 |
| **Asian** | 0 | | 3 | | 404,670 | 905 |
| **Filipino** | 0 | | 0 | | 124,824 | 869 |
| **Hispanic or Latino** | 15 | 791 | 45 | 791 | 2,425,230 | 740 |
| **Native Hawaiian/Pacific Islander** | 0 | | 0 | | 26,563 | 775 |
| **White** | 61 | 803 | 229 | 811 | 1,221,860 | 853 |
| **Two or More Races** | 0 | | 5 | | 88,428 | 849 |
| **Socioeconomically Disadvantaged** | 36 | 820 | 133 | 811 | 2,779,680 | 737 |
| **English Learners** | 2 | | 18 | 767 | 1,530,297 | 716 |
| **Students with Disabilities** | 5 | | 28 | 754 | 530,935 | 607 |

**Adequate Yearly Progress**

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

**Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)**

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

**Federal Intervention Program (School Year 2012-13)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| Indicator | School | District |
|---|---|---|
| Program Improvement Status | Not in PI | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | --- | 2 |
| Percent of Schools Currently in Program Improvement | --- | 33.3 |

# XI. School Completion and Postsecondary Preparation

**Admission Requirements for California's Public Universities**

**University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

• Specific high school courses
• Grades in specified courses and test scores
• Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

**Dropout Rate and Graduation Rate**

| Indicator | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Dropout Rate (1-year) | 0 | 0 | 5 | 2.6 | 6.4 | 7.1 | 5.7 | 16.6 | 14.4 |
| Graduation Rate | | 94.74 | 95.00 | | | 92.86 | 78.59 | 80.53 | 76.26 |

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

**Completion of High School Graduation Requirements**

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Group | Graduating Class of 2012 | | |
|---|---|---|---|
| | School | District | State |
| All Students | 22 | | --- |
| Black or African American | 0 | | --- |
| American Indian or Alaska Native | 0 | | --- |
| Asian | 0 | | --- |
| Filipino | 0 | | --- |
| Hispanic or Latino | 4 | | --- |
| Native Hawaiian/Pacific Islander | 0 | | --- |
| White | 19 | | --- |
| Two or More Races | 2 | | --- |
| Socioeconomically Disadvantaged | 15 | | --- |
| English Learners | 1 | | --- |
| Students with Disabilities | 3 | | --- |

\*    "N/D" means that no data were available to the CDE or LEA to report.

**Career Technical Education Programs (School Year 2011-12)**

This section provides information about Career Technical Education (CTE) programs including:

• Programs and classes offered that are specifically focused on career preparation and or preparation for work
• How these programs and classes are integrated with academic courses and how they support academic achievement
• How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
• The measurable outcomes of these programs and classes, and how they are evaluated
• State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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

**Career Technical Education Participation (School Year 2011-12)**

| Measure | CTE Program Participation |
|---|---|
| Number of pupils participating in CTE | 56 |
| % of pupils completing a CTE program and earning a high school diploma | 24% |
| % of CTE courses sequenced/articulated between the school/institutions of postsecondary education | 8 |

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

| UC/CSU Course Measure | Percent |
|---|---|
| 2011-12 Students Enrolled in Courses Required for UC/CSU Admission | 28.9 |
| 2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission | 52.4 |

**Advanced Placement Courses (School Year 2011–12)**

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| Computer Science | 0 | --- |
| English | 1 | --- |
| Fine and Performing Arts | 0 | --- |
| Foreign Language | 0 | --- |
| Mathematics | 1 | --- |
| Science | 1 | --- |
| Social Science | 2 | --- |
| All courses | 5 | 6.3 |

\* Where there are student course enrollments.

# XII. Instructional Planning and Scheduling

**Professional Development**
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you will see the amount of time each year we set aside for continuing education and professional development. Loyalton High School has been focusing on school-wide literacy improvement for the past five years. During the past few years, we have spent time at Professional Learning Communities and faculty meetings on school-wide literacy systems such as note taking strategies, writing across the curriculum, academic vocabulary development, and reading. The district also funded teams of teachers to attend a summer conference on explicit direct instruction techniques and a workshop at Placer County Office of Education on improving student engagement in the classrooms. In addition, the district has promoted the use of technology by purchasing smart boards for classrooms and offering multiple in-service programs on their use and the development of classroom activities for the smart boards. The PLCs continue to encourage teacher collaboration for the improvement of subject area teaching and student learning and the development of systems to allow for continual improvement.