

**AGENDA for the Joint Meeting of the
Sierra County Board of Education
and the
Sierra-Plumas Joint Unified School District Governing Board**

January 09, 2024

5:00pm CLOSED Session

6:00pm Regular Session

Meeting Location:

Loyalton: Sierra County Office of Education, Room 4, 109 Beckwith Rd, Loyalton CA 96118

Zoom for the public:

Link: <https://us02web.zoom.us/j/81289348936>

Phone dial-in: 669-900-9128 (Press *6 to unmute)

Webinar ID: 812 8934 8936

Board Members:

Area 1: Patty Hall – phall@spjUSD.org

Area 2: Annie Tipton (*Vice President*) – atipton@spjUSD.org

Area 3: Christina Potter – cpotter@spjUSD.org

Area 4: Kelly Champion (*President*) – kchampion@spjUSD.org

Area 5: Dorie Gayner (*Clerk*) – dgayner@spjUSD.org

Any individual who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent(s) or designee in writing.

Any student or parent/guardian who wishes to have directory information or personal information, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes should contact the Superintendent(s) or designee in writing.

Public inspection of agenda documents that are distributed to the Board less than 72 hours before the meeting, will be made available at Sierra County Office of Education, Room 3, 109 Beckwith Road, Loyalton, CA, 96118, and posted with the online agenda at <http://www.sierracountyofficeofeducation.org> (Government Code 54957.5).

A. CALL TO ORDER

Please be advised that this meeting will be recorded.

B. ROLL CALL

C. APPROVAL OF AGENDA

D. PUBLIC COMMENT FOR CLOSED SESSION

At this time, the meeting opens for any public comments regarding the Closed Session item(s).

E. CLOSED SESSION

The Board will move into Closed Session to discuss the following item(s):

1. Government Code 54957

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

2. Government Code 54957

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: District Superintendent

The evaluation tool being used for the District Superintendent evaluation process will be brought before the board for review and discussion.

3. Government Code 54957.6

CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator(s) for the Board: James Berardi, County Superintendent
Sean Snider, District Superintendent

Employee Organizations:
Unrepresented Employees: District Superintendent
Sierra-Plumas Teachers' Association
Classified Employees
Confidential Employees
Administrative Employees

F. RETURN TO OPEN SESSION and ADJOURN FOR BREAK

G. 6:00PM – RECONVENE

H. FLAG SALUTE

I. REPORT OUT FROM CLOSED SESSION

J. INFORMATION ITEMS

1. Superintendent Reports

COUNTY—SCOE

- a. Restructuring Transportation Department
--Adding Bus Driver position to the County side under Classified – job description will be same as District and salary schedule will be line 29 starting at \$23.52/hour in Column A
- b. Resignation for Marcos Martinez, Technology Specialist, 1.0 FTE, effective January 16, 2024

DISTRICT—SPJUSD

- c. FEMA/Cal OES
- d. Facilities update
- e. Phone System/P.A. update

2. Business Report

- a. Account Object Summary-Balance from 07/01/2023 to 12/31/2023
 - 1. SCOE**
 - 2. SPJUSD**
- b. Fourth Month SPJUSD Enrollments for the 2023-2024 School Year**

3. Staff Reports

- a. SCOE
- b. SPJUSD

4. SPTA Report

5. Committee/Board Member Reports

- 6. Public Comment – This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board. Three (3) minutes may be allotted to each speaker and a maximum of twenty (20) minutes to each subject matter.

K. CONSENT CALENDAR

- 1. Approval of minutes for the Regular Joint Meeting held December 12, 2023**
- 2. Approval of Board Report-Checks Dated 12/01/2023 through 12/31/2023
 - a. SCOE**
 - b. SPJUSD**

3. Approval of Quarterly Report on Williams Uniform Complaints for the quarter ending 12/31/2023
 - a. SCOE**
 - b. SPJUSD**
4. Approval of the SPJUSD Pesticide Use Reporting for 2023
 - a. Downieville Elementary School**
 - b. Downieville High School**
 - c. Loyalton Elementary School**
 - d. Loyalton High School**
 - e. District Office/Portables**
5. Approval of the SPJUSD Integrated Pest Management Plan for 2024**
6. Approval of the following SPJUSD Personnel Items:
 - a. Resignation for Kathleen Epps, Noon Supervisor, Downieville School, .25 FTE (1.5 hours/day), effective December 08, 2023
 - b. Assignment of Kathleen Epps, Instructional Aide, Downieville School, .9 FTE (5.4 hours/day), effective December 11, 2023
 - c. Resignation for Sara Kernitz, Cook, Downieville School, .68 FTE (5.4 hours/day), effective December 22, 2023
 - d. Authorization to fill Cook, Downieville School, .68 FTE (5.4 hours/day)
 - e. Assignment of Nathan Rust, 2023-2024 Athletic Extra Duty, 7th/8th Grade Co-Ed Basketball Coach, Downieville
 - f. Acceptance of Retirement for Erin Folchi with the 17% incentive for early retirement in addition to the Golden Hand Shake, Teacher, Loyalton Elementary School, 1.0 FTE, effective June 07, 2024

L. ACTION ITEMS

1. New Business

COUNTY & DISTRICT—SCOE & SPJUSD

- a. Approval of the Arts, Music, and Instructional Materials Discretionary Block Grant Expenditure Plans
 1. SCOE**
 2. SPJUSD**

COUNTY—SCOE

- b. Approval of the 2022-2023 Sierra County Office of Education Special Education School Accountability Report Card (SARC)**

DISTRICT—SPJUSD

- c. Approval of the 2022-2023 School Accountability Report Cards (SARCs):
 1. Downieville Elementary School**
 2. Loyalton Elementary School**
 3. Downieville Jr/Sr High School**
 4. Loyalton High School**
 5. Sierra Pass Continuation School**
- d. Approval of updates to the Educator Effectiveness Block Grant 2023-2024 Expenditure Plan**

BOARD POLICIES, ADMINISTRATIVE REGULATIONS, EXHIBITS, BOARD BYLAWS

Board Bylaw 9310: “The Superintendent or designee shall develop and present a first reading at a public Board meeting and action may be taken on the proposed policy. The Board may require additional readings if necessary.”

- e. 0460—Local Control and Accountability Plan
 - 1. Board Policy, *revisions***
 - 2. Administrative Regulation, *revisions***
- f. 0500—Accountability
 - 1. Board Policy, *revisions***
- g. 0520—Intervention in Underperforming Schools
 - 1. Board Policy, *revisions***
- h. 1220—Citizen Advisory Committees
 - 1. Administrative Regulation, *revisions***
- i. 1431—Waivers
 - 1. Board Policy, *revisions***
- j. 5131.2—Bullying
 - 1. Board Policy, *revisions***
 - 2. Administrative Regulation, *revisions***
- k. 6170.1—Transitional Kindergarten
 - 1. Board Policy, *revisions***
- l. 9321—Closed Session
 - 1. Board Bylaw, *revisions***
 - 2. Exhibit 1, *revisions***
 - 3. Exhibit 2, *revisions***

M. ADVANCED PLANNING

- 1. The next Regular Joint Board Meeting will be held on February 13, 2024, at Downieville School, 130 School St, Downieville CA 95936 at 6:00pm. If needed, Closed Session may be held before the Regular session beginning at 5:00pm. Zoom videoconferencing will be available for the public.
- 2. Suggested Agenda Items

N. ADJOURN



James Berardi,
County Superintendent



Sean Snider,
District Superintendent

** enclosed

* handout

^^ prior meeting handout

James Berardi, County Superintendent – jberardi@spjUSD.org

Sean Snider, District Superintendent – ssnider@spjUSD.org

Kristie Jacobsen, Executive Assistant to the Superintendents – [kjacobson@spjUSD.org](mailto:kjacobsen@spjUSD.org)

Vacant, Director of Business Services/CBO

Office: 530-993-1660 x0

Email schoolinfo@spjUSD.org to be added to the agenda email list.

Balances through December						Fiscal Year 2023/24
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - Gen Fund						
1100	Teachers Salaries	414,703.00	414,703.00	223,102.44	148,213.77	43,386.79
1115	Certificated Extra Duty	2,500.00	2,500.00		1,400.30	1,099.70
1120	Certificated Substitutes	8,490.00	8,490.00		1,020.00	7,470.00
1200	Certificated Pupil Support Ser	35,927.00	35,927.00	17,108.04	17,822.28	996.68
1300	Certificated Supervisor Admini	230,335.00	230,335.00	106,111.32	106,111.32	18,112.36
1310	Teacher in Charge	10,000.00	10,000.00			10,000.00
	Total for Object 1000	701,955.00	701,955.00	346,321.80	274,567.67	81,065.53
2100	Instructional Aides' Salaries	196,459.00	196,459.00	104,760.08	67,803.39	23,895.53
2115	Classified Extra Duty	1,000.00	1,000.00		501.11	498.89
2120	Classified Substitutes	5,000.00	5,000.00		3,875.84	1,124.16
2200	Classified Support Salaries	110,860.00	110,860.00	24,883.52	19,473.20	66,503.28
2215	Classified Support Extra Duty	1,000.00	1,000.00			1,000.00
2220	Classified Substitute Salaries	1,773.00	1,773.00			1,773.00
2300	Classified Supervisors' Admini	180,092.00	180,092.00	474.30	71,837.83	107,779.87
2400	Clerical Technical Office Staf	246,910.00	246,910.00	121,753.57	113,297.65	11,858.78
2900	Other Classified Salaries	14,760.00	14,760.00		3,506.04	11,253.96
	Total for Object 2000	757,854.00	757,854.00	251,871.47	280,295.06	225,687.47
3101	STRS Certificated Positions	199,074.00	199,074.00	61,742.82	49,559.37	87,771.81
3102	STRS Classified Positions	1,719.00	1,719.00		383.15	1,335.85
3201	PERS Certificated Positions			6,152.78	80.03	6,232.81-
3202	PERS Classified Positions	197,841.00	197,841.00	63,856.47	72,808.48	61,176.05
3301	OASDI Certificated Positions	2,134.00	2,134.00	1,429.80	32.24	671.96
3302	OASDI Classified Positions	45,852.00	45,852.00	14,985.08	16,588.73	14,278.19
3311	Medicare Certificated Position	9,986.00	9,986.00	4,785.60	4,037.43	1,162.97
3312	Medicare Classified Positions	10,748.00	10,748.00	3,504.61	3,930.52	3,312.87
3401	Health & Welfare Benefits Cert	127,707.00	127,707.00	63,642.72	45,693.10	18,371.18
3402	Health & Welfare Benefits Clas	155,738.00	155,738.00	88,243.56	79,932.93	12,438.49-
3501	SUI Certificated	3,588.00	3,588.00	173.10	278.65	3,136.25
3502	SUI Classified	3,789.00	3,789.00	126.04	269.61	3,393.35
3601	Workers' Compensation Certific	27,795.00	27,795.00	13,122.06	11,071.95	3,600.99
3602	Workers' Compensation Classifi	29,912.00	29,912.00	9,609.51	10,777.30	9,525.19
3901	Golden Handshake	15,689.00	15,689.00		15,688.48	.52
	Total for Object 3000	831,572.00	831,572.00	331,374.15	311,131.97	189,065.88
4100	Approved Textbooks Core Curric	1,300.00	1,300.00			1,300.00
4300	Materials and Supplies	23,467.00	23,467.00	3,554.49	27,901.12	7,988.61-

Balances through December						Fiscal Year 2023/24
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - Gen Fund (continued)						
4320	Custodial Grounds Supplies	1,250.00	1,250.00			1,250.00
4330	Office Supplies	1,750.00	1,750.00	238.00	283.52	1,228.48
4350	Vehicle Upkeep	3,000.00	3,000.00	1,403.59	849.89	746.52
4400	Noncapitalized Equipment	3,214.00	3,214.00	8,789.57	4,338.90	9,914.47-
	Total for Object 4000	33,981.00	33,981.00	13,985.65	33,373.43	13,378.08-
5100	Subagreements for Services	40,000.00	40,000.00			40,000.00
5200	Travel and Conference	25,638.00	25,638.00	2,334.82	7,072.89	16,230.29
5300	Dues and Membership	32,798.00	32,798.00	2,896.48	23,431.38	6,470.14
5400	Insurance	25,000.00	25,000.00		17,558.52	7,441.48
5500	Operation Housekeeping Service	22,000.00	22,000.00	5,945.38	3,852.35	12,202.27
5600	Rentals, Leases, Repairs, Nonc	1,500.00	1,500.00	481.93	596.33	421.74
5801	Legal Services	18,500.00	18,500.00	3,042.50	1,957.50	13,500.00
5805	Personnel Expense	500.00	500.00	200.00	262.40	37.60
5808	Other Services & Fees	1,500.00	1,500.00	600.47	399.53	500.00
5810	Contracted Services	437,789.00	437,789.00	211,463.76	218,463.93	7,861.31
5899	SPJUSD to Reimburse			83,120.91	16,422.06	99,542.97-
5900	Communications	16,000.00	16,000.00		6,848.07	9,151.93
	Total for Object 5000	621,225.00	621,225.00	310,086.25	296,864.96	14,273.79
6200	Building and Improvement of Bu			43,235.01	13,530.00	56,765.01-
6400	Equipment	20,000.00	20,000.00			20,000.00
6500	Equipment Replacement	15,000.00	15,000.00			15,000.00
	Total for Object 6000	35,000.00	35,000.00	43,235.01	13,530.00	21,765.01-
7110	County Tuition Inter Dist Agre	25,000.00	25,000.00			25,000.00
7141	Tuition, excess cost etc betwe	24,428.00	24,428.00			24,428.00
7310	Direct Support/Indirect Costs					.00
	Total for Object 7000	49,428.00	49,428.00	.00	.00	49,428.00
	Total for Fund 01 and Expense accounts	3,031,015.00	3,031,015.00	1,296,874.33	1,209,763.09	524,377.58
Fund 11 - ADULT ED						
1100	Teachers Salaries	12,500.00	12,500.00		25,886.88	13,386.88-
1300	Certificated Supervisor Admini	116,095.00	116,095.00	55,283.04	55,283.04	5,528.92
	Total for Object 1000	128,595.00	128,595.00	55,283.04	81,169.92	7,857.96-
2200	Classified Support Salaries	3,572.00	3,572.00			3,572.00
2400	Clerical Technical Office Staf	63,900.00	63,900.00	17,030.99	14,248.60	32,620.41
	Total for Object 2000	67,472.00	67,472.00	17,030.99	14,248.60	36,192.41

Selection Filtered by User Permissions, (Org = 1, Online/Offline = N, Fiscal Year = 2024, Period = 6, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Object = 1-7, SACS Fund? = N, Fund Page Break? = N, Obj Lvl = 4, Obj Digits = 1, Page Break? = N)

Balances through December						Fiscal Year 2023/24
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 11 - ADULT ED (continued)						
3101	STRS Certificated Positions	29,762.00	29,762.00	10,559.04	10,604.46	8,598.50
3202	PERS Classified Positions	18,218.00	18,218.00	4,274.16	3,801.52	10,142.32
3301	OASDI Certificated Positions				1,590.24	1,590.24-
3302	OASDI Classified Positions	4,184.00	4,184.00	883.23	739.52	2,561.25
3311	Medicare Certificated Position	1,864.00	1,864.00	801.60	1,176.96	114.56-
3312	Medicare Classified Positions	979.00	979.00	206.54	172.95	599.51
3401	Health & Welfare Benefits Cert	10,745.00	10,745.00	7,163.40	7,163.40	3,581.80-
3402	Health & Welfare Benefits Clas	17,536.00	17,536.00	9,565.38	7,971.15	.53-
3501	SUI Certificated	643.00	643.00	27.66	93.84	521.50
3502	SUI Classified	338.00	338.00	8.54	7.12	322.34
3601	Workers' Compensation Certific	5,191.00	5,191.00	2,197.98	3,227.21	234.19-
3602	Workers' Compensation Classifi	2,723.00	2,723.00	566.39	474.22	1,682.39
	Total for Object 3000	92,183.00	92,183.00	36,253.92	37,022.59	18,906.49
4300	Materials and Supplies			1,167.60	8,137.12	9,304.72-
4330	Office Supplies	500.00	500.00	329.22	170.78	.00
4350	Vehicle Upkeep	88.00	88.00	274.68		186.68-
	Total for Object 4000	588.00	588.00	1,771.50	8,307.90	9,491.40-
5200	Travel and Conference			1,965.06	1,409.94	3,375.00-
5300	Dues and Membership				1,190.00	1,190.00-
5500	Operation Housekeeping Service			4,378.72	1,621.28	6,000.00-
5600	Rentals, Leases, Repairs, Nonc			1,116.21	892.94	2,009.15-
5801	Legal Services	500.00	500.00			500.00
5805	Personnel Expense	100.00	100.00	100.00		.00
5810	Contracted Services			572.07	17,144.93	17,717.00-
5900	Communications			1,005.92	1,748.09	2,754.01-
	Total for Object 5000	600.00	600.00	9,137.98	24,007.18	32,545.16-
6200	Building and Improvement of Bu			81,625.79	42,812.16	124,437.95-
7619	Other Authorized Interfund Tra	14,187.00	14,187.00			14,187.00
	Total for Fund 11 and Expense accounts	303,625.00	303,625.00	201,103.22	207,568.35	105,046.57-
Fund 16 - FOREST RES						
7211	Transfers of Pass-through Rev	262,000.00	262,000.00			262,000.00
7619	Other Authorized Interfund Tra	46,000.00	46,000.00			46,000.00
	Total for Fund 16, Expense accounts and Object 7000	308,000.00	308,000.00	.00	.00	308,000.00

Balances through December						Fiscal Year 2023/24
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Total for Org 001 - Sierra County Office of Education		<u>3,642,640.00</u>	<u>3,642,640.00</u>	<u>1,497,977.55</u>	<u>1,417,331.44</u>	<u>727,331.01</u>

Balances through December						Fiscal Year 2023/24
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD						
1100	Teachers Salaries	2,311,566.00	2,311,566.00	1,267,228.95	884,058.11	160,278.94
1115	Extra Duty Hourly	8,000.00	8,000.00		17,938.21	9,938.21-
1120	Certificated Substitutes	57,000.00	57,000.00		23,070.00	33,930.00
1300	Certificated Superv/Admin Sala	421,444.00	421,444.00	200,986.08	201,995.05	18,462.87
1310	Teacher In Charge/Head Teacher	10,000.00	10,000.00		625.00	9,375.00
	Total for Object 1000	2,808,010.00	2,808,010.00	1,468,215.03	1,127,686.37	212,108.60
2100	Instructional Aides Salaries	276,535.00	276,535.00	147,902.08	89,425.96	39,206.96
2115	Inst. Aide Extra Duty	2,000.00	2,000.00		1,880.54	119.46
2120	Instructional Aides Substitute	3,000.00	3,000.00		593.82	2,406.18
2200	Classified Support Salaries	386,184.00	386,184.00	188,857.01	190,860.08	6,466.91
2201	Bus Driver	91,744.00	91,744.00	29,728.05	17,565.56	44,450.39
2215	Classified Extra Duty	2,500.00	2,500.00		612.90	1,887.10
2220	Classified Support Substitute	25,000.00	25,000.00		4,299.61	20,700.39
2300	Classified Sup/Admin Salaries	2,700.00	2,700.00	1,431.60	810.00	458.40
2400	Clerical & Office Salaries	198,902.00	198,902.00	104,253.06	85,757.34	8,891.60
2420	Clerical & Office Sub Salaries	4,000.00	4,000.00		1,694.72	2,305.28
2900	Other Classified Salaries	25,277.00	25,277.00			25,277.00
	Total for Object 2000	1,017,842.00	1,017,842.00	472,171.80	393,500.53	152,169.67
3101	State Teachers Retirement Syst	728,447.00	728,447.00	263,247.61	201,353.71	263,845.68
3102	State Teachers Retirement Syst	9,472.00	9,472.00			9,472.00
3201	Public Employees Retirement Sy	1,000.00	1,000.00		378.86	621.14
3202	Public Employees Retirement Sy	265,911.00	265,911.00	98,765.13	86,495.81	80,650.06
3311	OASDI-Certificated Positions	2,076.00	2,076.00		462.01	1,613.99
3312	OASDI-Classified Positions	62,143.00	62,143.00	28,026.85	23,214.69	10,901.46
3321	Medicare-Certificated Position	38,138.00	38,138.00	19,553.61	15,023.86	3,560.53
3322	Medicare-Classified Positions	14,537.00	14,537.00	6,554.57	5,429.11	2,553.32
3401	Health & Welfare -Certificated	503,060.00	503,060.00	309,849.96	213,203.92	19,993.88-
3402	Health & Welfare-Classified Po	201,550.00	201,550.00	120,097.74	110,768.93	29,316.67-
3501	State Unemployment Insurance-C	14,217.00	14,217.00	734.11	2,425.69	11,057.20
3502	State Unemployment Insurance-	5,177.00	5,177.00	236.04	345.96	4,595.00
3601	Workers' Compensation Insuranc	95,889.00	95,889.00	51,341.52	39,701.74	4,845.74
3602	Workers' Compensation Insuranc	35,643.00	35,643.00	16,845.00	13,952.88	4,845.12
3901	Other Benefits, Certificated P	35,074.00	35,074.00	17,536.56	16,075.18	1,462.26
3902	Other Benefits, Classified Pos	17,537.00	17,537.00	8,768.28	7,306.90	1,461.82
	Total for Object 3000	2,029,871.00	2,029,871.00	941,556.98	736,139.25	352,174.77

Balances through December						Fiscal Year 2023/24
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
4100	Textbooks	26,605.00	26,605.00		4,681.21	21,923.79
4300	Class Mat'l and Supplies	50,843.00	50,843.00	1,588.60	38,263.87	10,990.53
4301	Class Consumable Mat'l	7,000.00	7,000.00		1,273.24	5,726.76
4302	Class Paper/Toner	14,000.00	14,000.00	1,296.14	5,700.75	7,003.11
4305	Other Student M&S	25,000.00	25,000.00	3,320.64	10,915.09	10,764.27
4320	Custodial Grounds Supplies	38,000.00	38,000.00	5,525.32	31,854.18	620.50
4330	Office Supplies	17,000.00	17,000.00	2,554.67	6,719.50	7,725.83
4350	Vehicle Maint. M&S	11,500.00	11,500.00	3,770.29	4,154.16	3,575.55
4351	Vehicle FUEL	30,000.00	30,000.00	14,300.99	12,977.37	2,721.64
4400	Non-Capital Equipment (Up to \$	58,895.00	58,895.00		24,951.34	33,943.66
	Total for Object 4000	278,843.00	278,843.00	32,356.65	141,490.71	104,995.64
5100	Subagreement for Services	185,000.00	185,000.00		118,477.39	303,477.39
5200	Travel & Conferences	55,802.00	55,802.00	18,072.92	42,502.18	4,773.10
5300	Dues & Membership	10,129.00	10,129.00	1,970.56	9,362.56	1,204.12
5400	Insurance-Fire, liability, etc	210,000.00	210,000.00		152,708.77	57,291.23
5510	Power	159,000.00	159,000.00	115,854.07	43,142.99	2.94
5520	Garbage	7,000.00	7,000.00	3,539.78	4,361.20	900.98
5530	Water	60,000.00	60,000.00	33,849.16	26,150.84	.00
5540	Propane	171,000.00	171,000.00	101,483.57	69,516.43	.00
5590	Miscellaneous Utilities	20,000.00	20,000.00	15,118.34	4,881.66	.00
5600	Rentals, Leases & Repairs	83,500.00	83,500.00	48,550.81	57,354.41	22,405.22
5800	Services & Operating Expense	7,500.00	7,500.00	1,063.33	3,553.79	2,882.88
5810	Legal Expenses	20,000.00	20,000.00	7,954.00	2,046.00	10,000.00
5812	Board Election Expense	2,000.00	2,000.00			2,000.00
5840	Audit Expense	14,959.00	14,959.00	4,500.00	1,346.43	11,805.43
5860	Solid Waste Tax	12,500.00	12,500.00		12,738.16	238.16
5890	Contracts/Servic	819,579.00	819,579.00	471,152.76	362,387.45	13,961.21
5899	SCOE Interagency Reimburse			11,034.19	4,117.96	15,152.15
5900	Communications	3,500.00	3,500.00	1,635.90	1,364.10	500.00
5910	Telephone-Monthly Service	22,075.00	22,075.00	11,010.14	7,194.97	3,869.89
	Total for Object 5000	1,863,544.00	1,863,544.00	846,789.53	683,559.65	333,194.82
6200	Building & Improvements			29,238.07	111,640.71	140,878.78
6400	Equipment	60,000.00	60,000.00	45,290.52	32,748.67	18,039.19
6500	Equipment Replacement	55,000.00	55,000.00	2,298.00	102,835.75	50,133.75
	Total for Object 6000	115,000.00	115,000.00	76,826.59	247,225.13	209,051.72

Balances through December						Fiscal Year 2023/24
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
7110	Out-of-State Tuition	104,450.00	104,450.00	104,450.00		.00
7310	Direct Support/Indirect Costs					.00
7616	Trans fr Gen Fund to Cafeteria	111,053.00	111,053.00			111,053.00
7619	Other Interfund Transfers Out	750,000.00	750,000.00		300,000.00	450,000.00
Total for Object 7000		965,503.00	965,503.00	104,450.00	300,000.00	561,053.00
Total for Fund 01 and Expense accounts		9,078,613.00	9,078,613.00	3,942,366.58	3,629,601.64	1,506,644.78
Fund 13 - Cafeteria						
2200	Classified Support Salaries	104,277.00	104,277.00	33,781.54	32,953.65	37,541.81
2215	Classified Extra Duty	1,000.00	1,000.00		1,077.46	77.46-
2220	Classified Support Substitute	500.00	500.00			500.00
Total for Object 2000		105,777.00	105,777.00	33,781.54	34,031.11	37,964.35
3202	Public Employees Retirement Sy	21,628.00	21,628.00	5,709.42	6,300.04	9,618.54
3312	OASDI-Classified Positions	6,242.00	6,242.00	1,904.50	1,984.62	2,352.88
3322	Medicare-Classified Positions	1,460.00	1,460.00	445.39	464.15	550.46
3402	Health & Welfare-Classified Po	17,537.00	17,537.00	10,521.96	6,940.74	74.30
3502	State Unemployment Insurance-	529.00	529.00	16.91	17.01	495.08
3602	Workers' Compensation Insuranc	3,580.00	3,580.00	1,144.67	1,192.82	1,242.51
Total for Object 3000		50,976.00	50,976.00	19,742.85	16,899.38	14,333.77
4340	Food Service	8,000.00	8,000.00	6,141.63	4,475.74	2,617.37-
4400	Non-Capital Equipment (Up to \$	2,000.00	2,000.00			2,000.00
4700	Food	60,000.00	60,000.00	23,864.05	43,330.11	7,194.16-
Total for Object 4000		70,000.00	70,000.00	30,005.68	47,805.85	7,811.53-
5200	Travel & Conferences	500.00	500.00		242.00	258.00
5600	Rentals, Leases & Repairs	6,000.00	6,000.00		3,745.46	2,254.54
5800	Services & Operating Expense	400.00	400.00			400.00
5890	Contracts/Servic	500.00	500.00		406.00	94.00
Total for Object 5000		7,400.00	7,400.00	.00	4,393.46	3,006.54
Total for Fund 13 and Expense accounts		234,153.00	234,153.00	83,530.07	103,129.80	47,493.13
Fund 40 - Dist Build						
6200	Building & Improvements	750,000.00	750,000.00		14,301.00	735,699.00
Total for Fund 40, Expense accounts and Object 6000		750,000.00	750,000.00	.00	14,301.00	735,699.00
Fund 73 - Bechen						
5800	Services & Operating Expense	25,000.00	25,000.00			25,000.00

Selection Filtered by User Permissions, (Org = 6, Online/Offline = N, Fiscal Year = 2024, Period = 6, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Object = 1-7, SACS Fund? = N, Fund Page Break? = N, Obj Lvl = 4, Obj Digits = 1, Page Break? = N)

Balances through December						Fiscal Year 2023/24
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
	Total for Fund 73, Expense accounts and Object 5000	25,000.00	25,000.00	.00	.00	25,000.00
	Total for Org 006 - Sierra-Plumas Joint Unified School District	<u>10,087,766.00</u>	<u>10,087,766.00</u>	<u>4,025,896.65</u>	<u>3,747,032.44</u>	<u>2,314,836.91</u>

ENROLLMENT BY SCHOOL MONTH - 2023-2024

****As of 12/18/2023**

	Downieville Elementary	Loyalton Elementary	Downieville Jr High	Loyalton Jr High	Downieville Sr High	Loyalton Sr High	Sierra Pass Continuation	Long-Term ISP/SDC	TOTAL
Ending 2022-2023	23	190	9	57	11	95	9	included in site #	394
1st Day 2023-2024	31	191	10	40	10	112	4	included in site #	398

	Month									
September	1	28	190	10	40	10	114	4	included in site #	396
08/23/23-09/15/23										
October	2	29	194	10	40	10	115	6	included in site #	404
09/18/23-10/13/23										
November	3	29	192	10	41	10	115	6	included in site #	403
10/16/23-11/09/23										
December	4	29	195	10	41	10	115	6	included in site #	406
11/13/23-12/08/23										
January	5								included in site #	0
12/11/23-01/19/24										
February	6								included in site #	0
01/22/24-02/16/24										
March	7								included in site #	0
02/20/24-03/15/24										
April	8								included in site #	0
03/18/24-04/19/24										
May	9								included in site #	0
04/22/24-05/17/24										
June	10								included in site #	0
05/20/24-06/07/24										

2022-2023	SPJUSD	SCOE	Washoe
P1 ADA	354.53	0.70	13.50
P2 ADA	351.20	0.70	12.97
Annual	352.11	0.70	13.46

Long-Term ISP	
DES	0
LES	1
DHS	0
LHS	4

2019-2020	SPJUSD	SCOE	Washoe
P1 ADA	410.52	5.54	18.74
P2 ADA	409.30	5.07	15.36
Annual	409.30	5.07	15.36

**MINUTES for the Joint Meeting of the
Sierra County Board of Education
and the
Sierra-Plumas Joint Unified School District Governing Board**

December 12, 2023

5:00pm CLOSED Session

6:00pm Regular Session

Downieville: Downieville School, 130 School St, Downieville CA 95936

Zoom videoconferencing was also available for the public.

A. CALL TO ORDER

President KELLY CHAMPION called the meeting to order at 5:00pm.

B. ROLL CALL

TIPTON motioned

PRESENT: *Area 1: Patty Hall, Area 1*

Area 2: Annie Tipton (Vice President)

Area 3: Christina Potter

Area 4: Kelly Champion (President)

Area 5: Dorie Gayner (Clerk) (attending via Zoom under "Personal Emergency" pursuant to Government Code 54953)

ABSENT: *None*

C. APPROVAL OF AGENDA

POTTER/HALL

5/0

D. PUBLIC COMMENT FOR CLOSED SESSION

None

E. CLOSED SESSION

The Board moved into Closed Session at 5:02pm to discuss the following item(s):

1. Government Code 54957

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

2. Government Code 54957.6

CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator(s) for the Board: James Berardi, County Superintendent
Sean Snider, District Superintendent

Employee Organizations:

Unrepresented Employees: Sierra-Plumas Teachers' Association
Classified Employees
Confidential Employees
Administrative Employees

F. RETURN TO OPEN SESSION at 5:47pm and ADJOURN FOR BREAK

G. 6:03PM – RECONVENE

H. FLAG SALUTE

I. REPORT OUT FROM CLOSED SESSION

TIPTON: For discussion only – received updates from the Superintendents on both items.

J. ANNUAL ORGANIZATIONAL MEETING—BOARD ORGANIZATION

1. Election of Officers for 2024

- a. President
- b. Vice President
- c. Clerk

GAYNER motioned to re-elect all officers as-is for 2024. Second by HALL.

President: CHAMPION

Vice President: TIPTON

Clerk: GAYNER

5/0

2. Appointment of the County Superintendent as the Board Secretary for SCOE

CHAMPION appointed James Berardi.

3. Appointment of the District Superintendent as the Board Secretary for SPJUSD

CHAMPION appointed Sean Snider.

4. Discussion of Committees

CHAMPION appointed CHAMPION and GAYNER to continue Budget Committee for 2024

5. Approval of the Board Meeting Calendars for 2024

- a. Joint Meeting Schedule
- b. Schedule of Annual Governance Matters

TIPTON/HALL

5/0

K. INFORMATION ITEMS

1. Superintendent Reports

COUNTY—SCOE

a. Thank you to the District Office staff

BERARDI: Big thank you to the District Office staff for their extra work and support in the absence of the Director of Business Services/CBO, especially Adrienne Garza as the Fiscal Coordinator stepping in and providing as much information as she could in the interim working with our contracted services.

SNIDER: I'd like to also echo what James said about the District Office staff picking up the slack in the absence of our CBO. Very grateful and appreciative for that team!

a-b. County Personnel Items:

1. Resignation for Danielle Ball, Instructional Aide, Loyalton Elementary School, .5 FTE (3 hours/day), effective January 05, 2024
 - a. Adding .07 FTE (24 minutes/day) to Amy Burt, Instructional Aide, Loyalton Elementary School, effective January 08, 2023
 - b. Not filling the remaining .43 FTE
2. Assignment of Danielle Ball, Special Education Teacher (under internship), Loyalton Elementary School, 1.0 FTE, effective January 08, 2024
3. Assignment of Victoria Russell-Fisher, Instructional Aide, Loyalton High School, .71 FTE (4.25 hours/day), effective November 14, 2023

DISTRICT—SPJUSD

b.c. District Superintendent Goals for 2023-2024

SNIDER reviewed handout of goals.

e.d. FEMA/Cal OES

SNIDER: Back on the weekly meeting schedule – next meeting tomorrow. Goal is to get four new roofs in the district through the process. It is lengthy, but we are making our way through the steps.

d.e. Facilities Priorities for 2023-2024

SNIDER reviewed handout highlighting priorities districtwide as well as individual sites: LES, LHS, Downieville and Sierra Pass.

e.f. Phone System/P.A. update

SNIDER: Down to a very small punch list. We have weekly standing meetings with Team One until the punch list is gone.

f.g. Community input meeting held December 7th

SNIDER: This was for the Arts, Music, and ~~Professional Development~~ Instructional Materials Discretionary Block Grant. These are one-time funds that went out to every district in California with a spend-out date of 2026. Required community meeting for input on how the money should be spent. Plan may be ready at the January board meeting, but no later than February.

2. Business Report

- a. Account Object Summary-Balance from 07/01/2023 to 11/30/2023
 1. SCOE
 2. SPJUSD
- b. Third Month SPJUSD Enrollments for the 2023-2024 School Year
- c. The SCOE/SPJUSD Office will be closed to the public for Winter Break: December 25, 2023, through January 05, 2024

3. Staff Reports

- a. SCOE

SELPA—BETHKE: Excited to have Danielle Ball moving into the Special Education Teacher position in January! It's been vacant since June 2022. Took a group of students with parents on a community-based instruction field trip in Reno and that was really fun. Would like to do more of those.

ADULT ED—JACKSON: None
- b. SPJUSD

LHS—MESCHERY: It has been a difficult two weeks for LHS and our community. Thank you to our staff, parents, counselor, Behavioral Health and FNL to name a few for the collective emotional support for the students. Last month we saw the FFA fall banquet. A group of students were taken to visit Chico State University and Butte College. We had a terrific dinner theater performance by our theater class. Holiday spirit is strong at the high school right now. Basketball season is going full speed ahead. Sierra Valley invitational – middle school basketball tournament coming up in January. FAFSA for seniors – Cash for College night January 16th. End of semester January 19th.

LES—WHITE (CERESOLA): We have a lot of Christmas spirit – dress up days all month in December. Christmas program coming up on the 21st. Basketball is in full swing for 3rd-8th graders. Gearing up for the annual basketball tournament in January.

DES & DHS—BERARDI: New bus for Downieville being delivered tomorrow. Will still need to go through final inspection, but we're getting closer to having it on the road. This is an exciting time of year for everyone with Christmas. With the "Golden" program the kids have earned 1000 tickets and will be having a nacho party with those. Middle School students going to see "A Christmas Carol" in Nevada City. Expecting six new students by the end of this month. Holiday on Main Street last weekend. Kids from elementary school went down to serve the senior lunch today and the community loved having the kids there. Co-Ed Basketball team starting up for elementary and middle school. High School students having been doing 20 Days of Kindness. Another gas leak this morning, so vacated school for a couple hours. Addressing that.

4. SPTA Report

*PRESIDENT—PETTERSON: **read by JACOBSEN***

Yesterday, SPTA and the district met for negotiations. It was a pleasure to meet Terri, interim CBO. She was very knowledgeable and had a lot of great information. Negotiations will meet again in January.

We hope everyone has a well-earned, restful winter break!

5. Committee/Board Member Reports

TIPTON—It was nice to meet Terri during Closed Session. Looking forward to working with her.

*POTTER—**Presented card to SNIDER from the board** Birthday coming up in January and thank you for all of your work in district so far.*

6. Public Comment

Megan Meschery—Sierra Schools Foundation: We had a really good fundraising experience over the fall. The annual newsletter should be coming in the mail very soon, hopefully next week. Winter grant cycle closes January 19th. Asking the principals to mention the deadline in upcoming staff meetings.

Pamela Pasquetti—Asking about issues with the parking lot over by old middle school gym with the basketball games coming up.

SNIDER going to look tomorrow to see what can be done.

L. CONSENT CALENDAR

1. Approval of minutes for the Regular Joint Meeting held November 14, 2023
2. Approval of minutes for the Special Joint Meeting held December 01, 2023
3. Approval of Board Report-Checks Dated 11/01/2023 through 11/30/2023
 - a. SCOE
 - b. SPJUSD
4. Authorization for the Superintendent to enter into the **updated** 2023-2024 Interlocal Contract with Washoe County School District, Contract 2024-012D

5. Approval of the following SPJUSD Personnel Items:
 - a. Assignment of James Milgate, Custodian, Downieville School, .38 FTE (3 hours/day), effective December 11, 2023
 - b. Resignation for Danielle Ball, Instructional Aide, Loyalton Elementary School, .5 FTE (3 hours/day), effective January 05, 2024
 - c. Resignation for Mary Ferraro, Cashier, Loyalton Elementary School, .5 FTE (3 hours/day), effective December 05, 2023
 - d. Fill Cashier, Loyalton Elementary School, .5 FTE (3 hours/day)
 - e. Resignation for Mary Ferraro, Instructional Aide, Loyalton Elementary School, .23 FTE (1 hour 24 minutes/day), effective December 05, 2023
 - f. Resignation for Emma Shaffer, Teacher, Loyalton High School, 1.0 FTE, effective December 06, 2023

POTTER/TIPTON

4/0 (1 abstention – HALL, did not attend Special Meeting on December 01, 2023)

M. ACTION ITEMS

1. New Business

COUNTY & DISTRICT—SCOE & SPJUSD

- a. Adoption of the 2023-2024 First Interim Actuals and Criteria and Standards Reports as of October 31, 2023
 1. SCOE
 2. SPJUSD

TIPTON/HALL

5/0

COUNTY—SCOE

- b. Adoption of Resolution 24-006C, Changing Bank Account Authorized Signatory
TIPTON motioned to approve with the change to have two authorized signers instead of three. Second by GAYNER.

5/0

DISTRICT—SPJUSD

- c. Authorization for SPJUSD to enter into a Memorandum of Understanding with Feather River College for dual enrollment credit, Contract No. 2024-013D
TIPTON/HALL

5/0

- d. Adoption of Resolution No. 24-009D with Feather River College for dual enrollment credit
CHAMPION/GAYNER

5/0

- e. Adoption of Resolution 24-010D, Changing Bank Account Authorized Signatory
POTTER/HALL

5/0

BOARD POLICIES, ADMINISTRATIVE REGULATIONS, EXHIBITS, BOARD BYLAWS

Board Bylaw 9310: “The Superintendent or designee shall develop and present a first reading at a public Board meeting and action may be taken on the proposed policy.

The Board may require additional readings if necessary.”

POTTER motioned to approve *f-i* as presented. Second by *HALL*

5/0

- f. 1312.3—Uniform Complaint Procedures
 - 1. Board Policy, *revisions*
 - 2. Administrative Regulation, *revisions*
- g. 1312.4—Williams Uniform Complaint Procedures
 - 1. Administrative Regulation, *revisions*
 - 2. Exhibit (1), *revisions*
 - 3. Exhibit (2), *revisions*
- h. 5145.3—Nondiscrimination/Harassment
 - 1. Board Policy, *revisions*
- i. 6143—Courses of Study
 - 1. Board Policy, *revisions*

N. ADVANCED PLANNING

- 1. The next Regular Joint Board Meeting will be held on January 09, 2024, at Sierra County Office of Education, Room 4, 109 Beckwith Rd, Loyalton CA 96118 at 6:00pm. If needed, Closed Session may be held before the Regular session beginning at 5:00pm. Zoom videoconferencing will be available for the public.
- 2. Suggested Agenda Items

None

O. ADJOURN

CHAMPION adjourned the meeting at 7:39pm.

James Berardi,
County Superintendent

Sean Snider,
District Superintendent

Dorie Gayner, Clerk

**SIERRA COUNTY BOARD OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD
Closed Session Reporting Form**

DATE: December 12, 2023

CLOSED SESSION BEGAN AT: 5:02 P.M.

BOARD MEMBERS PRESENT:

Patty Hall Annie Tipton Christina Potter Kelly Champion Dorie Gayner (remote)

OTHERS PRESENT:

James Berardi, County Superintendent
 Sean Snider, District Superintendent
 Nona Griesert, Director of Business Services/CBO
 Tom Ryland, Interim CBO

I. SESSION TOPIC(S):

**Item #1—Government Code 54957
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

RESULT:

- DIRECTION WAS GIVEN TO SUPERINTENDENT
 THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.
 A ROLL CALL VOTE WAS TAKEN:
HALL _____ TIPTON _____ POTTER _____ CHAMPION _____ GAYNER _____

**Item #2—Government Code 54957.6
CONFERENCE WITH LABOR NEGOTIATORS**

Agency Negotiator(s) for the Board: James Berardi, County Superintendent
Sean Snider, District Superintendent

Employee Organizations:
Unrepresented Employees: Sierra-Plumas Teachers' Association
Classified Employees
Confidential Employees
Administrative Employees

RESULT:

- DIRECTION WAS GIVEN TO SUPERINTENDENT
 THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.
 A ROLL CALL VOTE WAS TAKEN:
HALL _____ TIPTON _____ POTTER _____ CHAMPION _____ GAYNER _____

II. ENDED CLOSED SESSION AT 5:47 P.M. AND RETURNED TO OPEN SESSION

PRESIDED BY:

Kelly Champion
Kelly Champion, PRESIDENT

RECORDED BY:

Annie Tipton
~~Dorie Gayner, CLERK~~

Annie Tipton, Vice
President

Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00016866	12/11/2023	ALHAMBRA	11-4330	WATER SERVICE		33.46
00016867	12/11/2023	AMAZON CAPITAL SERVICES	01-4330	OFFICE SUPPLIES		49.73
00016868	12/11/2023	AT&T	11-5900	PHONE		173.62
00016869	12/11/2023	FIRST-CITIZENS BANK & TRUST	01-5900	PHONE SYSTEM/MAINTENANCE		3,845.55
00016870	12/11/2023	DONALD BERGSTROM	01-5810	SPED/DO CLEANING	1,225.00	
			01-5899	SPED/DO CLEANING	525.00	1,750.00
00016871	12/11/2023	HEIDI BETHKE	01-5200	SELPA MEETING		188.25
00016872	12/11/2023	MICAH COHEN, MOT, OTR/L	01-5810	OCCUPATIONAL THERAPY SERVICES		3,056.09
00016873	12/11/2023	DEL NORTE COUNTY SCHOOLS	01-5200	SINGLE DISTRICT CONF MEAL		197.28
00016874	12/11/2023	JAMES MORANTE DBA ENGAGE! STRATEGIES	01-5810	SBHIP CONSULTING SERVICES		6,000.00
00016875	12/11/2023	KELLI GROCK	01-5810	COUNSELING SERVICES		4,500.00
00016876	12/11/2023	LAUREN JONES BEHAVIORAL CONSULTANT	01-5810	BEHAVIORAL CONSULTANT	4,342.94	
			01-5899	BEHAVIORAL CONSULTANT	3,928.13	8,271.07
00016877	12/11/2023	LEARNING ALLY	01-5810	5 YEAR SUBSCRIPTION		1,889.10
00016878	12/11/2023	LIBERTY UTILITIES CPEC	01-5500	ELECTRICAL SERVICE	745.47	
			11-5500	ELECTRICAL SERVICE	468.16	1,213.63
00016879	12/11/2023	MARCOS MARTINEZ	01-5200	TECHNOLOGY CONFERENCE		292.12
00016880	12/11/2023	NAVIGATE360, LLC	01-5810	PBIS SUBSCRIPTION		1,104.66
00016881	12/11/2023	PLUMAS-SIERRA TELECOMMUNICATIONS	11-5600	BROADBAND SERVICE		109.00
00016882	12/11/2023	UBEO WEST LLC	11-5600	COPIER/MAINTENANCE		58.00
00016883	12/11/2023	LOCALIQ	11-5810	ADULT ED WEBSITE MANAGEMENT		5,447.00
00016884	12/11/2023	RESOLVE TECHNOLOGY GROUP, INC.	01-5810	TECHNOLOGY ASSISTANCE		1,725.00
00016885	12/11/2023	TRI COUNTY SCHOOLS INSURANCE GROUP	01-9535	HEALTH INSURANCE	1,816.00	
			76-9576	HEALTH INSURANCE	28,439.40	30,255.40
00016886	12/11/2023	U.S. BANK	01-4300	INSTRUCTIONAL SUPPLIES	810.93	
			01-4330	ADOBE SUBSCRIPTION	2.00	
			01-5200	CCS TRAVEL	728.04	
			11-4300	VITAL SIGNS CHART	31.44	
				Unpaid Sales Tax	38.06-	1,534.35
00016887	12/11/2023	U.S. BANK VOYAGER	01-4300	FUEL EXPENSE	44.38	
			01-4350	FUEL EXPENSE	149.64	
			01-5200	FUEL EXPENSE	143.66	
			01-5899	FUEL EXPENSE	84.84	422.52
00016888	12/11/2023	WPS	01-4300	PSYCHOLOGIST SUPPLIES		369.21
00016889	12/27/2023	ALHAMBRA	11-4330	WATER SERVICE		11.98
00016890	12/27/2023	MICAH COHEN, MOT, OTR/L	01-5810	OCCUPATIONAL THERAPY SERVICES		1,954.14
00016891	12/27/2023	KELLI GROCK	01-5810	COUNSELING SERVICES		5,310.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00016892	12/27/2023	INTERMOUNTAIN DISPOSAL, INC.	11-5500	GARBAGE SERVICE		35.37
00016893	12/27/2023	LASSEN COUNTY OFFICE OF EDUCATION	01-5810	ADAPTIVE PE SERVICES		553.94
00016894	12/27/2023	PRESENCELEARNING, INC.	01-5810	PRESENCE LEARNING		9,199.70
00016895	12/27/2023	RENO PRINT STORE	01-4300	TUPE EVENT SUPPLIES	8,392.83	
				Unpaid Sales Tax	496.03-	7,896.80
00016896	12/27/2023	RYLAND SCHOOL BUSINESS CONSULTING	01-5810	SCHOOL BUSINESS CONSULTING	721.50	
			01-5899	SCHOOL BUSINESS CONSULTING	1,082.25	1,803.75
00016897	12/27/2023	SIERRA COUNTY OFFICE OF EDUCATION	01-5808	BANK SERVICE FEES		114.59
00016898	12/27/2023	SIERRA VALLEY HOME CENTER	01-4300	SHOP SUPPLIES	334.76	
			01-5899	SHOP DEF MAINT SUPPLIES	2,446.52	2,781.28
Total Number of Checks					33	102,146.59

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	County School Service Fund	26	67,873.25
11	ADULT EDUCATION	9	6,368.03
76	Payroll Clearing	1	28,439.40
Total Number of Checks		33	102,680.68
Less Unpaid Sales Tax Liability			534.09
Net (Check Amount)			102,146.59

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00086524	12/11/2023	AMAZON CAPITAL SERVICES	01-4300	Intervention supplies	41.22	
				PBIS SUPPLIES	51.29	
			01-4320	MAINT SUPPLIES	193.04	
				maintenance supplies	124.02	
				Wall Clocks	205.70	
			01-4330	OFFICE SUPPLIES	144.33	
				Supplies	109.62	
			01-4350	vehicle maintance	18.22	
			01-5899	OFFICE SUPPLIES	25.81	913.25
00086525	12/11/2023	AMERIGAS	01-5540	PROPANE	19,972.86	
			01-5899	PROPANE	1,887.16	21,860.02
00086526	12/11/2023	AT&T	01-5890	PHONE SERVICES	58.99	
			01-5899	PHONE SERVICES	27.08	
			01-5910	PHONE SERVICES	607.49	693.56
00086527	12/11/2023	KATRINA BOSWORTH	01-5200	MILEAGE		32.94
00086528	12/11/2023	CARA BOWLING	01-5890	MHSSA GRANT SERVICES		1,164.00
00086529	12/11/2023	BRADY INDUSTRIES	01-4320	Liners	73.79	
				Maintenance supplies	593.23	
			01-4400	CLEANING EQUIPMENT	4,345.29	5,012.31
00086530	12/11/2023	PAMELA BRANDON	01-5600	TECH COTTAGE RENTAL		100.00
00086531	12/11/2023	BREWER REFRIGERATION HEATING & AIR CONDITIONING	13-5600	REFRIGERATOR REPAIR		986.90
00086532	12/11/2023	CA STATE UNIVERSITY, CHICO	01-5200	REGISTRATION		400.00
00086533	12/11/2023	CITY OF LOYALTON	01-5530	WATER AND SEWER - LOYALTON SITES	4,189.07	
			01-5899	WATER AND SEWER - LOYALTON SITES	242.98	4,432.05
00086534	12/11/2023	CPR1	01-5890	ANNUAL RENEWAL		693.00
00086535	12/11/2023	CRESCO RESTAURANT EQUIPMENT	01-6500	DISHWASHER/OVEN		25,964.44
00086536	12/11/2023	BRIAN DEVLIN	01-5200	MILEAGE		24.24
00086537	12/11/2023	DOWNIEVILLE FIRE PROTECTION DISTRICT	01-5890	CPR CLASS		140.00
00086538	12/11/2023	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530	Water		700.21
00086539	12/11/2023	EDWARDS, STEVENS AND TUCKER, LLP	01-5810	LEGAL FEES		1,736.00
00086540	12/11/2023	JANET HAMILTON	01-5600	TECH COTTAGE RENTAL		100.00
00086541	12/11/2023	HUNT & SONS, INC.	01-5590	HEATING OIL		2,193.81
00086542	12/11/2023	JOSTENS	01-4305	,Diplomas & Cover		144.63
00086543	12/11/2023	LES SCHWAB TIRE CENTER	01-4350	Tires for the Yukon	850.75	
				Vehicle Maintenance	39.98	890.73
00086544	12/11/2023	VOYAGER SOPRIS LEARNING	01-5200	STAFF TRAINING		4,800.00
00086545	12/11/2023	LIBERTY UTILITIES	01-5510	ELECTRIC - LOYALTON SITES		979.34

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Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00086546	12/11/2023	MCPHERSON & JACOBSON, LLC	01-5890	CONSULTANT EXPENSES		369.99
00086547	12/11/2023	MEGAN A. MESCHERY	01-5200	REGISTRATION		50.00
00086548	12/11/2023	MODEL DAIRY, LLC	13-4700	DAIRY PRODUCTS		1,015.27
00086549	12/11/2023	NANCY PECKHAM	01-5890	BUS DRIVER TRAINING		795.00
00086550	12/11/2023	NORTHAM DISTRIBUTING, INC.	13-4340	CAFE FOOD/SUPPLIES	49.63	
			13-4700	CAFE FOOD/SUPPLIES	2,753.15	2,802.78
00086551	12/11/2023	ISAAC PRICE	01-4320	ASPHALT REPAIR		60.18
00086552	12/11/2023	UBEO WEST LLC	01-5600	COPIER MAINT.	327.74	
			01-5899	COPIER MAINT.	52.05	379.79
00086553	12/11/2023	SCHOOL SERVICES OF CALIFORNIA	01-5200	WORKSHOP REGISTRATION	420.00	
			01-5899	WORKSHOP REGISTRATION	140.00	560.00
00086554	12/11/2023	SIERRA BOOSTER	01-5300	ADVERTISEMENTS/LEGAL/PUBLIC NOTICES	22.00	
			01-5890	ADVERTISEMENTS/LEGAL/PUBLIC NOTICES	90.00	112.00
00086555	12/11/2023	SIERRA COUNTY HEALTH DEPARTMENT	01-5510	ELECTRICAL SERVICES FOR TECH COTTAGE		289.50
00086556	12/11/2023	SIERRA HARDWARE	01-4320	Misc Maintenance supplies		179.45
00086557	12/11/2023	SIERRA-PLUMAS JOINT UNIFIED	01-5800	Reim. for Soccer Officials		1,103.79
00086558	12/11/2023	SIERRA-PLUMAS JOINT UNIFIED PETTY CASH	01-5890	CPR CLASS		2,320.00
00086559	12/11/2023	SLAKEY BROTHERS	01-4320	HEATER MOTORS		743.82
00086560	12/11/2023	TRI COUNTY SCHOOLS INS. GR.	01-9535	HEALTH INSURANCE	8,925.86	
			76-9576	HEALTH INSURANCE	86,250.12	95,175.98
00086561	12/11/2023	U.S. BANK VOYAGER	01-4305	FUEL FOR ATHLETIC TRIPS	867.43	
			01-4351	BUS FUEL	3,340.50	
				Fuel for Maintenance	166.73	
			01-5200	FIELD TRIP FUEL	86.39	
				FUEL FOR FFA	283.59	4,744.64
00086562	12/11/2023	AMANDA WATTENBURG	01-5200	MILEAGE		217.46
00086563	12/08/2023	CMC-N TREASURER	01-5200	REGISTRATION		210.00
00086564	12/28/2023	AIRGAS, USA, LLC	01-5600	TANK RENTAL LHS/DVL		331.00
00086565	12/28/2023	AMAZON CAPITAL SERVICES	01-4300	STEP UP TO WRITING SUPPLIES	584.05	
			01-4302	Printer Ink	99.73	
			01-4305	Basketballs	929.41	
			01-4320	MAINT SUPPLIES	193.04	
			01-4330	OFFICE SUPPLIES	185.55	
			01-5899	OFFICE SUPPLIES	45.48	2,037.26
00086566	12/28/2023	KATRINA BOSWORTH	01-5200	FIELD TRIP REIMBURSEMENT		66.73

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Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00086567	12/28/2023	DOCUMENT TRACKING SERVICES	01-5890	SCHOOL ACCOUNTABILITY REPORTING		1,365.00
00086568	12/28/2023	HAYLEY EVANS	01-5200	MILEAGE		251.52
00086569	12/28/2023	FEDEX	01-5890	SHIPPING COST		148.67
00086570	12/28/2023	FILTERS DELIVERED, LLC	01-4320	HVAC FILTERS	697.96	
				Unpaid Sales Tax	47.18-	650.78
00086571	12/28/2023	GRAINGER, INC.	01-4320	OUTSIDE WALL LIGHTS		915.57
00086572	12/28/2023	CAROLINE GRIFFIN	01-5200	TRAVEL REIMBURSEMENT		1,057.95
00086573	12/28/2023	K 12 MANAGEMENT DBA FUELED	01-5890	STUDENT LICENSE BLOCK/ISP COURSES		125.00
00086574	12/28/2023	LIBERTY UTILITIES	01-5510	ELECTRIC - LOYALTON SITES		24.73
00086575	12/28/2023	MODEL DAIRY, LLC	13-4700	DAIRY PRODUCTS		464.74
00086576	12/28/2023	NORTHAM DISTRIBUTING, INC.	13-4700	CAFE FOOD/SUPPLIES		540.14
00086577	12/28/2023	PACIFIC GAS & ELECTRIC COMPANY	01-5510	Electricity		4,570.88
00086578	12/28/2023	INTERMOUNTAIN DISPOSAL, INC.	01-5520	GARBAGE SERVICE	620.32	
			01-5899	GARBAGE SERVICE	12.44	632.76
00086579	12/28/2023	SIERRA VALLEY HOME CENTER	01-4300	MISC. AG SUPPLIES	574.81	
			01-4320	MAINT. SUPPLIES	219.13	
				MAINT/CUSTODIAL SUPPLIES	147.07	941.01
00086580	12/28/2023	SIERRA-PLUMAS JOINT UNIFIED	01-5890	BANK SERVICE FEES		299.40
00086581	12/28/2023	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5890	EMPLOYMENT FINGERPRINTING		98.00
00086582	12/28/2023	SYSCO SACRAMENTO	13-4340	CAFETERIA - FOOD AND SUPPLIES	340.10	
			13-4700	CAFETERIA - FOOD AND SUPPLIES	4,396.95	4,737.05
00086583	12/28/2023	TEAM ONE NETWORKING	01-5899	PHONE SERVICES	17.50	
			01-5910	PHONE SERVICES	262.50	280.00
00086584	12/28/2023	TINY EYES THERAPY SERVICES	01-5890	THERAPY SERVICES		1,813.61
00086585	12/28/2023	U.S. BANK	01-4300	CABLING	152.10	
				PBIS	579.80	
			01-4305	Basketball Scorebooks	92.32	
			01-4320	ALARM BATTERIES	69.35	
				Faucets	98.61	
			01-4330	ADOBE PRO SUBSCRIPTION	13.33	
				GRADING SOFTWARE	357.00	
			01-4350	FUEL FOR MAINT.	92.37	
			01-5200	CHARTER BUS	12,935.37	
				CONFERENCE REGISTRATIONS	315.00	
			01-5890	ZOOM SUBSCRIPTION	66.36	
			01-5899	ADOBE PRO SUBSCRIPTION	6.66	

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Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00086585	12/28/2023	U.S. BANK	13-5200	FOOD MANAGER COURSES	121.00	14,899.27
00086586	12/28/2023	VERIZON WIRELESS	01-5899	CELL PHONE SERVICE	221.59	
			01-5900	CELL PHONE SERVICE	228.06	
			01-5910	CELL PHONE SERVICE	363.79	813.44
00086587	12/28/2023	AMANDA WATTENBURG	01-5200	MILEAGE		64.19
Total Number of Checks					64	222,219.78

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	58	125,348.96
13	Cafeteria Fund	7	10,667.88
76	Warrant/Pass Through (payroll)	1	86,250.12
Total Number of Checks		64	222,266.96
Less Unpaid Sales Tax Liability			47.18
Net (Check Amount)			222,219.78

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

SIERRA COUNTY OFFICE OF EDUCATION

PO Box 955, 109 Beckwith Rd
Loyalton CA 96118
Office: 530-993-1660
Fax: 530-993-0828

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

To: James Berardi
County Superintendent

Person completing this form: Kristie Jacobsen
Executive Assistant to the Superintendents

2023-2024 School Year

Quarterly Report Submission Date: October 2023 (Jul-Aug-Sep)
 January 2024 (Oct-Nov-Dec)
 April 2024 (Jan-Feb-Mar)
 July 2024 (Apr-May-Jun)

Date for information to be reported publicly at a governing board meeting:
January 09, 2024

Please check the box that applies:

- No complaints were filed with any school in the County during the quarter indicated above.
- Complaints were filed with schools in the County during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignments	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Signature of County Superintendent

Date

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

PO Box 955, 109 Beckwith Rd
Loyalton CA 96118
Office: 530-993-1660
Fax: 530-993-0828

Quarterly Report on Williams Uniform Complaints [Education Code § 35186]

To: Sean Snider
District Superintendent

Person completing this form: Kristie Jacobsen
Executive Assistant to the Superintendents

2023-2024 School Year

Quarterly Report Submission Date: October 2023 (Jul-Aug-Sep)
 January 2024 (Oct-Nov-Dec)
 April 2024 (Jan-Feb-Mar)
 July 2024 (Apr-May-Jun)

Date for information to be reported publicly at a governing board meeting:
January 09, 2024

Please check the box that applies:

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- Complaints were filed with schools in the District during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignments	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Signature of District Superintendent

Date

PESTICIDE USE REPORTING FOR SCHOOL AND CHILD DAY CARE CENTER EMPLOYEES

APPLICATION YEAR	SCHOOL DESIGNEE (IPM COORDINATOR)	DISTRICT / CENTER NAME			LICENSE / CERTIFICATE NUMBER (OPTIONAL)			
2023	Sean Snider	Sierra-Plumas Joint USD						
REPORT PREPARED BY:		E-MAIL ADDRESS			CITY	PHONE NUMBER		
Shawn Maple/Kristie Jacobsen		ssnider@spjUSD.org			Downieville	530-993-1660		
School CDS #/Child Day Care Facility # OR Name & Address AND Specify if School or Child Day Care Facility	County Code	Date & Time Application Completed	Location (# from list on back)	Manufacturer & Name of Product Applied	EPA REG. Number on Label or CA Reg. Number for adjuvants (include alpha code, if listed)	Amount of Pesticide Product Used (check or write in unit from label)	Pest Control Code (from list on back)	
DES <input checked="" type="checkbox"/> School <input type="checkbox"/> Day Care		N/A	No Application			<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		

Use this form ONLY to report pesticide applications made by schoolsite employees, staff, and volunteers at schools and child care centers. DO NOT report pesticide use by pest management professionals contracted to apply pesticides at schoolsites. They will report their own use. Report must be submitted no later than January 30th of the year following the year of use to:
School Pesticide Use Reporting, Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015

INSTRUCTIONS:

1. Each line is an individual pesticide application. Report only one schoolsite, date/time, and pesticide per line. Multiple pages will be needed if you need to report more than 5 pesticide applications.
2. A name and address is required for each schoolsite. A cover sheet with all schoolsite names/addresses can be included with your report to prevent repetitive writing/typing.
3. Applicators: If you are mixing a concentrate with a liquid, report the amount of concentrate applied. For products that don't require dilution, report the amount of finished product applied.

PEST CONTROL CODES:

Code 10 - Structural Pest Control includes pest control work performed within or on buildings or other structures

Code 30 - Landscape Maintenance Pest Control... includes pest control work performed on landscape plantings around buildings

Code 80 - Vertebrate Pest Control includes pest control work performed by public agencies or work under the supervision of the State or county agricultural commissioner

LOCATION CODES:

1 Administration Bldg	5 Cafeteria/Kitchen	9 Landscape (indoor)	13 Multipurpose Room	17 Vehicle
2 Athletic Field	6 Classroom	10 Landscape (outdoor)	14 Playground	18 Multiple Locations
3 Auditorium	7 Gymnasium	11 Library	15 Pool	19 Other (Please indicate)
4 Bldg, Exterior	8 Hardscape (parking lot, sidewalk, etc.)	12 Locker Room	16 Restroom	_____

Reason for application is not required for reporting. This form, when filled out completely, can be used as the pesticide use record required under HSA.
Reasons for application (required for Healthy Schools Act recordkeeping).

Application 1:

Application 2:

Application 3:

Application 4:

Application 5:

PESTICIDE USE REPORTING FOR SCHOOL AND CHILD DAY CARE CENTER EMPLOYEES

APPLICATION YEAR	SCHOOL DESIGNEE (IPM COORDINATOR)	DISTRICT / CENTER NAME			LICENSE / CERTIFICATE NUMBER (OPTIONAL)		
2023	Sean Snider	Sierra-Plumas Joint USD					
REPORT PREPARED BY:		E-MAIL ADDRESS			CITY	PHONE NUMBER	
Shawn Maple/Kristie Jacobsen		ssnider@spjUSD.org			Downieville	530-993-1660	
School CDS #/Child Day Care Facility # OR Name & Address AND Specify if School or Child Day Care Facility	County Code	Date & Time Application Completed	Location (# from list on back)	Manufacturer & Name of Product Applied	EPA REG. Number on Label or CA Reg. Number for adjuvants (include alpha code, if listed)	Amount of Pesticide Product Used (check or write in unit from label)	Pest Control Code (from list on back)
DHS <input checked="" type="checkbox"/> School <input type="checkbox"/> Day Care		N/A	No Application			<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	

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Reasons for application (required for Healthy Schools Act recordkeeping).

Application 1:

Application 2:

Application 3:

Application 4:

Application 5:

PESTICIDE USE REPORTING FOR SCHOOL AND CHILD DAY CARE CENTER EMPLOYEES

APPLICATION YEAR	SCHOOL DESIGNEE (IPM COORDINATOR)	DISTRICT / CENTER NAME			LICENSE / CERTIFICATE NUMBER (OPTIONAL)			
2023	Sean Snider	Sierra-Plumas Joint USD						
REPORT PREPARED BY:		E-MAIL ADDRESS			CITY	PHONE NUMBER		
Isaac Price/Kristie Jacobsen		ssnider@spjUSD.org			Loyalton	530-993-1660		
School CDS #/Child Day Care Facility # OR Name & Address AND Specify if School or Child Day Care Facility	County Code	Date & Time Application Completed	Location (# from list on back)	Manufacturer & Name of Product Applied	EPA REG. Number on Label or CA Reg. Number for adjuvants (include alpha code, if listed)	Amount of Pesticide Product Used (check or write in unit from label)	Pest Control Code (from list on back)	
LES	<input checked="" type="checkbox"/> <u>School</u>	N/A	No Application			<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		
	<input type="checkbox"/> <u>School</u>					<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		
	<input type="checkbox"/> <u>School</u>					<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		
	<input type="checkbox"/> <u>School</u>					<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		
	<input type="checkbox"/> <u>School</u>					<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		
	<input type="checkbox"/> <u>School</u>					<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		

Use this form ONLY to report pesticide applications made by schoolsite employees, staff, and volunteers at schools and child care centers. DO NOT report pesticide use by pest management professionals contracted to apply pesticides at schoolsites. They will report their own use. Report must be submitted no later than January 30th of the year following the year of use to:
School Pesticide Use Reporting, Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015

INSTRUCTIONS:

1. Each line is an individual pesticide application. Report only one schoolsite, date/time, and pesticide per line. Multiple pages will be needed if you need to report more than 5 pesticide applications.
2. A name and address is required for each schoolsite. A cover sheet with all schoolsite names/addresses can be included with your report to prevent repetitive writing/typing.
3. Applicators: If you are mixing a concentrate with a liquid, report the amount of concentrate applied. For products that don't require dilution, report the amount of finished product applied.

PEST CONTROL CODES:

Code 10 - Structural Pest Control includes pest control work performed within or on buildings or other structures

Code 30 - Landscape Maintenance Pest Control... includes pest control work performed on landscape plantings around buildings

Code 80 - Vertebrate Pest Control includes pest control work performed by public agencies or work under the supervision of the State or county agricultural commissioner

LOCATION CODES:

1 Administration Bldg	5 Cafeteria/Kitchen	9 Landscape (indoor)	13 Multipurpose Room	17 Vehicle
2 Athletic Field	6 Classroom	10 Landscape (outdoor)	14 Playground	18 Multiple Locations
3 Auditorium	7 Gymnasium	11 Library	15 Pool	19 Other (Please indicate)
4 Bldg, Exterior	8 Hardscape (parking lot, sidewalk, etc.)	12 Locker Room	16 Restroom	_____

Reason for application is not required for reporting. This form, when filled out completely, can be used as the pesticide use record required under HSA.
 Reasons for application (required for Healthy Schools Act recordkeeping).

Application 1:

Application 2:

Application 3:

Application 4:

Application 5:

PESTICIDE USE REPORTING FOR SCHOOL AND CHILD DAY CARE CENTER EMPLOYEES

APPLICATION YEAR	SCHOOL DESIGNEE (IPM COORDINATOR)	DISTRICT / CENTER NAME			LICENSE / CERTIFICATE NUMBER (OPTIONAL)			
2023	Sean Snider	Sierra-Plumas Joint USD						
REPORT PREPARED BY:		E-MAIL ADDRESS			CITY	PHONE NUMBER		
Filimon Martinez/Kristie Jacobsen		ssnider@spjUSD.org			Loyalton	530-993-1660		
School CDS #/Child Day Care Facility # OR Name & Address AND Specify if School or Child Day Care Facility	County Code	Date & Time Application Completed	Location (# from list on back)	Manufacturer & Name of Product Applied	EPA REG. Number on Label or CA Reg. Number for adjuvants (include alpha code, if listed)	Amount of Pesticide Product Used (check or write in unit from label)	Pest Control Code (from list on back)	
LHS <input checked="" type="checkbox"/> School <input type="checkbox"/> Day Care		N/A	No Application			<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB		

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School Pesticide Use Reporting, Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015

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PEST CONTROL CODES:

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Code 30 - Landscape Maintenance Pest Control... includes pest control work performed on landscape plantings around buildings

Code 80 - Vertebrate Pest Control includes pest control work performed by public agencies or work under the supervision of the State or county agricultural commissioner

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4 Bldg, Exterior	8 Hardscape (parking lot, sidewalk, etc.)	12 Locker Room	16 Restroom	_____

Reason for application is not required for reporting. This form, when filled out completely, can be used as the pesticide use record required under HSA.
Reasons for application (required for Healthy Schools Act recordkeeping).

Application 1:

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Application 3:

Application 4:

Application 5:

PESTICIDE USE REPORTING FOR SCHOOL AND CHILD DAY CARE CENTER EMPLOYEES

APPLICATION YEAR	SCHOOL DESIGNEE (IPM COORDINATOR)	DISTRICT / CENTER NAME			LICENSE / CERTIFICATE NUMBER (OPTIONAL)		
2023	Sean Snider	Sierra-Plumas Joint USD					
REPORT PREPARED BY:		E-MAIL ADDRESS			CITY	PHONE NUMBER	
Isaac Price/Kristie Jacobsen		ssnider@spjUSD.org			Loyalton	530-993-1660	
School CDS #/Child Day Care Facility # OR Name & Address AND Specify if School or Child Day Care Facility	County Code	Date & Time Application Completed	Location (# from list on back)	Manufacturer & Name of Product Applied	EPA REG. Number on Label or CA Reg. Number for adjuvants (include alpha code, if listed)	Amount of Pesticide Product Used (check or write in unit from label)	Pest Control Code (from list on back)
DO <input checked="" type="checkbox"/> School <input type="checkbox"/> Day Care		N/A	No Application			<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	

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 Reasons for application (required for Healthy Schools Act recordkeeping).

Application 1:

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Application 5:

School District Integrated Pest Management Plan – 2024

When completed, this template meets the Healthy Schools Act requirement for an integrated pest management (IPM) plan. An IPM plan is required if a school district uses pesticides¹.

Contacts

School District Name	Address	
Sierra-Plumas Joint Unified School District	109 Beckwith Rd PO Box 955 Loyalton CA 96118	
District IPM Coordinator	IPM Coordinator's Phone Number	Email
Sean Snider (Superintendent)	530-993-1660 x110	ssnider@spjUSD.org
Kristie Jacobsen (Exec Assist)	530-993-1660 x100	kjacobson@spjUSD.org

IPM statement

It is the goal of Sierra-Plumas Joint Unified School District to implement IPM by focusing on long-term prevention or suppression of pests through accurate pest identification, by frequent monitoring for pest presence, by applying appropriate action levels, and by making the habitat less conducive to pests using sanitation and mechanical and physical controls. Pesticides that are effective will be used in a manner that minimizes risks to people, property, and the environment, and only after other options have been shown ineffective.

Our pest management objectives are to: *(Example: Focus on long-term pest prevention)*

To use the least toxic and most effective methods possible for long term pest prevention while maintaining a healthy school environment.

IPM team

In addition to the IPM Coordinator, other individuals who are involved in purchasing, making IPM decisions, applying pesticides, and complying with the Healthy Schools Act requirements, include:

Name and/or Title	Role in IPM program
Superintendent	Pest management decision making
Maintenance Team, All School Sites	Pest management decision making, purchasing pesticides and management tools, pesticide application
Custodians	Antimicrobials decision making, purchasing antimicrobials and management tools and application

Pest management contracting

Pest management services are contracted to a licensed pest control business.

Pest Control Business name(s): TERMINIX

Prior to entering into a contract, the school district has confirmed that the pest control business understands the training requirement and other requirements of the Healthy Schools Act.

Pest identification, monitoring and inspection

Pest Identification is done by: maintenance staff and pest control business
(Example: College/University staff, Pest Control Business, etc.)

Monitoring and inspecting for pests and conditions that lead to pest problems are done regularly by maintenance and other staff and results are communicated to the IPM Coordinator. Kitchen staff observe traps daily and report any pests to maintenance staff. Our school sites are small and therefore enable staff to keep an eye on their areas and communicate to maintenance staff. This is an ongoing practice.

Pests and non-chemical management practices

This school district has identified the following pests and routinely uses the following non-chemical practices to prevent pests from reaching the action level:

Pest	Remove food	Fix leaks	Seal cracks	Install barriers	Physical removal	Traps	Manage irrigation	Other
Large Rodents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Yellow Jackets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Chemical pest management practices

If non-chemical methods are ineffective, the school district will consider pesticides only after careful monitoring indicates that they are needed according to pre-established action levels and will use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property and the environment.

This school district expects the following pesticides (pesticide products and active ingredients) to be applied during the year. (This list includes pesticides that will be applied by school district staff or licensed pest control businesses.):

Ortho Weed B Gon	Mecoprop-p Dimethylamine salt 0.22% 2,4-Dimethylamine salt 0.12% Dicamba, Dimethylamine Salt 0.05%
RAID (Johnson Wax Buggy Whip)	Eugenol 0.5% 2-Phenethyl propionate
RAID Wasp & Hornet (Terminix)	Tetramethrin .20% Permethrin .20%
Gopher Getter Type 1	Strychnine Alkaloid .5%
Tarro Ant Killer Spray	Pyrethrins 0.1%, Piperonyl butoxide 0.5% Permethrin 0.20%, Petroleum distillate >5.0% Tetramethrin .20%
Sweeney's Poison Peanuts	Zinc Phosphide 2%

Healthy Schools Act

This school district complies with the notification, posting, recordkeeping, and all other requirements of the Healthy Schools Act. (Education Code Sections 17608 - 17613, 48980.3; Food & Agricultural Code Sections 13180 - 13188)

Training

Every year school district employees who make pesticide applications receive the following training prior to pesticide use:

- Pesticide specific safety training (Title 3 California Code of Regulations 6724)
- School IPM training course approved by the Department of Pesticide Regulation (Education Code Section 16714; Food & Agricultural Code Section 13186.5).

Submittal of pesticide use reports

Reports of all pesticides applied by school district staff during the calendar year, except pesticides exempt¹ from HSA recordkeeping, are submitted to the Department of Pesticide Regulation at least annually, by January 30 of the following year, using the form provided at www.cdpr.ca.gov/schoolipm. (Education Code Section 16711)

Notification

This school district has made this IPM plan publicly available by the following methods (check at least one):

This IPM plan can be found online at the following web address: www.sierracountyschools.org
(https://www.sierracountyschools.org/apps/pages/index.jsp?uREC_ID=4098612&type=d&pREC_ID=2495526)

This IPM plan is sent out to all parents, guardians and staff annually.

Review

This IPM plan will be reviewed (and revised, if needed) at least annually to ensure that the information provided is still true and correct.

Date of next review: January 2025

I acknowledge that I have reviewed this school district's IPM Plan and it is true and correct.

Signature: _____ Date: _____

¹ These pesticides are exempt from all Healthy Schools Act requirements, except the training requirement: 1) products used in self-contained baits or traps, 2) gels or pastes used as crack and crevice treatments, 3) antimicrobials, and 4) pesticides exempt from U.S. EPA registration. (Education Code Section 17610.5)

Arts, Music, and Instructional Materials Discretionary Block Grant 2022 Expenditure Plan

LEA Name:	Sierra County Office of Education
Contact Name:	James Berardi
Email Address:	jberardi@spjUSD.org
Phone Number:	530-289-3473

Total Amount of funds received by the LEA:	\$9,964
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Date of adoption at a public meeting:	01/09/2024
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[AB 181 Sec. 134](#)

[AB 185 Sec. 56](#)

(a) For the 2022–23 fiscal year, the sum of three billion five hundred sixty million eight hundred eighty-five thousand dollars (\$3,560,885,000) is hereby appropriated from the General Fund to the State Department of Education to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for allocation to county offices of education, school districts, charter schools, and the state special schools to:

(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:

- (A) Visual and performing arts.
- (B) World languages.
- (C) Mathematics.
- (D) Science, including environmental literacy.
- (E) English language arts, including early literacy.
- (F) Ethnic studies.
- (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
- (H) Media literacy.
- (I) Computer science.
- (J) History-social science.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Standards-aligned professional development, instructional materials, and supplemental materials and supplies to support the subject areas listed above	0	2,500	5,000	2,464	9,964.00
Subtotal		2,500.00	5,000.00	2,464.00	9,964.00

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils’ home languages, to support pupils’ independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils’ home and community experiences and be available in English, pupils’ home language, or a combination of more than one language.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(4) Operational costs, including but not limited, to retirement and health care cost increases.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(5) As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

Summary of Expenditures

Total Planned Expenditures by the LEA:	9,964.00
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(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)		2,500.00	5,000.00	2,464.00	9,964.00
Totals by year	0.00	2,500.00	5,000.00	2,464.00	9,964.00

Total planned expenditures by the LEA:
9,964.00

General Instructions

This example template is provided as a resource as one way to develop an expenditure plan for the Arts, Music, and Instructional Materials Discretionary Block Grant of 2022. LEAs are cautioned to refer to AB 181, Sec. 134, (amended by AB 185, Sec. 56) for all program requirements. Please verify all calculations/formulas before finalizing the plan.

Arts, Music, and Instructional Materials Discretionary Block Grant 2022 Expenditure Plan

LEA Name:	Sierra–Plumas Joint Unified School District
Contact Name:	Sean Snider
Email Address:	ssnider@spjUSD.org
Phone Number:	530-993-1660

Total Amount of funds received by the LEA:	\$246,515
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Date of adoption at a public meeting:	01/09/2024
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[AB 181 Sec. 134](#)

[AB 185 Sec. 56](#)

(a) For the 2022–23 fiscal year, the sum of three billion five hundred sixty million eight hundred eighty-five thousand dollars (\$3,560,885,000) is hereby appropriated from the General Fund to the State Department of Education to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for allocation to county offices of education, school districts, charter schools, and the state special schools to:

(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:

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- (D) Science, including environmental literacy.
- (E) English language arts, including early literacy.
- (F) Ethnic studies.
- (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
- (H) Media literacy.
- (I) Computer science.
- (J) History-social science.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Purchase new Math Curriculum for grades K-12	0	0	101,515	0	101,515.00
Purchase Curriculum to Update or Replace Future Focus	0	5,000	0	0	5,000.00
Purchase Instruments to begin Implementation of a grades 4-12 Instrumental Band Program	0	18,000	18,000	18,000	54,000.00
Purchase a Forge for Downieville School	0	2,500	0	0	2,500.00
See the Educator Effectiveness Block Grant Plan for Professional	0	0	0	0	

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Development Opportunities and Dollar Amounts					
Materials and Supplies to Support the Arts and Music Program	0	5,000	5,000	5,000	15,000.00
Subtotal		30,500.00	124,515.00	23,000.00	178,015.00

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
N/A- See Educator Effectiveness Block Grant Plan	0	0	0	0	
Subtotal					

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Purchase New Library Books (Including Books in Spanish) for each School's Library	0	15,000	15,000	15,000	45,000.00
Subtotal		15,000.00	15,000.00	15,000.00	45,000.00

(4) Operational costs, including but not limited, to retirement and health care cost increases.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Retirement Incentive for Teachers	0	16,000	0	0	16,000.00
Subtotal		16,000.00			16,000.00

(5) As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

Summary of Expenditures

Total Planned Expenditures by the LEA:	246,515.00
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(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)		30,500.00	124,515.00	23,000.00	178,015.00
Subtotal Section (3)		15,000.00	15,000.00	15,000.00	45,000.00
Subtotal Section (4)		16,000.00			16,000.00
Subtotal Section (6)		2,500.00	2,500.00	2,500.00	7,500.00
Totals by year	0.00	64,000.00	142,015.00	40,500.00	246,515.00

Total planned expenditures by the LEA:
246,515.00

General Instructions

This example template is provided as a resource as one way to develop an expenditure plan for the Arts, Music, and Instructional Materials Discretionary Block Grant of 2022. LEAs are cautioned to refer to AB 181, Sec. 134, (amended by AB 185, Sec. 56) for all program requirements. Please verify all calculations/formulas before finalizing the plan.

Sierra County Special Education

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Sierra County Special Education
Street	109 Beckwith Street
City, State, Zip	Loyalton, CA 96118
Phone Number	530-993-1660
Principal	Heidi Bethke
Email Address	hbethke@spjUSD.org
School Website	
County-District-School (CDS) Code	46104626077267

2023-24 District Contact Information

District Name	Sierra County Office of Education
Phone Number	530-993-1660
Superintendent	James Berardi
Email Address	jberardi@spjUSD.org
District Website	www.sierracountyofficeofeducation.org

2023-24 School Description and Mission Statement

Our mission is to provide a primary education with a goal of all children achieving literacy. We provide children with the tools to encourage their total development, enhance their self-esteem and realize their potential in a safe, secure environment.

Sierra County Office of Education Special Education serves Sierra-Plumas Joint Unified School District students. Please see individual Sierra-Plumas Joint Unified School District school sites' School Accountability Report Card for more detail.

Sierra County Office of Education students include students who attend school in the State of Nevada and are reported as out-of-state students. Therefore, no data is reflected for those students in this report.

Sierra County Special Education student population is fewer than 10, therefore no data is reflected for those students in this report. Students attending Sierra-Plumas Joint Unified School District are listed under the enrollment of their respective schools.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)					228366.10	83.12
Intern Credential Holders Properly Assigned					4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)					11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)					12115.80	4.41
Unknown					18854.30	6.86
Total Teaching Positions					274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)					234405.20	84.00
Intern Credential Holders Properly Assigned					4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)					12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)					11953.10	4.28
Unknown					15831.90	5.67
Total Teaching Positions					279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Sierra County Office of Education Special Education serves Sierra-Plumas Joint Unified School District students. Those students use textbooks issued by their school of enrollment. Please see the sections on Textbooks within the individual Sierra-Plumas school sites' School Accountability Report Card for more detail.

Year and month in which the data were collected	N/A
--	-----

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts			n/a
Mathematics			n/a
Science			n/a
History-Social Science			n/a
Foreign Language			n/a
Health			n/a
Visual and Performing Arts			n/a
Science Laboratory Equipment (grades 9-12)	N/A	N/A	n/a

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				AC is not available
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)					47	
Mathematics (grades 3-8 and 11)					33	

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)					29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

Sierra County Office of Education Special Education serves Sierra-Plumas Joint Unified School District students. Please see the Sierra-Plumas Joint Unified School District individual school sites' School Accountability Report Card for more detail.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Sierra County Office of Education welcomes parental involvement. This process is altered each year in accordance with student attendance, parent schedules and district school parent involvement activities. Parents are most involved with their children at their individual sites.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate							9.4	7.8	
Graduation Rate							83.6	87.0	

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2023-24 School Safety Plan

Sierra County Office of Education is situated in a small rural town. Staff members remain vigilant during school breaks and before and after school each day. Being very small and intimate, the staff is very familiar with all of the parents, guardians and other family members of the children. The school building is situated securely between Loyalton Elementary School and the District Office Complex. All visitors are asked to check in at the school office, and regular school volunteers are screened. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually. The plan covers emergency action procedures and general crisis management for potential situations in the classroom, outside the building and while on school buses. The School Safety Plan is reviewed annually by the administrators and the Board of Education. The school runs practice safety drills (fire, earthquake, intruder) several times a year on a surprise basis to monitor the effectiveness of each drill. This includes a week-long safety training for all staff and students.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	n/a	n/a	n/a	n/a
District	N/A	N/A	n/a	\$78,742
Percent Difference - School Site and District	N/A	N/A	n/a	n/a
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	n/a	n/a

Fiscal Year 2022-23 Types of Services Funded

Sierra County Office of Education Special Education serves Sierra-Plumas Joint Unified School District students. Please see the Sierra-Plumas Joint Unified School District individual school sites' School Accountability Report Card for more detail.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

In conjunction with Sierra-Plumas Joint Unified School District, a Professional Learning Community (PLC) was implemented and meets regularly throughout the school year (typically 2 full days before students arrive on campus in the fall, additional full days as scheduled, and the remainder are partial days on Wednesdays with Early Release). The primary focus is the utilization of technology in order to increase student achievement. Please see the Sierra-Plumas Joint Unified School District individual school sites' School Accountability Report Card for more detail.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	40	39	39

Downieville Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Downieville Elementary School
Street	130 School St.
City, State, Zip	Downieville, CA 95936-0396
Phone Number	530.289.3473
Principal	James Berardi
Email Address	jberardi@spjUSD.org
School Website	www.downievilleschools.org
County-District-School (CDS) Code	46701776050611

2023-24 District Contact Information

District Name	Sierra-Plumas Joint Unified School District
Phone Number	530-993-1660
Superintendent	Sean Snider
Email Address	ssnider@spjUSD.org
District Website	www.sierracountyofficeofeducation.org

2023-24 School Description and Mission Statement

Downieville is located on the western slopes of the Sierra Nevada and is the county seat. Its year-round population is approximately 325, but that number swells during the summer due to tourism. Presently, the chief employers in the community are the County of Sierra, Cal-Trans, tourist-related businesses and the schools. Along with recreation, the economy was formerly based in mining and forestry, but the last decade has seen an employment decline in these areas causing an exodus of families from the region. Many homes have been purchased as second homes and are only used during the summer tourist season.

Downieville Elementary School is a small community of three multi-grade classrooms. The first is a pre-K through first grade class until lunch when the pre-K and Kindergarten student's day is over and the first grade students join the second and third grade class. The fourth and fifth grade class makes up the remainder of the school. The school is located at the same site as the Junior-Senior High school. They share their site administrator, office, special education, facility, custodial and kitchen staff. This highly unique school offers the students the opportunity to receive a lot of direct attention from either their certificated instructor or the aide in the classroom. The kids have an opportunity to work at their grade level or move up or down as needed to become successful.

The mission of the Downieville Schools is to provide all students with opportunities, encouragement, and support needed for a successful transition into the 21st Century job market and community. This will be achieved through the collaboration of all stakeholders--staff, students, parents, and community members.

The vision of the Downieville Schools is to provide students with a standards-based curriculum and extra curricular program with academic rigor, creativity, and a safe learning environment. Students from Downieville will be productive, compassionate, & responsible citizens of the global community.

The attendance area includes several small communities from Bassetts to Alleghany along the Highway 49 corridor.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	4
Grade 1	3
Grade 2	4
Grade 3	3
Grade 4	6
Grade 5	2
Total Enrollment	22

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	31.8%
Male	68.2%
Hispanic or Latino	13.6%
Two or More Races	13.6%
White	68.2%
English Learners	13.6%
Homeless	40.9%
Socioeconomically Disadvantaged	63.6%
Students with Disabilities	9.1%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	89.29	17.90	64.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	7.12	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	10.71	6.60	23.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.60	2.22	12115.80	4.41
Unknown	0.00	0.00	0.70	2.65	18854.30	6.86
Total Teaching Positions	1.10	100.00	27.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.50	100.00	17.40	66.48	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.30	31.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.20	0.95	11953.10	4.28
Unknown	0.00	0.00	0.10	0.53	15831.90	5.67
Total Teaching Positions	1.50	100.00	26.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	100	33.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	50	33.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The main fact about textbooks that the Williams legislation calls for is 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.

Year and month in which the data were collected 12/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	K-5 - Wonders - McGraw-Hill Adopted 2016 6th grade- Windows and Mirrors Levels 1 &2 , EMC Publishing LLC, 2016, Adopted 2016	Yes	0
Mathematics	K-5- My Math-McGraw Hill Adopted 2016 6th grade: Course 1 Common Core- Prentice Hall Adopted 2016	Yes	0
Science	K-5- California Elevate Science- Pearson Adopted 2021 6th grade- 2018 Science Dimensions - Houghton Mifflin Harcourt Adopted 2021	Yes	0
History-Social Science	K-5- MyWorld - Pearson Adopted 2019 6th grade- National Geographic World History- Cengage National Geographic Adopted 2019	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	0

School Facility Conditions and Planned Improvements

Our facilities maintenance personnel performs an annual inspection using a survey called 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.

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Roof repairs needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	25		38		47	
Mathematics (grades 3-8 and 11)	25		31		33	

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--		25.71		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are a welcome asset to our school. They play a very important role through their active participation and involvement in the school. Parent volunteers are welcome in the classroom with standard fingerprinting clearance requirements. Parents and community members are also encouraged to participate in the Site Council, PTO and Booster organizations. We continue to share photos and information through our school website, social media and classroom newsletters.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2023-24 School Safety Plan

Downieville Elementary is situated in the small rural town of Downieville, California. Although, due to its small size, Downieville does not have a lot of crime that you would see in much larger suburban areas we still consider the safety of students and staff a priority. The Leadership team of the Sierra-Plumas Joint Unified School District has a Safety Plan in place. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually.

All students are supervised by a school employee. In their classroom, there is always a certificated teacher and/or a classified aide with the children. During outside activities, recess and lunch times, the school provides a dedicated aide to be with the children.

Being very small and intimate, the staff is very familiar with all of the parents, guardians and other family members of our children. This unique situation allows us to keep track of who is on our campus much easier. This, however, does not mean that visitors do not have to check in at the front office.

The School Safety Plan has been given to all certificated staff members to be kept in a binder in their classrooms. The school runs practice "safety drills" several times a year.

The site administrator is in contact with the Sierra County Sheriff's Office on a regular basis. They have been invited to have an officer attend extra-curricular activities as well as have an officer come on campus at any time. Their presence is and will always be welcome.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	1	1		
Other	7	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	8	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	25,410	5,268	20,143	85,558
District	N/A	N/A	12,986	87,912
Percent Difference - School Site and District	N/A	N/A	43.2	-2.7
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	90.3	9.3

Fiscal Year 2022-23 Types of Services Funded

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: District-wide intervention coordinator, RTI teacher, Intervention Aides, EIA/EL Aide to assist English Learners with core classes, Library Aide and athletics. In addition, funding was provided for the purchase of technology to assist in our educational goals. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,606	\$47,616
Mid-Range Teacher Salary	\$60,468	\$75,580
Highest Teacher Salary	\$92,010	\$100,485
Average Principal Salary (Elementary)	\$109,078	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$105,582	\$125,386
Superintendent Salary	\$156,818	\$157,977
Percent of Budget for Teacher Salaries	28.89%	27.82%
Percent of Budget for Administrative Salaries	4.03%	5.78%

Professional Development

SPJUSD has continued early release Wednesdays, which focus on professional development and MTSS activities. One Wed each month is dedicated to MTSS, data analysis, and trainings surrounding our RTI program and other intervention services. Teachers assess and plan interventions to help all students be successful and target areas where extra help is needed.

School funds have been available for staff to attend a variety of subject specific or general professional development programs during the school year and summers. Release time is provided for programs offered during the school year. Administration makes every effort to encourage and support professional development. Teachers are allowed up to 5 staff development activities in a school year with compensation.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	38	39	38

Loyalton Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Loyalton Elementary School
Street	111 Beckwith Road
City, State, Zip	Loyalton, CA 96118
Phone Number	530.993.4482
Principal	Andrea N. White
Email Address	awhite@spjusd.org
School Website	n/a
County-District-School (CDS) Code	46701776050629

2023-24 District Contact Information

District Name	Sierra-Plumas Joint Unified School District
Phone Number	530.993.1660
Superintendent	Sean Snider
Email Address	ssnider@spjUSD.org
District Website	www.sierracountyschools.org

2023-24 School Description and Mission Statement

Loyalton Elementary School is a small school with a big heart. Teachers and staff work hard to keep the small school atmosphere while providing academics and other programs comparable to larger schools. Our mission is to provide a primary education with a goal of all children achieving literacy. We provide children with the tools to encourage their total development, enhance their self-esteem, and realize their potential in a safe, secure environment.

Loyalton Elementary School is located near the communities of Sierraville, Calpine, Beckwourth, Chilcoot, and Vinton. The school is one of five in the Sierra-Plumas Joint Unified School District.

Soccer, baseball, flag football, volleyball and basketball are offered as extracurricular sports. Little League baseball occurs in the spring. Volleyball, flag football, and soccer are fall sports, and basketball is a winter sport. Basketball players take part in a four day basketball tournament at our site that is hosted by our Sports Club.

Back to School night happens shortly after school starts. Every year the students and staff work hard on a holiday show which is presented just before the Winter Break. In the spring, the Science Fair, Art Show, Taco Feed and Open House all occur on the same big night!

Loyalton Elementary School's Mission (Updated Mission created by LES staff, parents, and Site Council in the Spring of 2021):

The Mission of Loyalton Elementary is to prepare our students to become lifelong learners who are responsible, contributing citizens in a diverse society.

L.E.S. students, staff, and parents will collaborate to promote rigorous, high-level learning in a caring, safe, and engaging environment.

Each student will have the opportunity to reach their full potential academically, physically, socially and emotionally.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	38
Grade 1	30
Grade 2	22
Grade 3	22
Grade 4	29
Grade 5	33
Grade 6	17
Total Enrollment	191

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45%
Male	55%
American Indian or Alaska Native	1.6%
Hispanic or Latino	15.7%
Native Hawaiian or Pacific Islander	1.6%
Two or More Races	5.2%
White	73.8%
English Learners	2.6%
Homeless	10.5%
Socioeconomically Disadvantaged	40.3%
Students with Disabilities	17.3%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.20	90.24	17.90	64.10	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	9.76	1.90	7.12	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.60	23.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.60	2.22	12115.80	4.41
Unknown	0.00	0.00	0.70	2.65	18854.30	6.86
Total Teaching Positions	10.20	100.00	27.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.20	100.00	17.40	66.48	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.30	31.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.20	0.95	11953.10	4.28
Unknown	0.00	0.00	0.10	0.53	15831.90	5.67
Total Teaching Positions	8.20	100.00	26.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.8	28.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected 11/20/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	K-5 Wonders- McGraw Hill Adopted 2016 6th- Mirrors & Windows- EMC Adopted 2016	Yes	0
Mathematics	K-5 My Math-McGraw Hill- Adopted 2016 6th Course 1 Common Core- Prentice Hall Adopted 2016	Yes	0
Science	Savvas- Elevate Science TK-5th Adopted 2022 Houghton Mifflin Harcourt 6th Adopted 2022	Yes	0
History-Social Science	History-Social Science National Geographic/Cenage Adopted 2019	Yes	0
Foreign Language	N/A		
Health		No	0

School Facility Conditions and Planned Improvements

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called 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.

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Small tears in wallpaper throughout building
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof is in poor condition needs to be addressed- leaks, etc
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Fix holes on the walk way to playground that students walk on daily- safety issue

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	31		38		47	
Mathematics (grades 3-8 and 11)	31		31		33	

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	40		25.71		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent involvement is an integral part of the program at Loyaltton Elementary School. Parent participation is encouraged on the following district level committees: LCAP Advisory Committee and the School Attendance Review Board. At the site level, parents participate in the School Site Council, the Grizzly Cubs Parents' Club, our local parent organization and our Sports Club which runs our sport's program (grades TK-6th).

Loyaltton Elementary School has an open door policy. After a parent signs in at the office, he/she may volunteer to help in their child's classroom. If a parent wishes to volunteer on a regular basis, they have to have their fingerprints scanned and registered with the district and the Department of Justice. Parents regularly chaperone field trips at LES as well.

The contact person, if you would like information regarding parent involvement at Loyaltton Elementary School, is Andrea N. White, Principal, at 530 993-4482 ext. 210.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2023-24 School Safety Plan

At Loyalton Elementary School our belief in student safety is supported by providing campus supervision before, during and immediately after school as students board the buses. Once students arrive at school, there are morning supervisors on our campus at 7:45 a.m. each day that provide supervision for the safety of students. Students have the choice to go outside(weather permitting) or they stay inside and have breakfast, once finished with breakfast students go outside.

A thorough inspection on playground equipment every summer and at Winter Break by the school maintenance supervisor helps to reduce playground injuries. During the school year, a daily inspection is done by school maintenance and turned into the office each morning.

In addition, visitors on our campus are required to sign in at the office for a visitors' pass.

The Leadership team of the Sierra-Plumas Joint Unified School District and the School Site Council review the School Safety Plan annually. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually. The safety plan was reviewed and approved by the school board on April 12, 2022. The Plan is discussed with faculty and staff at inservice days before school starts.

The Safety Task Force which involves all local agencies to go over safety at each school site with site administrators, worked with site administrators and provided a one day training in June with all staff members and local law enforcement agencies as well as local fire departments. Training included practice intruder drills which included what to do in the chance if there was an active shooter.

At LES safety drills are done throughout the school year; September-May. These drills are practiced monthly. The Safety Plan includes contingencies for fire, earthquake, intruder/safe lockdown.

Our office has our Injury and Illness Plan binder as well as our safe Schools binder. These are reviewed annually, and reviewed with staff in August with staff before they return to school with students.

2023-24 School Safety Plan

A list of our safety drills:

9/12/23 Fire
 10/10/23 Earthquake
 10/11/23 Fire
 11/7/23 Intruder
 11/8/23 Fire
 12/12/23 Fire
 1/16/24 Earthquake
 1/17/24 Fire
 2/13/24 Intruder
 2/14/24 Fire
 3/12/24 Earthquake
 3/13/24 Fire
 4/16/24 Earthquake
 4/17/24 Fire
 5/7/24 Intruder
 5/8/24 Fire

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	3		
1	12	1	1	
2	13	2		
3	10	3		
4	8	2		
5	13	1	1	
6	12	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	2		
1	12	2		
3	10	3		
4	17	1	1	
5	9	2		
6	26		1	
Other	22		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,834	2,149	7,685	93,025
District	N/A	N/A	12,986	87,912
Percent Difference - School Site and District	N/A	N/A	-51.3	5.7
State	N/A	N/A	7,607	77,993
Percent Difference - School Site and State	N/A	N/A	1.0	17.6

Fiscal Year 2022-23 Types of Services Funded

Loyalton Elementary for our 2022-23 school year, in coordination with our LCAP, it has been budgeted to support students in the following areas: Intervention Coordinator that works with grades 4th-6th grade, four days a week. We have a full time EL Aide that provides services to our EL students five days a week as well. We also have funding to support our technology needs for our educational goals, which includes smartboards in each classroom, chromebook ratio of 1 to 1 for students 1st-6th, and iPads that are shared in grades TK/K. We also provide support through our technology with Chrome books with MobyMax, Learning A to Z and other online intervention support as well.

Our school site also offers tutoring two days a week by credentialed staff. There are four different blocks of tutoring for grades: 1st grade, 2nd-3rd, 4th-6th, and EL tutoring.

Our site provides counseling services for our students through TinyEyes.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,606	\$47,616
Mid-Range Teacher Salary	\$60,468	\$75,580
Highest Teacher Salary	\$92,010	\$100,485
Average Principal Salary (Elementary)	\$109,078	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$105,582	\$125,386
Superintendent Salary	\$156,818	\$157,977
Percent of Budget for Teacher Salaries	28.89%	27.82%
Percent of Budget for Administrative Salaries	4.03%	5.78%

Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

Our school district has early release Wednesdays for staff to receive professional development from 1:45 to 3:15 every Wednesday. This year we are rotating our Wednesdays focusing on these areas; MTSS, identified tier students and intervention placement, and specific site training. Our site has also focused on MTSS, Priority Standards, and Standards Analysis. This year the district has focused on SEL, Step up to Writing and using TNTP Professional Development for working on Task Analysis / Grade Level Work Analysis for professional development. These are rotated through each Wednesday.

Professional development time was granted during the summer to train on the platforms and strategies needed in order to have successful outcomes. Additionally, all teachers received a professional development day with Dr. Brandon Beck focusing on their "why".

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	40	39	39

Downieville Junior-Senior High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Downieville Junior-Senior High School
Street	130 School St.
City, State, Zip	Downieville, CA 95936
Phone Number	530.289.3473
Principal	James Berardi
Email Address	jberardi@spjUSD.org
School Website	www.downievilleschools.org
County-District-School (CDS) Code	46701774632303

2023-24 District Contact Information

District Name	Sierra-Plumas Joint Unified School District
Phone Number	530.993.1660
Superintendent	Sean Snider
Email Address	ssnider@spjUSD.org
District Website	www.sierracountyofficeofeducation.org

2023-24 School Description and Mission Statement

Downieville is located on the western slopes of the Sierra Nevada and is the county seat. Its year-round population is approximately 325, but that number swells during the summer due to tourism. Presently, the chief employers in the community are the County of Sierra, Cal-Trans, tourist-related businesses and the schools. Along with recreation, the economy was formerly based in mining and forestry, but the last decade has seen an employment decline in these areas causing an exodus of families from the region. Many homes have been purchased as second homes and are only used during the summer tourist season.

Downieville Junior-Senior High School is a small community of four classrooms. We have few teachers that need to wear many hats. There are two full time teachers and three part-time. In addition to their main subject matter, these teachers also provide a selection of elective offerings.

The mission of the Downieville Schools is to provide all students with opportunities, encouragement, and support needed for a successful transition into the 21st Century job market and community. This will be achieved through the collaboration of all stakeholders--staff, students, parents, and community members.

The vision of the Downieville Schools is to provide students with a standards-based curriculum and extra curricular program with academic rigor, creativity, and a safe learning environment. Students from Downieville will be productive, compassionate, & responsible citizens of the global community.

The attendance area includes several small communities from Bassetts to Alleghany along the Highway 49 corridor.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	6
Grade 7	1
Grade 8	1
Grade 9	5
Grade 10	3
Grade 11	1
Grade 12	3
Total Enrollment	20

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
Black or African American	5%
Hispanic or Latino	15%
White	80%
English Learners	5%
Socioeconomically Disadvantaged	40%
Students with Disabilities	25%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.30	43.55	17.90	64.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	7.12	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	56.45	6.60	23.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.60	2.22	12115.80	4.41
Unknown	0.00	0.00	0.70	2.65	18854.30	6.86
Total Teaching Positions	3.10	100.00	27.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.10	23.30	17.40	66.48	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.70	76.49	8.30	31.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.20	0.95	11953.10	4.28
Unknown	0.00	0.00	0.10	0.53	15831.90	5.67
Total Teaching Positions	4.80	100.00	26.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.70	3.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.70	3.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The main fact about textbooks is that the Williams legislation asks 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.

Year and month in which the data were collected 1/31/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	<p>Mirrors and Windows- Connecting with Literature- Levels 1-5 and British Tradition (2016)</p> <p>The Norton Reader And Norton Literature- Norton</p> <p>Everyday Use: Rhetoric at Work - Pearson</p>	Yes	0
Mathematics	<p>Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015</p> <p>Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015</p> <p>Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015</p> <p>Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009</p> <p>Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015</p> <p>Financial Algebra - Advanced Algebra with Financial Applications - South-Western Cengage Learning, 2014</p>	Yes	0
Science	<p>6-8 grades- 2018 Science Dimensions - Houghton Mifflin Harcourt Adopted 2021</p> <p>Biology - 2018 Science Dimensions Biology- Houghton Mifflin Harcourt Adopted 2021</p> <p>Earth Science - 2018 Science Dimensions Earth Science- Houghton Mifflin Harcourt Adopted 2021</p> <p>Physics-2020 Science Dimensions Physics - Houghton Mifflin Harcourt Adopted 2021</p> <p>Chemistry-2020 Science Dimensions Chemistry- Houghton Mifflin Harcourt Adopted 2021</p> <p>AP Chemistry- 2017 Klein Organic Chemistry. Third Edition- Houghton Mifflin Harcourt Adopted 2021</p>	Yes	0
History-Social Science	<p>World Geography - Glencoe Adopted 2000</p>	Yes	0

	Impact: Principles of American Democracy McGraw-Hill Adopted 2019		
	Impact: United States History and Geography: McGraw-Hill Adopted 2019		
	Impact: World History, Culture and Geography: McGraw-Hill		
	Impact: Principles of Economics: McGraw-Hill		
	World History: Medieval and Early Modern times: National Geographic		
	American Stories: Beginnings to WWI: National Geographic		
Foreign Language	Advencemos! levels 1-4 Holt McDougal	No	-
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	0

School Facility Conditions and Planned Improvements

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called 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.

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof needs repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	60		38		47	
Mathematics (grades 3-8 and 11)	10		31		33	

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--		25.71		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

Our school offers 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. These courses include but are not limited to wood and metals shop classes, a Financial Algebra course and on line career oriented courses with Fuel Ed such as web design, child development, business, etc.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are a welcome asset to our school. They play a very important role through their active participation and involvement in the school. Parent volunteers are welcome in the classroom with standard fingerprinting clearance requirements. Parents and community members are also encouraged to participate in the Site Council, PTO and Booster organizations. We continue to share photos and information through our school website, social media and classroom newsletters.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--	--		2.9	10.0		9.4	7.8	
Graduation Rate	--	--		0.0	86.7		83.6	87.0	

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2023-24 School Safety Plan

Downieville Jr/Sr High is situated in the small rural town of Downieville, California. Although, due to its small size, Downieville does not have a lot of crime that you would see in much larger suburban areas, but we still consider the safety of students and staff a priority. The Leadership team of the Sierra-Plumas Joint Unified School District has a Safety Plan in place. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually.

All students are supervised by a school employee. In their classroom, there is always a certificated teacher and/or a classified aide with the children.

Being very small and intimate, the staff is very familiar with all of the parents, guardians and other family members of our children. This unique situation allows us to keep track of who is on our campus much easier. This, however, does not mean that visitors do not have to check in at the front office.

The School Safety Plan has been given to all certificated staff members to be kept in a binder in their classrooms. The school runs practice "safety drills" several times a year.

The site administrator is in contact with the Sierra County Sheriff's Office on a regular basis. They have been invited to have an officer attend extra-curricular activities as well as have an officer come on campus at any time. Their presence is and will always be welcome.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	7		
Mathematics	6	4		
Science	9	3		
Social Science	10	3		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	5		
Mathematics	4	4		
Science	5	4		
Social Science	4	7		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	29,935	1,843	28,092	68,996
District	N/A	N/A	12,986	87,912
Percent Difference - School Site and District	N/A	N/A	73.5	-24.1
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	114.8	-12.2

Fiscal Year 2022-23 Types of Services Funded

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: District-wide intervention coordinator, RTI teacher, Intervention Aides, EIA/EL Aide to assist English Learners with core classes, Library Aide, athletics, and advanced placement and on-line classes (Fuel Ed). AP Exams are purchased for each student enrolled in AP coursework. In addition, funding was provided for the purchase of technology to assist in our educational goals. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,606	\$47,616
Mid-Range Teacher Salary	\$60,468	\$75,580
Highest Teacher Salary	\$92,010	\$100,485
Average Principal Salary (Elementary)	\$109,078	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$105,582	\$125,386
Superintendent Salary	\$156,818	\$157,977
Percent of Budget for Teacher Salaries	28.89%	27.82%
Percent of Budget for Administrative Salaries	4.03%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

SPJUSD has continued early release Wednesdays, which focus on professional development and MTSS activities. One Wed each month is dedicated to MTSS, data analysis, and trainings surrounding our RTI program and other intervention services. Teachers assess and plan interventions to help all students be successful and target areas where extra help is needed.

School funds have been available for staff to attend a variety of subject specific or general professional development programs during the school year and summers. Release time is provided for programs offered during the school year. Administration

Professional Development

makes every effort to encourage and support professional development. Teachers are allowed up to 5 staff development activities in a school year with compensation.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	38	39	38

Loyalton High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Loyalton High School
Street	700 Fourth Street
City, State, Zip	Loyalton, CA 96118-0037
Phone Number	530.993.4454
Principal	Megan Meschery
Email Address	mmeschery@spjUSD.org
School Website	https://lhs.sierracountyschools.org
County-District-School (CDS) Code	46701774634259

2023-24 District Contact Information

District Name	Sierra-Plumas Joint Unified School District
Phone Number	530.993.1660
Superintendent	Sean Snider
Email Address	ssnider@spjUSD.org
District Website	www.sierracountyschools.org

2023-24 School Description and Mission Statement

Located in the eastern Sierra Nevada mountain region of the Sierra Valley, Loyalton High School is a small rural 7-12 grade school that provides a comprehensive educational experience for its students. Students at Loyalton High School can choose from a variety of courses seated within college and career pathways to help them meet academic and vocational interests as they move along their educational careers. These courses range from a robust Advanced Placement and A-G options to Agriscience, construction, and mechatronics CTE pathways. Many courses in the Agriscience Pathway are A-G approved. 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 and counseling to achieve their academic goals. The dedicated staff provides a wide array of co-curricular and extracurricular activities to enrich the lives of our students. Loyalton High School is also home to an award-winning agriculture program and Future Farmers of America (FFA) program celebrated as an Outstanding Single Department for the 2021-2022 and 2022-2023 school years. We also ensure that all of our students are active members in their school community through their participation in athletics, clubs, the peer conflict mediator program, Club Live/Friday Night Live, and peer tutoring programs.

Loyalton High School's vision and mission statement updated in 2022 is, "LHS Inspires all students to become confident lifelong learners and responsible citizens who are ready to meet the challenges of the future using their unique talents and potential. We accomplish this vision through our commitment to high expectations and achievement for all students, whatever pathway they choose. In partnership with families and community, we encourage students to become knowledgeable, critical thinkers; effective communicators; and healthy individuals who exercise self-discipline and productive, positive citizenship."

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	25
Grade 8	37
Grade 9	27
Grade 10	25
Grade 11	21
Grade 12	26
Total Enrollment	161

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
American Indian or Alaska Native	1.2%
Black or African American	1.2%
Hispanic or Latino	16.1%
Two or More Races	2.5%
White	74.5%
English Learners	4.3%
Homeless	5%
Socioeconomically Disadvantaged	33.5%
Students with Disabilities	11.8%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.30	47.80	17.90	64.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	7.50	1.90	7.12	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.70	36.14	6.60	23.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	2.80	0.60	2.22	12115.80	4.41
Unknown	0.70	5.61	0.70	2.65	18854.30	6.86
Total Teaching Positions	13.20	100.00	27.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.50	57.61	17.40	66.48	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.60	41.07	8.30	31.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.20	0.95	11953.10	4.28
Unknown	0.10	1.23	0.10	0.53	15831.90	5.67
Total Teaching Positions	11.30	100.00	26.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.10	0.00
Misassignments	4.60	4.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.70	4.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.30	0.00
Total Out-of-Field Teachers	0.30	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	50	52.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.4	6.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Williams legislation calls for a description of whether or not 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.

Year and month in which the data were collected	November, 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<p>Reading/Language Arts</p>	<p>Grades 7 & 8: Windows and Mirrors Levels Levels 1&2 , EMC Publishing LLC, 2016, Adopted 2016</p> <p>Grades 9-12: Windows and Mirrors Levels 3&4, American, and British Literature, EMC Publishing LLC, 2016, Adopted 2016</p> <p>AP English Lit: Norton Introduction to Literature - W.W. Norton & Company, 2002 Adopted 2003</p> <p>AP English Lang: The Norton Reader: An Anthology of Nonfiction Prose, W.W. Norton & Company, 2000 Adopted 2003</p> <p>AP English Lang: Everything's an Argument, Bedford/St. Martin's, 2001 Adopted 2003</p> <p>Grades 7-12: Holt Handbook - Holt, Rinehart, & Winston, 2003 Adopted 2003</p>	<p>Yes</p>	<p>0</p>
<p>Mathematics</p>	<p>Grade 7 - Mathematics, Core Connections Courses 1 and 2, CPM, 2013 Pilot CPM Mathematics, Course 2</p> <p>Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Pilot CPM Mathematics, Course 3.</p> <p>Algebra 1 - Core Connections Algebra - CPM, 2013 Pilot</p> <p>Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015</p> <p>Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015</p> <p>Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009</p> <p>Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015</p>	<p>No</p>	<p>0</p>
<p>Science</p>	<p>Grade 7 - HMH Science Dimensions National, Houghton Mifflin Harcourt, 2018. Adopted 2022</p> <p>Grade 8 - HMH Science Dimensions National, Houghton Mifflin Harcourt, 2018. Adopted 2022</p> <p>Biology - HMH Science Dimensions National, Biology, Houghton Mifflin Harcourt, 2018. Adopted 2022</p> <p>Earth Science - HMH Science Dimensions National, Earth Science, Houghton Mifflin Harcourt, 2018.</p>	<p>Yes</p>	<p>0</p>

	<p>Adopted 2022</p> <p>Chemistry - HMH Science Dimensions National, Chemistry, Houghton Mifflin Harcourt, 2018. Adopted 2022</p> <p>AP Chemistry - Chemistry, AP Edition, 8th Edition, Brooks/Cole Cengage Learning, 2012 Adopted 2013</p> <p>Physics - HMH Science Dimensions National, Physics, Houghton Mifflin Harcourt, 2018. Adopted 2022</p>		
History-Social Science	<p>Social Studies 7 - Medieval to Early Modern Times, National Geographic/Cengage, 2017 Adopted 2019</p> <p>Social Studies 8 - United States History, American Stories Beginning to World War I, National Geographic/Cengage, 2017. Adopted 2019.</p> <p>World History - Impact: California, World History Culture and Geography Modern. McGraw Hill, 2017 Adopted 2019</p> <p>US History - Impact: California, US History and Geography, Continuity and Change. McGraw Hill, 2017 Adopted 2019</p> <p>Government - Impact: California, Principles in American Democracy. McGraw Hill, 2017 Adopted 2019</p> <p>AP Government - American Government, 13th Edition, Wadsworth Cengage Learning, 2013 Adopted 2013</p> <p>Economics - Impact: California, Principles of Economics. McGraw Hill, 2017 Adopted 2019</p> <p>AP US History - The American Pageant - Volumes I and II - Houghton Mifflin 2006 Adopted 2006</p> <p>AP Government - The Lanahan Readings in the American Polity: 5th Edition, 2011 Adopted 2013</p>	Yes	0
Foreign Language	Spanish: Avancemos! - Holt McDougal, 2010, Levels 1-4	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units. Adopted 2011	Yes	N/A
Visual and Performing Arts	<p>Color: A Workshop Approach - McGraw Hill, 2005 (classroom set only) Adopted 2008</p> <p>Living with Art - McGraw Hill, 2008 (classroom set only)</p>	Yes	0

	Adopted 2008		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report	October 2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			New bleachers were installed in the summer of 2023. Attached benches were added in the locker rooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		All hallway fountains were updated to hydration stations with both mouth-drinking fountain and water bottle filling.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			The Gym roof is in need of inspection and repair. Maintenance teams have patched and are monitoring problem areas. The roof needs to be a priority this year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	The external windows in the school are older single pane units with poor sealing ability and poor latching systems. There are no playground structures for our middle school students.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	44		38		47	
Mathematics (grades 3-8 and 11)	34		31		33	

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25		25.71		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

- LHS offers a wide array of UC/CSU-aligned courses. All of the English (English 9/10; English 9/10 Honors; English 11/12; and AP Literature & Composition/AP Language & Composition), science (Earth Science, Chemistry, Biology, AP Chemistry, Agriculture Biology, Veterinary Science, Horticulture), and history (World History, AP World History, US History, AP US History, Government, AP Government, and Economics), math courses (Algebra 1, Algebra 2, Geometry, Trigonometry/Advanced Math, and AP Calculus) except two (Pre-Algebra and Consumer Math) are as well. We offer A-G approved fine art courses: Studio Art, Graphic Art, Filmmaking, Floriculture, and Ceramics, as well as world languages. We are able to offer seven AP courses in-person at LHS (AP Language & Composition, AP Literature & Composition; AP 2-D Art; AP US History, AP Government, AP Calculus, AP Chemistry), along with several AP courses online (AP World History, AP Spanish, AP French, AP Psychology) provided by our online course provider STRIDES Learning Solutions (Peak/FuelEd). Our AP World Languages courses are offered through Middlebury Online Courses through STRIDES Learning.
- Through the CTE Programs at LHS, students are able to attend numerous activities that link education with career exploration and guidance. Through the activities associated with our construction program, Agriscience and Engineering Technology (Mechatronics) Pathway and during FFA competitions, meetings, and field days; students interact with industry leaders and are able to visit many colleges. This year, our College & Career Specialist (C&C Specialist) takes student on two college field trips per year that includes a visit to career technical education school sites and community colleges with CTE certificate programs. Students are provided with opportunities to explore the careers achievable after high school. The course advisor links course curriculum to current occupational realities, thus providing links to the current agricultural career landscape. Students are able to take advantage of multiple career assessments opportunities such as the ASVAB CEP program and I-CEV, (Online career and instructional courses) wherein students have the ability to obtain industry based certifications in the chosen course of study. Additionally, through the North State Together grant, SPJUSD has advanced its Sierra Strong organization dedicating to advancing careers in education and health care.
- Loylton High School provides a coherent pathway for students to obtain Agriscience Completer status through its diverse Ag. program courses. The following courses are University of California A-G aligned, and lead to completer status and CTE certifications: Agriscience 1 and 2; Ag. Biology; Floriculture; Horticulture; and Veterinary Science. Additional courses that are offered that lead to CTE certification and completer status are: Advanced Agriscience/Ag. Mechanics; Ag. Leadership; and Ag. Business; and Animal Science. The courses are 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 (SAE), 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. Additionally, Loylton High School's Ag. department students are able to tie in-classroom learning with an on site "learning landscape area" and Learning Laboratory which are located on school district property. The Ag. program assists in the management of the area as they study its animal and plant populations. Caroline Griffin is the agriculture program lead along with advisory board director. The local ranching and farming industries are active members of the advisory board for this CTE pathway's program.
- Each year a large percentage of our agriscience pathway students get different CTE certificates after completing a number of industry assessments, including: CTE Tier 1 Certification Benz School of Floral Design, Principles of Floral Design Certification; CTE Tier 1 Certification, Horticulture; YQCA (YOUTH QUALITY CARE OF ANIMALS) National Certification, 2023. Program effectiveness and curricular alignment to industry need are evaluated annually as a requirement for CTEIG and Perkins funding. The LHS Ag. Department meets quarterly with a local industry sector panel to stay current on industry trends and curricular alignment. Our construction and woodshop, while not able to provide a formal CTE Pathway for students, trains our students in basic woodshop and construction; advanced construction; and cabinetry.
- Currently there is a fledgling CTE program in the Engineering Technology Pathway, with three courses: Mechatronics 1 (Introductory); Advanced Mechatronics (Concentrator); and the Capstone course will be implemented next year. An application for funding through the California K12 Work Force Alliance was granted for three years and we are currently building the year-long curriculum and purchasing equipment for a launch the capstone course next year. This pathway will lead students into our post high school educational community college partner, Sierra College.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are valuable contributors to the Loyalton High School learning community. Our staff encourages and welcomes parental involvement. In August of every year prior to the first day of school, LHS has an open-house style event called Grizzlies Day where parents and students meet teachers and visit class and activity/club booths to learn about the different academic and co/extracurricular opportunities available to them. This is a celebratory "kick-off" to the start of school. At Grizzlies Day, community organizations that serve our students also set up booths for parents and students to learn more about how our local agencies partner with our school and support our students. LHS also has a Back-to-School Night every September and parents are invited to participate as volunteers supporting our students with Senior Project Presentations, Mock Job Interviews, sporting events, fundraisers, and scholarship organizers. Additionally, parents and guardians attend an annual four-year planning evening sessions in May where the academic progress of their child(ren) is discussed one-on-one with staff members and their educational pathway for high school is reviewed and adjusted based on their child's career and college interests.

Each year parents are selected to serve on the Loyalton High School Site Council. The Loyalton Booster Club and Loyalton Sports Club (middle school parents) membership is mostly comprised of parents who provide financial and physical support to school sports programs. Parents serve on Special Educational Advisory and English Language Learner parent panels. Additionally, parents serve on Agricultural advisory boards. We also have an extremely active Local Education Foundation (www.sierraschoolsfoundation.org) and many LHS parents and stakeholders are active board members. In May of every year, our seniors present their Senior Projects to a panel of community judges and LHS parents and family members hold seats on those panels. Parents are welcome to visit classrooms and are encouraged to participate in school activities. Parents are sought to serve on WASC Committees during accreditation visit years. Parents often serve as field trip chaperones and drivers to extra- and co-curricular activities. Another valuable non-profit organization that is heavily involved in our school community is Musica Sierra. This organization provides music education to our students by funding instructors, performances, and workshops for our students. The school calendar of events and activities, along with the principal's weekly all-call information can be found at the school's website: www.loyaltonhighschool.org. Weekly automated phone calls are sent out each Sunday night, advertising the weeks upcoming events, and the text of all communications are also found in the LHS website along with quarterly newsletters highlighting each quarter's activities and happenings. The daily bulletin is available online through PowerSchool: spjUSD.powerschool.org/public. Parents who do not have their current login information for Powerschool may contact the school office at (530) 993-4454.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.7	10.0		2.9	10.0		9.4	7.8	
Graduation Rate	0.0	90.0		0.0	86.7		83.6	87.0	

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2023-24 School Safety 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 screening process at the office and receive visitor tags before visiting the classrooms. The district School Safety Plan is revised and reviewed annually. 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. Staff has been A.L.I.C.E. trained and will continue to be trained over the years and participated in active-shooter scenarios with local law enforcement and local emergency medical personnel. All interior classroom doors are locked during the school day.

School suspensions are extremely low and a positive school culture is supported. Loyalton High school uses restorative justice programs such as a peer-to-peer conflict transition/mediation program to foster positive peer interaction and student leadership. This program, called the LHS Peace ROARiors Program is guided by our PBIS practices of Respect, Open-mindedness, Ambition, and Resilience.

The Leadership team of the Sierra-Plumas Joint Unified School District and the School Site Council have complete annual reviews and updates of our district/schools Safety Plan. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually. Community agencies were contributors to the plan. In June of 2022, teacher participated in a crisis/active-shooter readiness exercise with local law enforcement and emergency agencies and in fall of 2023, teachers were re-trained in the A.L.I.C.E protocols for active shooters. LHS participates in safety drills, ensuring one drill per month focusing on fire, earthquake, intruder, chemical spill, and dangers on campus.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	19	1	
Mathematics	7	20		
Science	7	13	1	
Social Science	8	16	2	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	17	1	
Mathematics	9	16	1	
Science	12	9	2	
Social Science	8	16	1	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,568	2.022	8,546	85,217
District	N/A	N/A	12,986	87,912
Percent Difference - School Site and District	N/A	N/A	-41.2	-3.1
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	11.6	8.9

Fiscal Year 2022-23 Types of Services Funded

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: District-wide intervention coordinator, three noon Lunch Supervisors and Intervention Aides, EL Aide to assist English Learners with core classes, Library Aide, FFA, athletics, advanced placement, CTE pathways courses, and online classes, along with a TOSA/C&C Specialist position to facilitate CTE Pathways in health and education, as well as Independent Study and Online Learning. Currently students in grades 7-12 have access to the LHS Independent Study Program. For grades 7 and 8, students meet with our middle school IS teacher several times per week. Our IS students in grades 9-12 have access to all high school level courses through the Strides Learning/PEAK online courses. These courses come with California credentialed teachers for weekly discussions, help, and standards-based education. The IS coordinator also meets once per week with the students to check in and monitor progress. The online courses are also available for students who wish to take individual courses that are not available at our in-person site due to our small size and lack of room in our schedule. The school district funds all of the licenses for the online courses. AP Exams are purchased by SPJUSD for each student enrolled in AP coursework. In addition, funding was provided for the purchase of technology to assist in our educational goals. Smartboards are installed in every classroom and ChromeBooks were purchased on a 1 to 1 ratio. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum. Classroom furniture updates are currently underway and each year or two, carpet is replaced in two classrooms. The district is also providing resources to make a number of safety enhancements at the school, including a new front access system and replacing our bleachers in the gym. We have an intervention teacher who provides one-on-one services for students who are performing below standard in ELA and Mathematics. Additionally, we have after-school tutoring help for homework and reteaching where needed.

The district received grant funding through the North State Together grant to boost our college and career readiness for students interested in pursuing a career in education and health care. The C&C Specialist manages and implements this grant as well.

We have added additional counseling services from one half day to one and half days. Our school counselor meets with students once a week and as-needed on other days via Zoom. Additionally, the district has funded counseling services through an internet company called Tiny Eye who employ California certified therapists who meet with our students once per week via Zoom. This has allowed our students access to reliable services for their social and emotional well-being. All classrooms have ventilations systems to mitigate for Covid and for smoke due to local fires that persist in the fall. This year, we implemented Second Step SEL for our middle school students one day per week during our 30-minute Flex class used for Accelerated Reading time and homework help.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,606	\$47,616
Mid-Range Teacher Salary	\$60,468	\$75,580
Highest Teacher Salary	\$92,010	\$100,485
Average Principal Salary (Elementary)	\$109,078	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$105,582	\$125,386
Superintendent Salary	\$156,818	\$157,977
Percent of Budget for Teacher Salaries	28.89%	27.82%
Percent of Budget for Administrative Salaries	4.03%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	1
Science	1
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	9

Professional Development

For the 2022-2023 school year, SPJUSD has continued Early Release Wednesdays (ERW), which focus on professional development and MTSS activities. During the past few years, we have spent time at Professional Learning Communities (PLCs) and faculty meetings on school-wide common literacy strategies such as note taking strategies using the Cornell note-taking system, writing across the curriculum, explicit goals and success criteria, and deep reading strategies. In addition, the district has promoted training in SEL, brain science, and trauma-informed instruction school and district-wide. The PLCs continue to encourage teacher collaboration for the improvement of subject area teaching, classroom management, and student learning and the development of systems to allow for continual improvement. Teacher meetings are held weekly every Tuesday afternoon. More and more, we are including teaching strategies, plans for intervention, and school planning into these meetings. Student data is the beginning point of all planning each school year. One ERW per month is dedicated to MTSS and intervention. During that Wednesday, the staff reviews student data; is trained on best practices around relationship-building; teaching students with trauma; collective instructional strategies; and ways to support students' social and emotional needs. With the adoption of our SST digital platform, Beyond SST, teachers participate in training for its use and time is spent discussing student needs and how to support individual students. In addition to test scores, the staff looks at grades and attendance data to plan for the success of each student in meeting individual goals. This data drives the direction the school takes in professional development, support services, and school goals for each year. School funds have been available for staff to attend a variety of subject specific or general professional development programs during the school year and summers. There is a provision in the certificated contract to pay stipends to teachers for attending in-service programs during holidays or school vacations. Release time is provided for programs offered during the school year. Administration makes every effort to encourage and support professional development.

All teachers received a day-long training during our in-service days in August on building relationships as a team with the yearly theme "Better Together." Additionally, in the spring the entire district participated in LGBTQ+ training. Also, our staff reviewed ALICE strategies to ensure all staff understand the protocols when we train our students. Every year, we also receive a review of our online platform "Beyond SST" to record and create a strong accountability system for all teachers when implementing accommodations and collective strategies for our students in need of SSTs and 504 plans. All teachers have been trained in this system and had numerous training throughout the school year. Finally, the last Early Release Wednesdays were dedicated to preparing for our WASC Self-Study for the 2023-2024 school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	40	39	39

Sierra Pass Continuation School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Sierra Pass Continuation School
Street	109 Beckwith Road
City, State, Zip	Loyalton CA 96118
Phone Number	530-993-1660 x160
Principal	Megan Meschery
Email Address	mmeschery@spjUSD.org
School Website	www.sierracountyschools.org
County-District-School (CDS) Code	46701774630034

2023-24 District Contact Information

District Name	Sierra-Plumas Joint Unified School District
Phone Number	530 993-1660
Superintendent	Sean Snider
Email Address	ssnider@spjUSD.org
District Website	www.sierracountyschools.org

2023-24 School Description and Mission Statement

Sierra Pass Continuation High School is a small alternative education school located in a small rural frontier county in the eastern Sierra Nevada Mountains. We strive to give the students a comprehensive high school experience while addressing their unique educational needs with personalized academics and scheduling. Students receive personalized attention in an individualized setting with the focus on achieving each student's academic needs and goals. The dedicated staff can tailor each student's academic and vocational programs to directly address their needs, while meeting the requirements for graduation based on the California High School Graduation Requirements and a unique set of courses and projects.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	6
Total Enrollment	6

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Male	100%
White	100%
Foster Youth	16.7%
Homeless	33.3%
Socioeconomically Disadvantaged	66.7%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00	17.90	64.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	7.12	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.60	23.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	100.00	0.60	2.22	12115.80	4.41
Unknown	0.00	0.00	0.70	2.65	18854.30	6.86
Total Teaching Positions	0.20	100.00	27.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00	17.40	66.48	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.30	31.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	100.00	0.20	0.95	11953.10	4.28
Unknown	0.00	0.00	0.10	0.53	15831.90	5.67
Total Teaching Positions	0.20	100.00	26.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.20	0.20
Total Out-of-Field Teachers	0.20	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7 & 8: Windows and Mirrors Levels Levels 1&2 , EMC Publishing LLC, 2016, Adopted 2016	Yes	0

	<p>Grades 9-12: Windows and Mirrors Levels 3&4, American, and British Literature, EMC Publishing LLC, 2016, Adopted 2016</p> <p>Grades 7-12: Holt Handbook - Holt, Rinehart, & Winston, 2003 Adopted 2003</p> <p>Grades 10-12: Literature & Language Arts, Third to Sixth Courses - Holt, Rinehart, & Winston, 2003 Adopted 2003</p> <p>Basic English Composition, American Guidance Services, Inc. (AGS), 2003, Not Adopted</p> <p>Basic English Grammar, American Guidance Services, Inc. (AGS), 2003, Not Adopted</p> <p>Basic English, American Guidance Services, Inc. (AGS), 2002, Not Adopted</p> <p>Exploring Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted</p> <p>World Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted</p> <p>American Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted</p>		
Mathematics	<p>Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015</p> <p>Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015</p> <p>Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015</p> <p>Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009</p> <p>Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015</p> <p>Algebra 1 - Glencoe/McGraw-Hill Companies, 2008 Adopted 2009</p> <p>Basic Math Skills, American Guidance Services, Inc. (AGS), 2003</p> <p>Life Skills Mathematics, American Guidance Services, Inc. (AGS), 2003</p> <p>Pre Algebra, American Guidance Services, Inc. (AGS), 2004</p> <p>Algebra, American Guidance Services, Inc. (AGS), 2004</p> <p>Algebra 2, American Guidance Services, Inc. (AGS), 2004</p> <p>Geometry, American Guidance Services, Inc. (AGS), 2005</p> <p>Consumer Mathematics, American Guidance Services, Inc. (AGS), 2003</p>	Yes	0
Science	<p>Biology - Biology, Glencoe McGraw-Hill, 2012 Adopted 2013</p> <p>Earth Science - Geology, The Environment, and the Universe, McGraw-Hill Companies, 2013 Adopted 2013</p> <p>Chemistry - Chemistry - Glencoe McGraw Hill, 2013 Adopted 2013</p> <p>AP Chemistry - Chemistry, AP Edition, 8th Edition, Brooks/Cole Cengage Learning, 2012 Adopted 2013</p> <p>Physics - Physics - Pearson, 2012 Adopted 2013</p> <p>Biology - Glencoe/McGraw-Hill, 2012 Adopted 2013</p> <p>Earth Science - Geology, The Environment, and the Universe, McGraw-Hill Companies, 2013 Adopted 2013</p> <p>Earth Science, American Guidance Services, Inc. (AGS), 2004, Not Adopted</p>	Yes	0

	Biology, American Guidance Services, Inc. (AGS), 2004, Not Adopted Physical Science, American Guidance Services, Inc. (AGS), 2004, Not Adopted		
History-Social Science	World History - Impact: California, World History Culture and Geography Modern. McGraw Hill, 2017 Adopted 2019 US History - Impact: California, US History and Geography, Continuity and Change. McGraw Hill, 2017 Adopted 2019 Government - Impact: California, Principles in American Democracy. McGraw Hill, 2017 Adopted 2019 World History, American Guidance Services, Inc. (AGS), 2001, Not Adopted World Geography, American Guidance Services, Inc. (AGS), 2001, Not Adopted US History, American Guidance Services, Inc. (AGS), 2005, Not Adopted History of Our Nation, 1865 to Present, American Guidance Services, Inc. (AGS), 2005, Not Adopted US Government, American Guidance Services, Inc. (AGS), 2005, Not Adopted Economics, American Guidance Services, Inc. (AGS), 2005, Not Adopted	Yes	0
Foreign Language	Avancemos 1, 2		N/A
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units Adopted 2011 Discover Health, American Guidance Services, Inc. (AGS), 2000, Not Adopted	Yes	N/A
Visual and Performing Arts			N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

To determine the condition of our facilities, our district performs an annual inspection using the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Sierra Pass school consists of one portable building and relocatable restroom.

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

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior:	X			

School Facility Conditions and Planned Improvements

Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountains are located outside and need to be updated.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	--		38		47	
Mathematics (grades 3-8 and 11)	--		31		33	

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--		25.71		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

Being a continuation school, Sierra Pass has limited time that the students attend class. They are required to spend 15 hours a week at school. Students have access to our Strides Online Learning/ FuelEd Online platform to access different CTE electives if they choose. Our teacher spends time with them on assisting students with resume writing, filling our applications, and doing career research. The staff also provides support for students to participate in the work experience program after school and on weekends. We are also limited on facilities that can provide CTE classes. Students participate in the district's Work Experience Program. Workability provides on-the-job training for those students with an IEP.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are encouraged and welcome to visit their child's classroom at any time during the school day. Meetings with parents happen at the beginning of each school year and as soon as a student appears to be falling behind their scheduled course of study for graduation. Students and parents are encouraged to participate in annual 4-year planning sessions that are held each spring before the start of the next school year with the lead teacher. These sessions are an opportunity to review their students' progress toward graduation and determine their next year's classes. At the beginning of each school year, the parents and students are provided with their login information for PowerSchool access. This gives them the opportunity to monitor completion and grades of assignments for each class. With pupil numbers being so small, staff and parents connect easily and in a familial fashion so as to ensure an open-door culture and to ensure open communication is the norm. The primary instructor at Sierra Pass contacts parents and guardians on a regular bases to check in and communicate progress towards course completion and graduation.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--	--		2.9	10.0		9.4	7.8	
Graduation Rate	--	--		0.0	86.7		83.6	87.0	

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2023-24 School Safety Plan

Sierra Pass Continuation High School staff and students enjoy a safe place to work and learn. The two staff members remain vigilant during school breaks and before and after school each day. The district School Safety Plan is reviewed annually. Monthly safety drills are performed; students are well aware of safety procedures during safety drills. Sierra Pass staff are trained in A.L.I.C.E. protocols. District personnel are assigned to review health records and report to the staff the special health needs of students.

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

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	4		
Mathematics	2	2		
Science	2	2		
Social Science	1	5		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	4		
Mathematics	2	4		
Science	3	1		
Social Science	2	6		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,628	4,765	10,863	50,510
District	N/A	N/A	12,986	87,912
Percent Difference - School Site and District	N/A	N/A	-17.8	-54.0
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	35.3	-42.8

Fiscal Year 2022-23 Types of Services Funded

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: Intervention Aide, EIA/EL Aide to assist English Learners with core classes, Library Aide. In addition, funding was provided for the purchase of technology to assist in our educational goals. Smartboards are installed in classrooms and students were issued ChromeBooks on a 1 to 1 ratio. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum.

Extra aide services were provided to support the students with their individual academic needs and goals, and to ensure detailed feedback on assessed work. Additionally, funds are used to add extra counseling services and lessons and activities geared towards strengthening social emotional health. The counseling services are every Monday and every Wednesday as needed. Counseling has also been added through an online platform called Tiny Eye. The staff work actively around academic and career advising. A Homeless and Foster Youth Coordinator assists students in getting the resources they need to be successful in school. County resources are also used to help with college & career services; aptitude information; and other services for social emotional health and career counseling. The C&C Specialist works with students one-on-one in partnership with the Foster Youth/Homeless Youth Coordinator to assist the lead teacher in creating a graduation plan. Additionally, students attend field trips to regional community and 4-year colleges, Job Corps, and other post-high school programs.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,606	\$47,616
Mid-Range Teacher Salary	\$60,468	\$75,580
Highest Teacher Salary	\$92,010	\$100,485
Average Principal Salary (Elementary)	\$109,078	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$105,582	\$125,386
Superintendent Salary	\$156,818	\$157,977
Percent of Budget for Teacher Salaries	28.89%	27.82%
Percent of Budget for Administrative Salaries	4.03%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Sierra Pass Continuation High School has one certificated teacher. He seeks out professional development in all areas of curriculum and behavior. School funds are available for staff to attend a variety of subject specific or general professional development programs during the school year and summers. There is a provision in the certificated contract to pay stipends to teachers for attending in-service programs during school holidays or school vacations. Release time is provided for programs offered during the school year. Administration makes every effort to encourage and support professional development, and this year's focus on trauma-informed instruction and social emotional health.

All teachers received a day-long training during our in-service days in August of 2022 on trauma informed instruction, and in the spring of 2023, all teachers received training in equity and diversity through a certified LGBTQ+ services expert. In August of 2023, all district staff were trained in the A.L.I.C.E active-shooter training and another in the fall reviewing trauma informed instruction and a motivational training to focus on the "why" of our dedication to teaching. Additionally, teachers receive training in our writing curriculum Step Up to Writing.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	40	39	39

Educator Effectiveness Block Grant 2021 Expenditure Plan Template

LEA Name:	Sierra-Plumas Joint Unified SD
Contact Name:	Nona Griesert
Email Address:	ngriesert@spjusd.org
Phone Number:	(530)993-1660

Total Amount of funds received by the LEA:	\$ 160,300.00
Date of Public Meeting prior to Adoption:	November 9, 2021
Date of adoption at a public meeting:	December 13, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils,** with a focus on any of the following areas:

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Coaching, mentoring staff	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -	\$ 30,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -	\$ 30,000.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Coaching/mentoring staff	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Student practices/strategies	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -	\$ 30,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -	\$ 30,000.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Social/Emotional learning	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Positive School climate activities/training	\$ 31,070.00	\$ -	\$ -	\$ -	\$ -	\$ 31,070.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 31,070.00	\$ -	\$ -	\$ -	\$ -	\$ 31,070.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Creating positive climate	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
EL strategies	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

(c) To ensure professional development meets educator and pupil needs, local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning. Professional learning provided pursuant to this section shall do both of the following:

(1) Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.

(2) As applicable, be aligned to the academic content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Professional learning networks	\$ 15,000.00	\$ -	\$ -	\$ -	\$ -	\$ 15,000.00
Indirect Admin Costs	\$ 9,230.00	\$ -	\$ -	\$ -	\$ -	\$ 9,230.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 24,230.00	\$ -	\$ -	\$ -	\$ -	\$ 24,230.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Ethnic studies curricula	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Childhood Edn/Development strategies	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00

Summary of Expenditures

Section Totals	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Subtotal Section (1)	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -	\$ 30,000.00
Subtotal Section (2)	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00
Subtotal Section (3)	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -	\$ 30,000.00
Subtotal Section (4)	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00
Subtotal Section (5)	\$ 31,070.00	\$ -	\$ -	\$ -	\$ -	\$ 31,070.00
Subtotal Section (6)	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00
Subtotal Section (7)	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00
Subtotal Section (8)	\$ 24,230.00	\$ -	\$ -	\$ -	\$ -	\$ 24,230.00
Subtotal Section (9)	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00
Subtotal Section (10)	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00
Totals By Year:	\$ 160,300.00	\$ -	\$ -	\$ -	\$ -	

Total Planned Expenditures by the LEA:
\$ 160,300.00



Educator Effectiveness Block Grant 2023

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sierra-Plumas Joint Unified School District	Sean Snider SPJUSD Superintendent	ssnider@spjUSD.org 530-993-1660

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
160,300	November 9, 2021	December 13, 2021 Updated January 9, 2024

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
K-12 Literacy Instruction and Lesson Study Professional Development	0	0	10,000	12,500	0	22,500.00
Professional Development in Physical Education and Learning through Play	0	0	2,500	2,500	2,500	7,500.00
Stipends for Classified Staff and Teachers to Complete Professional Development Modules in the Content Areas Listed in this Focus Area	0	0	3,000	7,500	7,500	18,000.00
Training for Substitute Teachers in the Content Areas Listed in this Focus Area	0	0	1,000	1,000	1,000	3,000.00
Standards-Aligned Professional Development in Visual and Performing Arts	0	0	2,500	2,500	2,500	7,500.00
Step up to Writing Professional Development	0	0	5,000	0	0	5,000.00
Science / CTE Professional Development	0	0	1,000	1,000	1,000	3,000.00
Subtotal	0.00	0.00	25,000.00	27,000.00	14,500.00	66,500.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite’s culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Development for Creating a Positive School Culture (SBHIP Grant covers a majority of this)	0	0	1,000	1,000	0	2,000.00
Training for Substitute Teachers in Behavior Management Strategies	0	0	2,000	2,000	2,000	6,000.00
Training for Staff (and thereby students) in De-escalation strategies and Peer Court to Improve School Climate	0	0	2,500	2,500	2,500	7,500.00
Stipends for Classified Staff and Teachers to Complete Professional Development Modules in the Content Areas Listed in this Focus Area	0	0	2,500	7,500	7,500	17,500.00
Subtotal	0.00	0.00	8,000.00	13,000.00	12,000.00	33,000.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Integrated and Designated ELD Professional Development	0	0	2,500	2,500	0	5,000.00
Subtotal	0.00	0.00	2,500.00	2,500.00	0.00	5,000.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Development for Teachers of the Ethnic Studies Class Required for Graduation	0	0	1,000	1,000	1,000	3,000.00
Subtotal	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(11) Strategies to improve beginning teacher retention and support through teacher induction programs, including mentor training, stipends for mentor teachers, beginning teacher induction program costs following initial preparation, the examination or assessment fee for one administration of the reading instruction.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Beginning Teacher Induction Program Costs	22,000	13,200	8,800	4,400	4,400	52,800.00
Subtotal	22,000.00	13,200.00	8,800.00	4,400.00	4,400.00	52,800.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (2)	0.00	0.00	25,000.00	27,000.00	14,500.00	66,500.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	0.00	8,000.00	13,000.00	12,000.00	33,000.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	2,500.00	2,500.00	0.00	5,000.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (11)	22,000.00	13,200.00	8,800.00	4,400.00	4,400.00	52,800.00
Totals by year	22,000.00	13,200.00	45,300.00	47,900.00	31,900.00	160,300.00

Total planned expenditures by the LEA:
160,300.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

CSBA POLICY GUIDE SHEET – January 09, 2024

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 0460 - Local Control and Accountability Plan

Policy updated to reflect **NEW LAW (SB 114, 2023)** which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. Policy also updated to add headers for clarity, align the structure of the policy with the LCAP process, and clarify references to the annual update and budget overview for parents/guardians.

Administrative Regulation 0460 - Local Control and Accountability Plan

Regulation updated to reflect **NEW LAW (SB 114, 2023)** which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. Regulation also updated to add "Timeline" section to provide greater specificity regarding required LCAP dates and recommended dates based on best practice, and reflect **NEW LAW (SB 609, 2023)** which requires districts to post the LCAP on the performance overview portion of the California School Dashboard.

Board Policy 0500 - Accountability

Policy updated to reflect that the U.S. Department of Education declined the California Department of Education's (CDE) waiver request that would have allowed for the continued use of modified methods for calculating the Academic and Graduation Rate Indicators, resulting in the California School Dashboard no longer including any modified methods applied to state indicators and all Dashboard Alternative School Status schools being treated the same as all other schools on the Dashboard. Policy also updated to reflect **NEW LAW (SB 114, 2023)** which (1) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup, (2) creates a new basis for technical assistance when the district fails to meet specified data submission requirements, and (3) specifies when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary.

Board Policy 0520 - Intervention in Underperforming Schools

Policy updated to reflect **NEW LAW (SB 114, 2023)** which (1) expands technical assistance based on a numerically significant student subgroup not making sufficient progress towards its local control and accountability plan (LCAP) to include identifying student subgroups that are low performing or experiencing significant disparities from other students or subgroups as identified on the California School Dashboard, (2) creates a new basis for technical assistance when the district fails to meet specified data submission requirements which includes identifying areas of strengths and weaknesses in the identified goals, actions, and services addressed in the LCAP, and reviewing the district's data management policies and collection and submission processes to ensure the submission of accurate data according to the processes and timelines established by the California Department of Education, and (3) specifies when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary.

Administrative Regulation 1220 - Citizen Advisory Committees

Regulation updated to reflect **NEW LAW (SB 1057, 2022)** which exempts special education advisory committees from Brown Act requirements pertaining to open meetings, and instead requires these committees to comply with "mini" Brown Act requirements. Regulation also updated to more closely align with law and to clarify language.

Board Policy 1431 - Waivers

Policy updated to reference **NEW LAW (SB 114, 2023)** which prohibits a waiver request for transitional kindergarten and kindergarten requirements provided for in specified Education Code sections. Policy also updated to provide that advertisement of the notice for the public hearing which is required prior to the

Governing Board submitting a waiver request to the State Board of Education includes publishing it on the district's website.

Board Policy 5131.2 - Bullying

Policy updated to reflect **NEW LAW (AB 1078, 2023)** which requires that the district's policy prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and Superintendent in enacting policies and procedures that govern the district. Policy also updated to reference **NEW U.S. DEPARTMENT OF EDUCATION GUIDANCE** addressing discrimination, and reflect CSBA's policy brief, "School Safety: Bullying and Cyberbullying," which encourages district families to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Administrative Regulation 5131.2 - Bullying

Regulation updated to expand the definition of "cyberbullying" to reflect CSBA's policy brief, "School Safety: Bullying and Cyberbullying." Regulation also updated to add additional measures to prevent bullying as provided in **NEW U.S. SURGEON GENERAL GUIDANCE** by developing a strategic plan for school connectedness and social skills with benchmark tracking, implementing socially based educational techniques, creating a supportive school environment that fosters belonging, and building social connection into health education courses. Additionally, regulation updated to include digital and media literacy skills in student instruction, as provided in **NEW U.S. SURGEON GENERAL GUIDANCE**, expand the responsibilities of staff as role models for students, and reflect **NEW LAW (AB 2879, 2022)** which requires a social media platform to establish a mechanism that allows any individual, regardless of whether that individual has a profile on the internet-based service, to report cyberbullying. Regulation additionally updated to reflect **NEW LAW (AB 1165, 2023)** which encourages the district to have a student who has been suspended, or for whom other means of correction have been implemented for an incident of racist bullying, harassment, or intimidation, and the victim, to engage in a restorative justice practice suitable to address the needs of both of the students, engage the perpetrator in a culturally sensitive program, and to regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues.

Board Policy 6170.1 - Transitional Kindergarten

Policy updated to clarify that a child's eligibility for transitional kindergarten (TK) enrollment may not impact family eligibility for a preschool or childcare program and that the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year provided that upon the recommendation of the Superintendent or designee, the Governing Board determines that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Policy also updated to reflect **NEW LAW (SB 141, 2023)** which (1) requires a district that offers TK to early enrollment children to concurrently offer enrollment in a California State Preschool Program, if offered by the district and space permitting, and (2) requires any classroom that includes an early enrollment child to maintain a classroom enrollment that does not exceed 20 students and an adult-to-student ratio of at least one adult to every 10 students. Additionally, policy updated to include that average TK class size enrollment does not include students who are continuously enrolled in and meet the minimum day requirements for independent study for more than 14 school days in a school year.

Board Bylaw 9321 - Closed Session

Bylaw updated to reflect appellate court ruling in *Fowler v. City of Lafayette*, which clarified that when an item is agendaized in closed session based on a threat of litigation made by a person outside of an open meeting and a district official or employee receiving knowledge of the threat made a record of the statement before the meeting, that statement is required to be made available to the public. Bylaw also updated to reference accompanying Exhibit (1) for specific agenda descriptions for closed session items and accompanying Exhibit (2) for descriptions to report out of specified closed session items. Additionally, Bylaw updated for clarity, precision, and consistency.

Exhibit(1) 9321 - Closed Session

Exhibit updated for clarity and precision, and for consistency with changes to the accompanying Board Bylaw.

Exhibit(2) 9321 - Closed Session

Exhibit updated for clarity and precision, and for consistency with changes to the accompanying Board Bylaw.

Board Policy Manual
Sierra County/Sierra-Plumas Joint Unified School District

Philosophy, Goals, Objectives and Comprehensive Plans

Policy 0460: Local Control And Accountability Plan

CSBA NOTE: Education Code 52060-52077 require the Governing Board to adopt, on or before July 1, a local control and accountability plan (LCAP), an annual update to the LCAP, and a local control funding formula (LCFF) budget overview for parents/guardians. Pursuant to Education Code 52060, the LCAP must include goals and actions aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair, (2) implementation of and student access to state academic content and performance standards, (3) parent/guardian involvement and family engagement, (4) student achievement, (5) student engagement, (6) school climate, (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of supplemental and concentration grants under the LCFF), and (8) student outcomes in the specified course of study. Education Code 52060 provides that, in addition to addressing the state priorities in the LCAP, the district may establish and address local priorities and goals. See the accompanying administrative regulation for further information about the required content of the LCAP.

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the county/district budget and facilitate continuous improvement of county/district practices.

CSBA NOTE: Pursuant to Education Code 52064, the State Board of Education (SBE) has adopted a template that districts must use to complete the LCAP and the annual update, which, as amended by SB 114 (Ch. 48, Statutes of 2023), provides for numerous changes which are required to be adopted by SBE for use in the 2024-25 school year. Districts should ensure that they are using the most up-to-date template, an electronic version of which is available on the California Department of Education's (CDE) website.

The Board shall adopt a county/districtwide local control and accountability plan (LCAP) ~~and an annual update to the LCAP,~~ based on the most up-to-date template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP and the annual update shall be adopted or updated, as required, on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP and the annual update shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming. (Education Code 52060, 52064)

~~Unduplicated students include students~~ An "unduplicated student" is a student who are is eligible for free or reduced-price meals, who is an English learners, and learner, or who is a foster youth, as defined in Education Code 42238.01 ~~for purposes of the local control funding formula (LCFF).~~ (Education Code 42238.02)

CSBA NOTE: Education Code 52052, as amended by SB 114, has been expanded to include long-term English learners as a numerically significant subgroup, separate from English learners. Pursuant to Education Code 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a "long-term English learner" is defined as a student who has not attained English language proficiency within seven years of initial classification as an English learner.

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and ~~homeless~~ students experiencing homelessness, when there are at least 30 students in the subgroup or at

least 15 foster youth ~~or homeless~~, students experiencing homelessness, or long-term English learners. (Education Code 52052)

CSBA NOTE: Pursuant to Education Code 52064.3, by January 31, 2025, an Individuals with Disabilities Education Act (IDEA) Addendum adopted by SBE relating to improvements in services for students with disabilities is required to be completed by districts that are identified by CDE as needing an improvement plan pursuant to 34 CFR 300.600-300.647. Such identified districts must comply with the requirements specified in the following paragraph.

Beginning July 1, 2025, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028, whichever occurs first. The IDEA addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update ~~to the LCAP~~, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

CSBA NOTE: Except for the IDEA Addendum, the LCFF budget overview for parents/guardians, and the school plan for student achievement, districts are not required to align the LCAP with any other district strategic documents (e.g., District Strategic Plan, English Learner Master Plan, or Facilities Master Plan). However, districts are encouraged to align their LCAPs with other district strategic documents to ensure consistent implementation.

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

CSBA NOTE: Pursuant to Education Code 52064.1, districts are required to develop an LCFF budget overview for parents/guardians in conjunction with, and attached as a cover to, the LCAP and the annual update. The budget overview is subject to the requirements of Education Code 52062 and 52070 pertaining to the adoption, review, and approval of the LCAP and the annual update.

As part of the adoption of the LCAP and the annual update, the Board shall separately adopt ~~an LCFF~~ a local control funding formula budget overview for parents/guardians, based on the template developed by SBE, which includes specified information relating to the county/district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Advisory Committees

CSBA NOTE: Pursuant to Education Code 52063 and 5 CCR 15495, the Board is required to establish a parent advisory committee and, if district enrollment includes at least 15 percent English learners, an English learner parent advisory committee to review and comment on the LCAP and the annual update. The district may use existing parent advisory committees for these purposes if the committee composition complies with Education Code 52063 and 5 CCR 15495. However, the district should consider whether such opportunities need to be expanded to achieve significant levels of stakeholder involvement in the planning process as intended by law.

Education Code 52063 requires the LCAP parent advisory committee to include parents/guardians of currently enrolled students with disabilities.

The Board shall establish a parent advisory committee. Any complaint that the county/district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3—Uniform Complaint Procedures—, which ~~(Education Code 52075)~~

Plan Development

~~The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.~~

~~The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)~~

Public Review and Input

~~The Board shall establish a parent advisory committee to provide advice on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above and parents/guardians of students with disabilities. (Education Code 52063; 5 CCR 15495)~~

~~Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee, which shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)~~

CSBA NOTE: The following paragraph is for districts serving middle and/or high school students. Education Code 52063, as amended by SB 997 (Ch. 922, Statutes of 2022), requires, beginning July 1, 2024, districts serving middle or high school students to include two students as full members of the existing parent advisory committee or establish a student advisory committee to provide advice to the Board and the Superintendent or designee. Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, as described below. Districts that do not serve middle or high school students may delete the following paragraphs relating to student advisory members.

Beginning July 1, 2024, unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)

~~Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)~~

The Superintendent or designee shall present the LCAP ~~to the~~ and the annual update to each of these committee(s) before ~~it is~~ they are submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

LCAP Development and Consultation

The Superintendent or designee shall ~~notify members~~ gather data and information needed for effective and meaningful development of the public of the opportunity LCAP and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

CSBA NOTE: Education Code 52060 requires consultation on LCAP development with all of the groups listed below. The Board may delegate responsibility for arranging meetings and other input opportunities to the Superintendent or designee.

5 CCR 15495 defines what it means to consult with students, including unduplicated students and other numerically significant student subgroups, and gives examples of methods that may be used for this consultation. State regulations do not provide examples of consultation with groups other than students, but consultations might include surveys, the use of existing advisory committees, solicitation of feedback from the groups after drafts of the LCAP and annual update are available, discussion of the LCAP and the annual update at staff meetings, and communication with parent organizations, student councils, school site councils, or other established committees or organizations. The district may expand the list with whom the district seeks consultation.

The Board shall be provided in the primary language of consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians when required by Education Code 48985, and students in developing the LCAP and the annual update. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums and committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52062/52060; 5 CCR 15495)

CSBA NOTE: Pursuant to Education Code 305, the LCAP parent/guardian and community engagement process must include solicitation of input on language acquisition programs. See BP/AR 6174 - Education for English Learners for further information regarding the types of language acquisition programs that may be offered.

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

CSBA NOTE: Education Code 52062 requires notification to the public of the opportunity to submit written comments on the proposed LCAP and the annual update, including notification in the primary language of parents/guardians when required by Education Code 48985. Pursuant to Education Code 48985, whenever 15 percent or more of the students in a school speak a single primary language other than English, notifications sent to parents/guardians of such students must be written in the primary language as well as in English; see BP 5145.6 - Parental Notifications.

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP and the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

CSBA NOTE: Pursuant to Education Code 42127, the Board must not adopt a district budget until the LCAP is in place for the budget year; see BP 3100 - Budget. The budget must include the expenditures necessary to implement the plan that will be effective during the subsequent fiscal year. If it does not, the County Superintendent of Schools will disapprove the district's budget.

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP ~~and the annual update~~. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and ~~AR Board Policy~~ 3100 - Budget. (Education Code ~~42127~~, 52062)

Adoption ~~of the Plan~~ and Submission

The Board shall adopt the LCAP and the annual update prior to adopting the county/district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

~~The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting.~~

CSBA NOTE: Education Code 52070 requires the district to submit the LCAP and the annual update to the County Superintendent, who may seek written clarification of the contents and may submit recommendations for amendments as provided below. The County Superintendent is required to approve the LCAP and the annual update on or before October 8 if it is determined that (1) the LCAP and the annual update adhere to the template adopted by SBE and follows any SBE instructions or directions for completing the template, (2) the district budget includes expenditures sufficient to implement the specific actions and strategies in the LCAP, and (3) the LCAP adheres to supplemental and concentration grant expenditure requirements specified in Education Code 42238.07 for unduplicated students. In determining whether the district has fully demonstrated that it will use supplemental and concentration funds to increase or improve services for unduplicated students, 5 CCR 15497 requires the County Superintendent to review any descriptions of districtwide or schoolwide services provided.

~~(Education Code 52062)~~

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the annual update, the county/district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the annual update, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP and the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments ~~to the LCAP~~ within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the county/district's LCAP and the annual update, the Board shall accept technical assistance from the County Superintendent focused on revising the ~~plan~~ LCAP and the annual update so that ~~it~~ they can be approved. (Education Code 52071)

Revisions

The Board may adopt revisions to the LCAP and the annual update at any time during the period in which it is in effect, provided the Board follows the process to adopt the LCAP and the annual update pursuant to Education Code 52062 and the revisions are adopted in a public meeting.

Monitoring Progress and Complaints

CSBA NOTE: The following optional paragraph may be revised to reflect the district's timeline for reviewing the progress and effectiveness of strategies included in the LCAP. Reports should be provided to the Board in sufficient time to allow for any necessary changes in the annual update to the LCAP by July 1 of each year, as required by Education Code 52060-52061. The California School Dashboard provides a tool to assist in evaluation of district and school performance and includes all of the state priorities for the LCAP described in Education Code 52060.

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the county/district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to Administrative Regulation 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

The Superintendent or designee shall seek and/or Technical Assistance

CSBA NOTE: Pursuant to Education Code 52071, if the County Superintendent does not approve a district's LCAP and annual update, including the annual update and the budget overview for parents/guardians, then technical assistance is required to be provided. For more information regarding intervention and technical assistance, see BP 0500 - Accountability and BP 0520 - Intervention in Underperforming Schools.

If the county/district's LCAP and the annual update are not approved, the county/district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071 ~~or 52072~~ when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Board Policy Manual
Sierra County/Sierra-Plumas Joint Unified School District

Philosophy, Goals, Objectives and Comprehensive Plans
Regulation 0460: Local Control And Accountability Plan

CSBA NOTE: Education Code 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a three-year local control and accountability plan (LCAP). See the accompanying Board policy for information about LCAP development and monitoring.

Goals and Actions Addressing State and Local Priorities

CSBA NOTE: Education Code 52060 requires that the LCAP include annual goals, aligned with specified state priorities, to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, students experiencing homelessness, and, as amended by SB 114 (Ch. 48, Statutes of 2023), long-term English learners when there are at least 30 students in the subgroup (or at least 15 foster youth, students experiencing homelessness, or long-term English learners) in the school or district. Pursuant to Education Code 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a "long-term English learner" is defined as a student who has not attained English language proficiency within seven years of initial classification as an English learner.

The county/district's local control and accountability plan (LCAP) ~~and annual updates~~ shall include, for the county/district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and ~~homeless~~ students experiencing homelessness. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which county/district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every county/district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
 - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

CSBA NOTE: Education Code 52060 provides that family engagement may include, but not be limited to, efforts by the district and schools to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting student success, and empowering families to advocate for equity and access. It may also include partnering with families to inform, influence, and create practices and programs that support student success and collaboration with families and the broader community, expand student learning opportunities, and promote civic participation.

- c. Parent/guardian involvement and family engagement, including efforts the county/district makes to seek parent/guardian input in county/district and school site decision making and how the county/district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities
 - d. Student achievement, as measured by all of the following as applicable:

- i. Statewide assessments of student achievement
 - ii. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs
 - iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
 - iv. The English learner reclassification rate
 - v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
 - vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
 - f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable
 - g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03
 - h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

CSBA NOTE: In addition to goals aligned with the state priorities described in Item #1 above, Education Code 52060 provides that the LCAP may include goals for local priorities established by the Board; see the accompanying Board policy. Optional Item #2 below may be revised to reflect local priorities.

- 2. Any goals identified for any local priorities established by the Governing Board.
- 3. A description of the specific actions the county/district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in Items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the county/district.

CSBA NOTE: Pursuant to Education Code 52060, in developing goals and actions for the LCAP, the Board may consider qualitative information, including, but not limited to, the results of school quality reviews conducted pursuant to Education Code 52052. Education Code 52052 authorizes the Superintendent of Public Instruction, with approval of the State Board of Education (SBE) and conditional upon an appropriation in the state budget, to develop and implement a program of school quality reviews that features locally convened panels to visit schools, observe teachers, interview students, and examine student work.

For purposes of the descriptions required by Items #1-3 above, the ~~Board~~ Superintendent or designee may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the ~~Board and~~ Superintendent or designee shall identify and include in the LCAP the method for measuring the county/district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

CSBA NOTE: The following section is for use by districts that receive local control funding formula (LCFF) supplemental and/or concentration grant funds. Such districts are required to increase or improve services for unduplicated students in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students; see BP 3100 - Budget. 5 CCR 15494-15496 specify the method for determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year.

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Timeline

CSBA NOTE: Education Code 52061-52065 only establish a limited number of date-specific requirements. For instance, Education Code 52062, as amended by SB 114, requires the Superintendent to annually report to the Board, at a regular meeting, on the annual update and the budget overview for parents/guardians on or before February 28. However, while Education Code 52062 requires that the LCAP and the annual update be presented to specified committees, it does not specify by when this must occur. Similarly, while Education Code 52062 provides these committees with the right to submit comments and requires the Superintendent to respond in writing to such comments, it does not provide any deadlines by which these actions must occur. Education Code 52062 also requires, without a specific deadline, notification to the public of the opportunity to submit written comments on the proposed LCAP, including notification in the primary language of parents/guardians when required by Education Code 48985.

The following paragraphs include both required dates and recommended dates based on best practice. Districts should review the dates below carefully and modify them, as appropriate and permitted by law, to reflect district practice.

By February 28 of each year, the Superintendent or designee shall provide a report to the Board on the annual update and the budget overview for parents/guardians. The report, which shall be presented to the Board at a regular meeting, shall include all available midyear outcome data related to metrics identified in the current year's LCAP and all available midyear expenditure and implementation data on all actions identified in the current year's LCAP. (Education Code 52062)

Ideally, by May 15, but in no event later than May 31, the Superintendent or designee shall present the drafts of the LCAP and the annual update to the committees listed in the accompanying board policy for review and comment and shall provide each committee with a reasonable date by which each committee shall provide comments on the drafts. The Superintendent or designee shall respond in writing to comments received from the committee(s) no later than the public hearing on the LCAP and the annual update.

At the same time as the drafts of the LCAP and the annual update are presented to these committees, the Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. The notification shall also provide the deadline by which all written comments must be received, which shall be no later than the deadline for comments from the committee(s). All such written notifications shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

Availability ~~of the Plan~~

CSBA NOTE: Education Code 52065 requires the Superintendent to prominently post its LCAP, including any annual update or revisions to the LCAP and the LCFF budget overview for parents/guardians, on the homepage of its website and, as amended by SB 609 (Ch. 494, Statutes 2023), on the performance overview portion of the California School Dashboard. Beginning July 1, 2025, if the district is identified by SBE as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028.

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, ~~including the annual update,~~ the IDEA Addendum as applicable, and the ~~LCFF~~local control funding formula budget overview for parents/guardians on the homepage of the county/district's ~~web-site-website and the performance overview portion of the Dashboard.~~ (Education Code 52064.1, 52064.3, 52065)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

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Board Policy Manual
Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Philosophy, Goals, Objectives and Comprehensive Plans

Policy 0500: Accountability

CSBA NOTE: The following optional policy should be revised to reflect district practice.

~~The Governing Board of Education~~ recognizes its responsibility to ensure accountability to the public for the performance of the county/district schools. The Board shall regularly review the effectiveness of the county/district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the county/district's vision and goals set forth in the local control and accountability plan (LCAP).

CSBA NOTE: California's accountability system, which is based on both state and federal requirements, measures district and school performance on a variety of indicators of school success. 20 USC 6311 requires each state to have an accountability system that incorporates multiple measures, including, but not limited to, statewide assessment results for all students as well as numerically significant subgroups. The California Accountability and Continuous Improvement System consists of both state and local indicators to assist districts in identifying strengths and areas in need of improvement in each priority area addressed by the local control and accountability plan (LCAP). The degree to which districts and schools are meeting these criteria is reflected in the California School Dashboard, which is a color-coded chart that includes the status of performance on the indicators as well as the change in performance from year to year. Education Code 52064.5, as amended by SB 114 (Ch. 48, Statutes of 2023), establishes new deadlines for the California School Dashboard, which impacts the timelines associated with district collection and reporting of data through the California Longitudinal Pupil Achievement Data System (CALPADS). The new deadlines can be found on the "CALPADS Calendar," available on the California Department of Education's (CDE) website.

CDE notifies schools identified for comprehensive and/or additional targeted support and improvement pursuant to 20 USC 6311.

Further information about the Accountability and Continuous Improvement System and the Dashboard can be found on CDE's website.

District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

~~The district's alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, community day schools, and nonpublic, nonsectarian schools pursuant to Education Code 56366, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052, 56366)~~

~~The County/District~~CSBA NOTE: Education Code 52052, as amended by SB 114, has been expanded to include long-term English learners as a numerically significant subgroup, separate from English learners. Pursuant to Education Code 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a "long-term English learner" is defined as a student who has not attained English language proficiency within seven years of initial classification as an English learner.

The county/district and each district school shall demonstrate comparable improvement in academic achievement for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and ~~homeless~~ students experiencing homelessness, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth, long-term English learners, or ~~homeless~~ students experiencing homelessness. (Education Code 52052)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Providing regular reports to the public and receiving input from the public in regard to school and district progress are key components of accountability.

Education Code 52060 and 52061 require the district to consult with parents/guardians, students, teachers, principals, administrators, other school personnel, and employee bargaining units in the development and annual update of the district's LCAP; see BP 0460 - Local Control and Accountability Plan.

The Superintendent shall provide regular reports to the Board and the public regarding county/district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of county/district programs and operations and as part of the development or annual update of the LCAP.

CSBA NOTE: Pursuant to Education Code 52071, if the County Superintendent of Schools does not approve the district's LCAP, including the annual update to the LCAP and the budget overview for parents/guardian, or the district fails to meet specified student achievement criteria for numerically significant student subgroups, then technical assistance is required to be provided. Additionally, Education Code 52071, as amended by SB 114, creates a new basis for technical assistance when a district fails to meet the data submission requirements of Education Code 60900. In this circumstance, technical assistance includes, but is not limited to (1) identifying a district's strengths and weaknesses in regard to state priorities, (2) working collaboratively to secure assistance from academic, programmatic, or fiscal experts to identify and implement effective programs and practices designed to improve performance in any areas of weakness, (3) obtaining timely documentation from the district demonstrating that it has completed the above activities or substantially similar activities, or it has selected another service provider to work with the district to complete the above activities, (4) requesting that the California Collaborative for Educational Excellence (CCEE) provide advice and assistance to the district, (5) reviewing the district's LCAP to identify areas of strengths and weaknesses in the identified goals, actions, and services, with a particular focus on those areas considered to be contributing toward meeting the increased or improved services requirement and all required goals, and (6) reviewing the district's data management policies and collection and submission processes, including monitoring and oversight of the student information system, to ensure the timely submission of accurate data.

Pursuant to Education Code 52072, as repealed and added by SB 114, if the district meets the performance criteria for assistance and intervention pursuant to Education Code 52064.5 for three or more student subgroups, or all of the district's subgroups if the district has less than three subgroups, in three out of the four consecutive school years, CCEE will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary. Education Code 52072.1, as added by SB 114, provides that, under specified conditions, the Superintendent of Public Instruction may intervene to revise the district's LCAP or budget and/or to stay or rescind any district action, not required by local collective bargaining agreement, that is preventing the district from improving outcomes for all student subgroups.

The district may also request technical assistance. For information on technical assistance, see BP/AR 0460 - Local Control and Accountability Plan and BP 0520 - Intervention in Underperforming Schools.

Evaluation results may be used as a basis for revising county/district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

The district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072. If the County Superintendent of Schools is required to provide technical assistance to the district, the district shall accept the technical assistance by providing timely documentation to, and maintaining regular communication with, the County Superintendent. (Education Code 52071)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Board Policy Manual
Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Philosophy, Goals, Objectives and Comprehensive Plans

Policy 0520: Intervention In Underperforming Schools

CSBA NOTE: Pursuant to Education Code 52059.5, California has established a single statewide system of support for districts and schools that meets state requirements as well as federal Title I requirements. The following policy reflects the purposes and requirements of the statewide system and may be revised to reflect district practice.

The Governing Board of Education desires that all district schools provide a high-quality educational program that maximizes the achievement of each district student. The district shall provide assistance to schools to support the continuous improvement of student performance within the priorities identified in the district's local control and accountability plan (LCAP) and to enhance the achievement of low-performing student subgroups.

CSBA NOTE: Pursuant to Education Code 52071, technical assistance is required to be provided if a numerically significant student subgroup is not making sufficient progress toward its local control and accountability plan (LCAP) goals pursuant to Education Code 52064.5. Technical assistance includes, but is not limited to (1) identifying a district's strengths and weaknesses in regard to state priorities, (2) working collaboratively to secure assistance from academic, programmatic, or fiscal experts to identify and implement effective programs and practices designed to improve performance in any areas of weakness, (3) obtaining timely documentation from the district demonstrating that it has completed the above activities or substantially similar activities, or it has selected another service provider to work with the school district to complete the above activities, and (4) requesting that the California Collaborative for Educational Excellence (CCEE) provide advice and assistance to the district.

Education Code 52071, as amended by SB 114 (Ch. 48, Statutes of 2023), expands technical assistance provided on this basis to include identifying student subgroups that are low performing or experiencing significant disparities from other student subgroups as identified on the California School Dashboard, and reviewing the district's LCAP to identify areas of strengths and weaknesses in the identified goals, actions, and services, with a particular focus on those areas considered to be contributing toward meeting the increased or improved services requirement and all required goals.

Education Code 52071, as amended by SB 114, creates a new basis for technical assistance when a district fails to meet the data submission requirements of Education Code 60900. In this circumstance, technical assistance includes, but is not limited to (1) identifying a district's strengths and weaknesses in regard to state priorities, (2) working collaboratively to secure assistance from academic, programmatic, or fiscal experts to identify and implement effective programs and practices designed to improve performance in any areas of weakness, (3) obtaining timely documentation from the district demonstrating that it has completed the above activities or substantially similar activities, or it has selected another service provider to work with the school district to complete the above activities, (4) requesting that CCEE provide advice and assistance to the district, (5) reviewing the district's LCAP to identify areas of strengths and weaknesses in the identified goals, actions, and services, with a particular focus on those areas considered to be contributing toward meeting the increased or improved services requirement and all required goals, and (6) reviewing the district's data management policies and collection and submission processes, including monitoring and oversight of the student information system, to ensure the timely submission of accurate data.

In addition to technical assistance as described above, the Board may request technical assistance from the County Superintendent of Schools, who may be required to provide it, but the district may be assessed a fee, not to exceed the cost of the service.

Education Code 52052, as amended by SB 114, has been expanded to include long-term English learners as a numerically significant subgroup, separate from English learners. Pursuant to Education Code 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a "long-term English learner" is defined as a student who has not attained English language proficiency within seven years of initial classification as an English learner.

At its discretion, the Board may submit a request to the County Superintendent of Schools for technical assistance regarding the following:- (Education Code 52071)

1. Identifying the district's strengths and weaknesses in regard to state priorities addressed in the LCAP, including collaboration between the district and County Superintendent to review performance data on the state and local indicators included in the California School Dashboard, educator qualifications data, and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness
2. Identifying student subgroups that are low performing or experiencing significant disparities from other subgroups as identified on the California School Dashboard in order to identify and implement effective programs and practices to improve the outcomes and opportunities for these students
3. Securing assistance from an academic, programmatic, or fiscal expert, or team of experts, to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the district
4. Identifying areas of strengths and weaknesses in the identified goals, actions, and services addressed in the LCAP, with a particular focus on those areas considered to be contributing toward meeting the increased or improved services requirement and all required goals
5. Reviewing the district's data management policies and collection and submission processes, including monitoring and oversight of the student information system, to ensure the submission of accurate data according to the processes and timelines established by the California Department of Education (CDE)

In the event that the County Superintendent requires the district to receive technical assistance based on a determination that one or more numerically significant student subgroups in a district school meet the performance criteria established pursuant Education Code 52064.5, the ~~Board~~ district shall ~~work, for a minimum of two years, maintain regular communication with the County Superintendent,~~ and ~~shall provide the County Superintendent~~ timely documentation of to, the County Superintendent regarding the district's completion of the activities listed in ~~items~~ Items #1-~~25~~ above, or substantially similar activities.- (Education Code 52071)

~~With the approval of the County Superintendent, the~~

~~The~~ district may, at its own expense, engage another service provider, including, but not limited to, another school district, the county office of education, or a charter school, to act as a partner to the district in filling the district's need for technical assistance.- (Education Code 52071)

CSBA NOTE: Pursuant to Education Code 52074, the Superintendent of Public Instruction (SPI) may refer a district to CCEE if it is determined to be necessary to help the district accomplish the goals set forth in the district's LCAP. Additionally, following the provision of technical assistance pursuant to Education Code 52071, the County Superintendent and the geographic lead agency may agree to refer the district to CCEE if it is determined to be necessary to help the district accomplish the goals set forth in the district's LCAP. If a district receives an emergency apportionment pursuant to Education Code 41320-41322, the district shall be deemed to have been referred to CCEE. Pursuant to Education Code 52074, as amended by SB 114, other than the circumstances described above, only a district that is eligible for technical assistance pursuant to Education Code 52071 may request advice and assistance from CCEE.

Education Code 52072, as repealed and added by SB 114, provides that if the district meets the performance criteria for assistance and intervention pursuant to Education Code 52064.5 for three or more student subgroups, or all of the district's subgroups if the district has less than three subgroups, in three out of the four consecutive school years, CCEE will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary. When making this determination, primary consideration will be given to the needs of the students in the district. Any

resulting technical assistance will be facilitated by CCEE, in collaboration with the County Superintendent, and focus on building the district's capacity to develop and implement actions and services responsive to student and community needs pursuant to Section 52071 in a manner that streamlines improvement efforts for the school district.

The district shall consider any recommendations from the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP.- (Education Code 52071, 52072, 52074)

CSBA NOTE: Education Code 52072.1, as added by SB 114, provides that the SPI, with approval of the State Board of Education (SBE), may intervene when a district is identified by CCEE pursuant to Education Code 52072 as either (1) failing, or being unable to implement the recommendations of CCEE, or (2) based on the California School Dashboard, exhibiting inadequate performance that is so persistent or acute as to require intervention by the SPI.

For any district identified as needing intervention, the SPI or an academic trustee appointed by the SPI may, with approval of the SBE, take one or more of the actions listed in items #1-3 below.

If the ~~SPI~~Superintendent of Public Instruction (SPI) identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:- (Education Code 52072~~)-.1~~)

1. Revision of the district's LCAP
2. Revision of the district's budget, in conjunction with changes in the LCAP, that would allow the district to improve the outcomes for all student subgroups in regard to state and local priorities
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

CSBA NOTE: Pursuant to 20 USC 6311, based on data in the Dashboard, schools that are in the lowest performing five percent statewide of schools receiving federal Title I funding, as well as high schools with a graduation rate lower than 68 percent averaged over three years, are identified by the California Department of Education (CDE) for comprehensive support and improvement (CSI). Schools are identified for targeted support and improvement if one or more numerically significant student subgroups meet the criteria for the lowest performing five percent of Title I schools, or for additional targeted support and improvement if one student group, on its own, meets these criteria. More information on CSI, including CDE's, "2022 Dashboard Technical Guide: Every Student Succeeds Act School Support," is available on CDE's website. For program requirements, see BP 0520.1 - Comprehensive and Targeted Support and Improvement.

In addition, any school identified by ~~the California Department of Education~~CDE for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement shall develop and implement a school plan in accordance with 20 USC 6311. Such schools may be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to identify and implement more rigorous interventions.

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Community Relations

Regulation 1220: Citizen Advisory Committees

CSBA NOTE: The following optional administrative regulation may be modified to reflect district practice.

Pursuant to Government Code 815.2 and 820.9, members of advisory committees are not liable for injuries caused by the act or omission of the district, a committee, or a committee member acting within the scope of the member's role as a member of the committee. However, a committee member may be liable for injury caused by the member's own wrongful conduct.

Committee Charge

CSBA NOTE: Items #1-9 may be modified to reflect district practice.

When committees are appointed, committee members shall receive written information which includes, but is not limited to:

1. The committee members' names
2. The procedure to be used in the selection of the committee chairperson and other committee officers
3. The name(s) and contact information of staff member(s) assigned to support the work of the committee
4. The goals and specific charge(s) of the committee, including its topic(s) for study
5. The specific period of time that the committee is expected to serve
6. Legal requirements regarding meeting conduct and public notifications
7. Resources available to help the committee perform its tasks
8. Timelines for progress reports and/or final report
9. Relevant Board policies and administrative regulations

Committees Subject to Brown Act Requirements

CSBA NOTE: Generally, any commission, committee, board, or other body created by formal action of the Governing Board, regardless of whether that body is permanent or temporary, decision-making or advisory, is a "legislative body," as defined in Government Code 54952, and is required to comply with the open meeting laws (Brown Act). However, some committees are by law exempted from the Brown Act. For example, committees specified in Education Code 35147 are not subject to the Brown Act; see "Committees Not Subject to Brown Act Requirements" below. Committees composed solely of Board members who are less than a quorum of the Board may also be exempt from Brown Act requirements in limited circumstances; see BB 9130 - Board Committees.

Committees listed in Items #1- 4 below are generally created by formal Board action and thus are subject to the Brown Act. This list should be modified to add any other specific committees in the district created by formal Board action or any committees that the Board has required to follow the Brown Act. This list should be modified to delete any of the committees that were not created by formal Board action (e.g., Superintendent committees) or do not exist within the district. In *Frazer v. Dixon Unified School District*, the court held that the adoption of a Board policy that required the appointment of a committee to advise the Superintendent, and in turn, the Board, was a committee created by "formal Board action" within the meaning of Government Code 54952. Therefore, the committee's meetings were subject to the Brown Act. Districts should consult CSBA's District and County Office of Education Legal Services or district legal counsel when questions arise regarding the applicability of Brown Act requirements to district or school committees.

Brown Act requirements pertaining to open meetings, notices, and public participation pursuant to Government Code 54950-54963 shall be complied with by any committee created by formal action of the Governing Board of Education, including, but not limited to, the following:

1. Advisory committee established pursuant to Education Code 8070 related to career technical education
2. Committee established to assist in development of a student wellness policy pursuant to 42 USC 1758b
3. Committee established pursuant to Education Code 17387-17391 related to the use or disposition of excess real property
4. Citizens' oversight committee established to examine the expenditure of general obligation bond or school facilities improvement bond revenues passed with a 55 percent majority of the voters pursuant to Education Code 15278 and 15359.3

Committees Not Subject to Brown Act Requirements

CSBA NOTE: Pursuant to Education Code 35147, school site councils and some advisory committees, as specified in Items #1-7 below, are exempt from the Brown Act but must comply with other, less complex procedural requirements (i.e., the "mini" Brown Act). In addition, the Board may require other specific district committees that are not subject to the Brown Act to follow the requirements of the "mini" Brown Act. Such committees should be added to the list below.

The following committees shall comply with procedural meeting requirements established in Education Code 35147:

1. Parent advisory committee and English learner parent advisory committee established pursuant to Education Code 52063 to review and comment on the local control and accountability plan

CSBA NOTE: Pursuant to Education Code 35147, school site councils are exempt from the Brown Act and are subject to the procedural meeting requirements in Education Code 35147.

2. School site councils established pursuant to Education Code 65000-65001 to develop and approve a school plan for student achievement
3. District or school advisory committees established pursuant to Education Code 52176 related to programs for English learners
4. School advisory committees established pursuant to Education Code 54425(b) related to compensatory education
5. Any district advisory committee established pursuant to Education Code 54444.2 related to migrant education programs
6. School committees established pursuant to Education Code 11503 related to parent involvement

CSBA NOTE: Pursuant to Education Code 35147, as amended by SB 1057 (Ch. 301, Statutes of 2022), special education advisory committees, established pursuant to Education Code 56190-56194, are not required to meet Brown Act requirements pertaining to open meetings, but must comply with "mini" Brown Act requirements described below.

7. Advisory committees established pursuant to Education Code 56190-56194 related to special education

CSBA NOTE: The paragraphs which follow describe the "mini" Brown Act Requirements pursuant to Education Code 35147.

Meetings of the above councils or committees shall be open to the public, and any member of the public shall have the opportunity to address the council or committee during the meeting on any item within its subject matter jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate location accessible ~~location~~ to the public at least 72 hours before the meeting, specifying the date, time, and location of the meeting and containing an agenda that describes each item of business to be discussed or acted upon. (Education Code 35147)

The above councils or committees shall not take action on any item of business not listed on the agenda ~~unless until after~~ all members present vote unanimously ~~finding~~ that there is a need to take immediate action and that this need came to the council's or committee's attention after the agenda was posted. In addition to addressing items on the agenda, members of the council, committee, or public may ask questions or make brief statements that do not have a significant effect on district students or employees or that can be resolved solely by providing information. (Education Code 35147)

Any council or committee violating the above procedural requirements must, at the demand of any person, reconsider the item at the next meeting, ~~first~~ after allowing for public input on the item. (Education Code 35147)

Any materials provided to a council or committee shall be made available to any member of the public upon request pursuant to the California Public Records Act, Government Code ~~6250-6270.7920.00-~~ 7930.215. (Education Code 35147)

Committees Created by Superintendent

Committees ~~which are~~ created by the Superintendent or designee ~~to advise the administration, that~~ do not report to the Board, and are not specified in Education Code 35147, shall not be subject to the requirements of the Brown Act or Education Code 35147.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Community Relations

Policy 1431: Waivers

CSBA NOTE: The following optional policy covers waiver requests that the State Board of Education (SBE) generally has legal authority to grant (general waivers). In order to provide districts with flexibility without undermining the basic intent of the law, Education Code 33050-33053 permit the Governing Board to request that SBE waive sections of the Education Code and Title 5 of the California Code of Regulations.

Education Code 33050 exempts certain sections of the Education Code from SBE's authority to grant waivers. Education Code 33050 prohibits the waiver of specified provisions relating to funding for charter schools, and, as amended by SB 114 (Ch. 48, Statutes of 2023), prohibits the waiver of transitional kindergarten and kindergarten requirements provided for in Education Code 48000-48003.

This policy does not address waivers expressly authorized by law for specific programs and situations (specific waivers) such as the waiver of Education Code 56101 for students with disabilities, the waiver of specified school site council provisions pursuant to Education Code 65001, waivers that may be granted by the Commission on Teacher Credentialing, or waivers that may be specifically granted by the Superintendent of Public Instruction such as waivers for alternative schools. See BP 6181 - Alternative Schools/Programs of Choice. For any such waiver, the process for obtaining the waiver would be as specified in the provision of law governing the program.

The Governing Board~~The Board of Education~~ recognizes that circumstances may arise in the operation of the district that require a waiver from state law or regulation.- When it is in the interest of district students, the Board may request that the State Board of Education (SBE) waive any provision of state law or regulation which SBE has authority to waive pursuant to Education Code 33050.

CSBA NOTE: The California Department of Education (CDE) website contains an online waiver request system as well as guidance and Frequently Asked Questions to help expedite the waiver submission process. Prior to submitting a waiver request, the district should confirm that it has gathered all the data required and has complied with all the legal requirements for the request. The district should also review Education Code 33051 which specifies the reasons for which SBE may deny the request.

Any waiver request to be submitted to SBE shall first be approved by the Board.- The Superintendent or designee shall ensure that each proposed waiver request includes all information necessary for the Board to analyze the need for the waiver and make an informed decision.

If the proposed waiver request affects a program that requires the existence of a school site council, the Superintendent or designee shall obtain the school site council's approval of the request before presenting it to the Board. As appropriate, other councils or advisory committees, including bilingual advisory committees, shall be provided adequate opportunity to review a proposed waiver request, and the request shall include a written summary of any objections to the request by the councils or advisory committees.- (Education Code 33051)

CSBA NOTE: The following optional paragraph is for use by districts with an employee organization certified to represent the district's employees in negotiations with the district.

In addition, the Superintendent or designee shall consult with the exclusive representative of district employees in the development of the waiver request, and shall include in the request the exclusive representative's position regarding the waiver.- (Education Code 33050, 33051)

CSBA NOTE: The following paragraph is for use by districts that participate in a joint powers entity to operate a regional occupational center or program. See BP 6178.2 - Regional Occupational Center/Program.

A request for a waiver related to a regional occupational center or program operated by a joint powers agency shall be submitted as a joint waiver request with other participating school districts upon approval of a unanimous vote of the governing board of the joint powers agency.- (Education Code 33050)

CSBA NOTE: Education Code 33050 does not include specific requirements in regard to the public hearing that must be held before the Board submits a waiver request. CDE's, "General Waiver Requests", located on its website, state that the public hearing must be properly noticed and held during a board meeting.

To receive public testimony on each proposal for a waiver request, the Board shall hold a properly noticed public hearing during a Board meeting.- (Education Code 33050)

CSBA NOTE: Education Code 33050 does not specify the length of the advanced notice required for the public hearing described above. However, CSBA believes that the notice must allow sufficient time to enable members of the public adequate opportunity to participate in the waiver request process.

CDE's, "General Waiver Requests," provide that distribution of the board meeting agenda is insufficient to constitute proper notice for the public hearing. The notice must specifically invite public testimony, and can be advertised by (1) printing a notice that includes the time, date, location, and subject of the hearing in a newspaper of general circulation, (2) in small districts, posting a formal notice at each school and three public places in the district, or (3) publishing a notice on the district's website that includes the time, date, location, and subject of the hearing. Districts should consult CSBA's District and County Office of Education Legal Services or legal counsel prior to advertising the public hearing by another means.

The following optional paragraph may be revised to specify the length of the notice in accordance with district practice, and should be modified appropriately depending on the size of the district.

The notice, which shall state the time, date, location, and subject of the public hearing and invite public testimony, ~~may~~shall be printed in a newspaper of general circulation ~~and/or,~~ posted at each school and three public places in the district, ~~or published on the district's website.~~

CSBA NOTE: Pursuant to Education Code 33051, any general waiver which has been granted for two consecutive years, or which is initially granted for two years, may be regarded as "permanent" for as long as the information on the waiver request remains current. However, SBE may require updated information for a general waiver whenever it determines that information to be necessary. SBE may also rescind a waiver if additional information supporting a recession is made available to SBE.

If the district determines that a waiver is needed for more than one year, the Board shall reapply to SBE. When the Board has requested and received the same general waiver from SBE for two consecutive years, the Board does not subsequently need to reapply annually provided that the information contained on the request remains current, except that the district shall apply annually for the renewal of any waiver regarding teacher credentialing.- (Education Code 33051)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Students**Policy 5131.2: Bullying**

CSBA NOTE: Education Code 234.4 mandates districts to adopt procedures for preventing acts of bullying, including cyberbullying. The following policy and accompanying administrative regulation contain sample procedures that fulfill this mandate and may be revised to reflect district practice.

In addition, Education Code 234.1 and federal law mandate that the Governing Board adopt policy as well as a process for prohibiting discrimination, harassment, intimidation, and bullying based on specified characteristics and ensuring the protection of complainants from retaliation. Education Code 234.1 requires that the district's nondiscrimination policy include a statement that the policy applies to all acts related to a school activity or school attendance and, as amended by AB 1078 (Ch. 229, Statute of 2023), all acts of the Board and the Superintendent in enacting policies and procedures that govern the district. See BP 0410 - Nondiscrimination in District Programs and Activities and BP 5145.3 - Nondiscrimination/Harassment for language fulfilling this mandate.

The U.S. Department of Education Office for Civil Rights' (OCR) October 2010 Dear Colleague Letter, "Harassment and Bullying," clarifies that misconduct that falls under a district's general anti-bullying policy may also trigger responsibilities under one or more federal or state antidiscrimination laws if the bullying is on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, age, disability, and/or another legally protected category. Federal law requires the district to take immediate and appropriate action to investigate or otherwise determine what occurred and, if it finds that unlawful discrimination did occur, take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring.

OCR's October 2014 Dear Colleague Letter, "Responding to Bullying of Students with Disabilities," explains that any bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of a free appropriate public education and must be remedied under the federal Individuals with Disabilities Education Act. As necessary, the school may need to convene the student's individualized education program (IEP) team to determine whether the student's needs have changed as a result of the bullying and, if so, revise the IEP to ensure that the student continues to receive appropriate special education and related services.

OCR's November 2023 Dear Colleague Letter, "Discrimination, Including Harassment, Based on Shared Ancestry or Ethnic Characteristics," further states that all students, including students who are or are perceived to be Jewish, Israeli, Muslim, Arab, or Palestinian, as well as students who come from, or are perceived to come from, all regions of the world, are entitled to a school environment free from discrimination based on race, color, or national origin. Title VI also protects students from discrimination which is based on (1) actual or perceived citizenship or residency in a country with a dominant religion or distinct religious identity, including Jewish, Muslim, Sikh, Hindu, Christian, and Buddhist students, when the discrimination involves racial, ethnic, or ancestral slurs or stereotypes, (2) a student's skin color, physical features, or style of dress that reflects both ethnic and religious traditions, and (3) where a student came from or is perceived to have come from. Discrimination based on a student's foreign accent, foreign name, or a student speaking a foreign language may also violate Title VI's prohibitions against discrimination.

OCR's May 2023 Dear Colleague Letter, "Addressing Discrimination Against Jewish Students," states that a school violates Title VI when it fails to take adequate steps to address discriminatory harassment, including antisemitic harassment. Such harassment may include ethnic or ancestral slurs, harassment based on appearance, dress, or speech in ways linked to ethnicity or ancestry, or stereotyping based on perceived shared ancestral or ethnic characteristics.

The U.S. Department of Education's June 2023 Toolkit, "Creating Inclusive and Nondiscriminatory

School Environments for LGBTQI Students," includes examples of policies and practices that schools and districts may consider developing to support lesbian, gay, bisexual, transgender, queer, or intersex students and families, including training and activities to reduce and prevent bullying.

Additionally, CSBA's October 2023 Policy Brief, "School Safety: Bullying and Cyberbullying," provides that a positive, safe, and inclusive school climate helps prevent bullying and harassment, reduce absenteeism, and improve academic achievement, and includes resources to assist districts in building safe and inclusive schools.

While this policy is intended to prevent and address all types of bullying incidents among students, when "discriminatory bullying" is committed and the bullying is sufficiently serious to create a hostile educational environment for the alleged victim or to otherwise deny or limit the student's educational benefits and services, including denial of a free appropriate public education, the alleged victim must be afforded the protections specified under relevant state and/or federal law.

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board~~The Board of Education~~ recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

CSBA NOTE: Because bullying and its effects extend beyond the school environment, collaboration among a variety of community agencies and organizations that serve youth may be helpful in preventing and responding to bullying. For further information about building a collaborative, see CSBA's publications, "Safe Schools: Strategies for Governing Boards to Ensure Student Success," and "Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement."

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

CSBA NOTE: Education Code 32282 encourages districts to include bullying prevention policies and procedures in their comprehensive safety plan; see BP 0450 - Comprehensive Safety Plan. In addition, Education Code 52060- 52077 require the Board to adopt and annually update a local control and accountability plan which includes, among other specified state priorities, goals for addressing school climate; see BP/AR 0460 - Local Control and Accountability Plan. Pursuant to Education Code 52060, school climate should be measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

CSBA NOTE: Pursuant to Education Code 234.1, districts are required to adopt a process for receiving and investigating complaints involving unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) based on specified characteristics. Pursuant to 5 CCR 4600-4633, the

uniform complaint procedures (UCP) must be used for this purpose. In addition, federal regulations require districts to adopt procedures providing for prompt and equitable resolution of complaints of unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) on the basis of sex (34 CFR 106.8), disability (28 CFR 35.107 and 34 CFR 104.7), and age (34 CFR 110.25).

Although some bullying incidents may not fall within the provisions of Education Code 234.1 or federal civil rights regulations, CSBA strongly recommends that districts use the UCP to investigate all bullying incidents (whether discriminatory or nondiscriminatory) to ensure consistent implementation by district staff. It is not always easy or possible for staff to know prior to an investigation whether a student was bullied because of an actual or perceived membership in a legally protected class. Those bullying incidents found to involve discrimination based on the results of the investigation would then be resolved using the UCP. When a bullying incident is determined to be nondiscriminatory, it should be resolved through the appropriate disciplinary process. Districts that are concerned about the capacity of a single district compliance officer to handle a possible increase in the number of UCP complaints, or that prefer to handle certain incidents at the school site level whenever possible, may designate multiple compliance officers in accordance with AR 1312.3 - Uniform Complaint Procedures.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR Administrative Regulation 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

CSBA NOTE: Education Code 46600 requires a district to approve an intradistrict transfer request for a victim of bullying. If there is no available school for an intradistrict transfer, the district cannot prohibit the student's interdistrict transfer. See BP/AR 5116.1 - Intradistrict Open Enrollment and AR 5117 - Interdistrict Attendance.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school.- If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Students**Regulation 5131.2: Bullying**

CSBA NOTE: Education Code 234.4 mandates districts to adopt procedures for preventing acts of bullying, including cyberbullying. The following administrative regulation may be revised to reflect district practice.

Examples of Prohibited Conduct

CSBA NOTE: The following section reflects definitions and examples of bullying and cyberbullying contained in the California Department of Education's (CDE), "Bullying Module," and CSBA's October 2023 Policy Brief, "School Safety: Bullying and Cyberbullying," and may be revised to reflect district practice.

Education Code 48900 defines "bullying," including bullying via an electronic act, for purposes of establishing grounds for suspension or expulsion. See AR 5144.1 - Suspension and Expulsion/Due Process. In addition, Penal Code 653.2 makes it a crime to distribute another person's personally identifiable information electronically with the intent to place that person in reasonable fear of the person's own or a family member's safety and for the purpose of imminently causing harassment or injury by a third party.

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act.- Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. ~~Cyberbullying also includes, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include~~ breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying:- An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying:- An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying:- An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying:- An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, ~~web-~~ website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

CSBA NOTE: The U.S. Surgeon General's 2023 Advisory, "Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Healing Effects of Social Connection and Community," emphasizes the critical role that social connection plays in individual and societal health and well-being and provides recommendations for addressing the effects of a lack of social connection. Because schools play an important role in facilitating positive social connection, the advisory includes specific actions districts can implement, as listed in Item #1 below. For more information on mental health and health education, see BP 5141.5 - Mental Health and BP 6142.8 - Comprehensive Health Education.

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection
- ~~1-2.~~ Ensuring that each school establishes clear rules for student **and staff** conduct and implements strategies to promote a positive, supportive, and collaborative school climate
- ~~2-3.~~ Providing information to students, through student handbooks, district and school ~~web-~~siteswebsites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- ~~3-4.~~ Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

CSBA NOTE: Pursuant to Education Code 234.1, the district must adopt a policy requiring school personnel who witness acts of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against a student to take immediate steps to intervene when it is safe to do so. It is recommended that districts apply this policy equally to all students. Also see AR 5145.3 - Nondiscrimination/Harassment.

- ~~4.~~
- ~~5-6.~~ Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

CSBA NOTE: Education Code 32283.5 requires districts to make available annually, to certificated staff and all other employees who have regular interaction with students, CDE's online, "Bullying Module," described below.

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying.- (Education Code 32283.5)

CSBA NOTE: Pursuant to Education Code 234.7, districts are mandated to adopt policy, equivalent to that developed by the Attorney General, which requires the provision of staff training with the components specified below.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students.- Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
-
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
-
3. Identify the signs of bullying or harassing behavior
-
4. Take immediate corrective action when bullying is observed
-
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

CSBA NOTE: Education Code 234.6 requires districts to make specified information on bullying and harassment prevention readily accessible on their websites. The following list reflects, but does not reproduce in exact form, all the items specified in Education Code 234.6.

The Superintendent or designee shall post on the district's web-sitewebsite, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following:- (Education Code 234.6)

CSBA NOTE: Education Code 215 mandates that districts adopt a policy on student suicide prevention, intervention, and postvention; see BP/AR 5141.52 - Suicide Prevention. Districts that do not maintain any of grades K-6 should modify Item #1 accordingly.

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
-
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
-
3. Title IX information included on the district's web-sitewebsite pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web-sitewebsite pursuant to Education Code 221.6
-

4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
-
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
-
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5-
-
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

CSBA NOTE: California content standards related to student education about bullying and violence prevention (e.g., recognizing the characteristics of bullying, examining the effects of bullying on others, demonstrating what to say and do when witnessing bullying) are addressed within the health education content standards adopted by the State Board of Education.

The U.S. Surgeon General's advisory, "Social Media and Youth Mental Health," describes the positive and negative impacts of social media on children and adolescents, including the impact on mental health and well-being, and recommends that schools develop, implement, and evaluate digital and media literacy curriculum to provide students and staff with the skills to strengthen digital resilience.

47 USC 254 mandates districts that receive e-rate discounts to adopt a policy which addresses educating students about appropriate online behavior, including the interaction with other individuals on social networking websites and in chat rooms, as well as providing information about cyberbullying awareness and response. See BP 6163.4 - Student Use of Technology for language implementing this mandate.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

CSBA NOTE: Education Code 234.7 requires districts to educate students about the negative impact of bullying based on actual or perceived immigration status or religious beliefs and customs. The following paragraph reflects the California Attorney General's model policy developed pursuant to Education Code 234.7, contained in the Office of the Attorney General's publication, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues," and has been expanded to include education about the impact of bullying based on any other individual characteristic.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

CSBA NOTE: The remainder of this section reflects recommendations in CDE's, "Bullying Module," and may be revised to reflect district practice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

CSBA NOTE: The following reporting process may be revised to reflect district practice.

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether ~~or not~~ a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether ~~or not~~ the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR Administrative Regulation 1312.3.

CSBA NOTE: The following paragraph may be revised to reflect district practice. Districts have the authority to monitor student use of the district's Internet system and to conduct individual searches of student accounts if there is reasonable suspicion that a user has violated district policy or the law; see BP/AR 5145.12 - Search and Seizure and BP/E 6163.4 - Student Use of Technology.

Business and Professions Code 22589.1, as added by AB 2879 (Ch. 700, Statutes of 2022), requires a social media platform, as defined, to establish a mechanism that allows any individual, regardless of whether that individual has a profile on the internet-based service, to report cyberbullying or any content that violates the existing terms of service. Although not directly applicable to schools, based on this new law, schools may report cyberbullying to social media companies.

Any individuals with information about ~~the cyberbullying~~ activity shall ~~be encouraged to~~ save and print any electronic or digital messages that they feel constitute cyberbullying and ~~to~~ shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student ~~uses~~ used a social networking site or service to bully or harass another student, the Superintendent or designee may ~~file a request with report~~ the ~~networking site or service~~ cyberbullying to ~~suspend the privileges of the student social media platform and to have~~ may request the material be removed.

Discipline/Corrective Actions

CSBA NOTE: Pursuant to Education Code 48900-48900.4, "bullying" is a ground for suspension or expulsion; see AR 5144.1 - Suspension and Expulsion/Due Process.

In Wynar v. Douglas County School District and Lavine v. Blaine School District, the Ninth Circuit upheld discipline for off-campus student conduct that poses an identifiable threat to the safety of other students, staff, or school property or presents a risk of substantial disruption of school activities, provided that the district is able to document the impact or disruption that the conduct has, or could be expected to have, on school activities. The court in J.C. v. Beverly Hills Unified School District found that the district would be able to discipline a student for a video

recorded off campus and posted on YouTube, but that the discipline imposed on this particular student was not justified since the district did not present evidence of specific facts that led school officials to predict that the video would cause substantial disruption (e.g., the video was not violent or threatening nor did it lead to any confrontations between the students).

Consistent with these interpretations, Education Code 48900 defines bullying by means of an "electronic act" to include creation or transmission originating on or off the school site. Thus, for purposes of determining whether the conduct may be subject to suspension or expulsion, the act does not necessarily need to have been committed while at school, while coming to or from school, or during a school-sponsored activity. Nevertheless, the act needs to satisfy the criteria specified in the definition of "bullying" in Education Code 48900 (i.e., a severe or pervasive physical or verbal act or conduct that has or can be reasonably predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property, causing a substantially detrimental effect on the student's physical or mental health, causing substantial interference with the student's academic performance, or causing substantial interference with the student's ability to participate in or benefit from school services, activities, or privileges).

When the conduct does not rise to the level specified in Education Code 48900, the district may implement interventions other than suspension or expulsion to address the bullying. For further information, see CSBA's policy brief, "School Safety: Bullying and Cyberbullying." Also see BP 5131 - Conduct and BP 5145.2 - Freedom of Speech/Expression.

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

CSBA NOTE: The following paragraph may be revised to reflect district practice. Pursuant to Education Code 48900.5, as amended by AB 1165 (Ch. 22, Statutes of 2023), the district is encouraged to have a student who has been suspended, or for whom other means of correction have been implemented pursuant to Education Code 48900.5 for an incident of racist bullying, harassment, or intimidation, as well as the victim, to engage in a restorative justice practice suitable to address the needs of both the victim and the perpetrator, in addition to the other measures specified in the following paragraph.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or ~~principal's~~ designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.- (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community

mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Board Policy Manual
Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Instruction**Policy 6170.1: Transitional Kindergarten**

CSBA NOTE: The following policy is for use by districts that maintain kindergarten and may be revised to reflect district practice. Education Code 33050, as amended by SB 114 (Ch. 48, Statutes of 2023), prohibits the waiver of specified provisions related to transitional kindergarten (TK) and kindergarten provided for in Education Code 48000-48003. For more information on waivers, see BP 1431 - Waivers.

Education Code 48000 provides that children are eligible for kindergarten enrollment if they have their fifth birthday on or before September 1 in that school year; see AR 5111 - Admission. Pursuant to Education Code 48000, as amended by SB 114, for the 2023-24 school year, districts are required to admit any child whose fifth birthday is between September 2 and April 2 to a TK program as a condition of apportionment and phases in timespans for mandatory admittance requirements until the 2025-26 school year, at which time districts are required to admit any child who has their fourth birthday by September 1, as described below.

The California Department of Education's (CDE), "Universal Prekindergarten FAQs" and "Transitional Kindergarten FAQs," available on its website, provide guidance to districts on the implementation of universal prekindergarten and TK programs. Additionally, CDE has developed a universal prekindergarten resources website, "Universal PreKindergarten, California's Great Start," designed for use by districts that operate a California State Preschool Program (CSPP), Head Start, and/or TK program.

Education Code 48000 defines TK as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Many of the requirements applicable to kindergarten (e.g., class size, minimum school day, facilities) are also applicable to TK. The district will receive funding based on average daily attendance (ADA) for students in a TK program that meets the requirements specified in Education Code 48000.

Education Code 8281.5 established the California Prekindergarten Planning and Implementation Grant Program as an early learning initiative with the goal of expanding access to classroom-based prekindergarten programs. The program allocates funding to all districts that operate kindergarten programs through minimum base grants, enrollment grants based on a district's kindergarten enrollment, and supplemental grants based on a district's percentage of unduplicated students. Grant funds may be used for costs associated with creating or expanding preschool programs through the CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the district, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies. Since funds for this program have already been granted, CDE is authorized, pursuant to SB 114 and SB 141 (Ch. 194, Statutes of 2023), to allocate or prorate unexpended funds from the California Prekindergarten Planning and Implementation Grant Programs to districts for costs associated with the educational expenses of current and future CSPP, TK, and kindergarten professionals that support their attainment of required credentials, permits, or professional development in early childhood instruction or child development, including developing competencies in serving inclusive classrooms and dual language learners.

Education Code 17375, as amended by SB 114, extends the time that funds from the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program, which provides one-time grants to school districts to construct new school facilities or retrofit existing school facilities including for the purpose of providing TK classrooms, are available for encumbrance or expenditure by the State Allocation Board.

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. -The TK program shall assist students in developing the academic, social, and emotional skills needed to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. -(Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

Eligibility

~~The district's TK program shall admit children as follows: (Education Code 48000):~~

- ~~1. Eligibility For the 2021-22 school year, children whose fifth birthday is between September 2 through December 2~~

~~For the 2022-23 school year, children whose fifth birthday is between September 2 and February 2~~

CSBA NOTE: While children are not required to attend Kindergarten or TK, all school districts are required to provide TK to age-eligible children pursuant to Education Code 48000. According to CDE's, "Universal Prekindergarten FAQs," no age-eligible child may be denied access to TK by being placed on a waiting list.

The district's TK program shall admit children as follows: (Education Code 48000):

~~2.~~

- ~~3.1.~~ For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2

- ~~4.2.~~ For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2

- ~~5.3.~~ For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program. ~~(Education Code 48000).~~, including, but not limited to, a Head Start program, a childcare center serving children through an alternative payment program, a general childcare and development program, a California State Preschool Program (CSPP), a migrant childcare and development program, childcare and development services for children with special needs, or a program serving children through a CalWORKs Stage 1, Stage 2, or Stage 3 program. (Education Code 48000)

CSBA NOTE: CDE's, "Universal Prekindergarten FAQs," clarify that children are required to have documentation of required immunizations or a valid exemption prior to admission to TK. For information about required immunizations and exemptions, see BP/AR 5141.31 - Immunizations.

Parents/guardians of eligible children shall be notified of the availability of the TK program and of the age, residency, immunization, and any other enrollment requirements. -Enrollment in the TK program shall be voluntary.

CSBA NOTE: The following paragraph is optional. If the district chooses to allow kindergarten-eligible children to enroll in the TK program, CDE recommends in its, "Universal Prekindergarten FAQs," that the district establish criteria to determine selection requirements. The parent/guardian of a kindergarten-eligible child who is enrolled in TK must, at the end of the year, sign a Kindergarten Continuance Form verifying agreement with the child enrolling in kindergarten the following year; see section "Continuation to Kindergarten" below.

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program upon request of a child's parents/guardians, if the Superintendent or designee, determines that it is in the child's best interest.

CSBA NOTE: The following paragraph is optional. Pursuant to Education Code 48000, the district may, at its discretion, determine whether to allow admittance of children whose fifth birthday is after the date specified for admittance for the applicable year as described above. Such students may be admitted at any time during the school year, including at the beginning of the year. Education Code 48000 provides that districts will not receive ADA apportionment for a child whose birthday is after the date specified for the applicable year until the child's fifth birthday.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above, provided that upon the recommendation of the Superintendent or designee ~~recommends~~, the Board determines that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. -Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. -(Education Code 48000)

CSBA NOTE: The following paragraph is optional and may be deleted by districts that do not allow early enrollment children in TK. Pursuant to Education Code 48000.15, as amended by SB 141, for the 2023-24 and 2024-25 school years, a district that offers TK to early enrollment children must concurrently offer enrollment in a CSPP program, if offered by the district, space permitting. The district may enroll an early enrollment child in a CSPP program operated by the district regardless of income, after all other eligible children have been enrolled. Districts will not receive ADA apportionment for an early enrollment child admitted to TK until the child's fifth birthday. For more information on district preschool programs, see BP/AR 5148.3 - Preschool/Early Childhood Education.

Additionally, the district may enroll an early enrollment child in TK whose fourth birthday is between June 3 and September 1, inclusive, preceding the school year during which they are enrolled in TK. The Superintendent or designee shall maintain any classroom that includes an early enrollment child with a classroom enrollment that does not exceed 20 students and an adult-to-student ratio of at least one adult to every 10 students. Additionally, if an early enrollment child is enrolled in TK, the district shall concurrently offer enrollment to the child in the district's CSPP, subject to available space. (Education Code 48000.15)

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. -(Education Code 48000)

CSBA NOTE: Education Code 48000 states the Legislature's intent that the TK curriculum be aligned to the California Preschool Learning Foundations developed by CDE. These standards address essential knowledge and skills in the subject areas listed below. The standards and companion preschool curriculum frameworks are available on CDE's website.

Pursuant to Education Code 8203.3, CDE in consultation with the California Department of Social Services, is responsible for establishing and updating prekindergarten learning development guidelines that focus on preparing children for kindergarten, including developmental milestones, assessment, and suggested methods for achievement.

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). -It shall be designed to facilitate students' development in essential knowledge and skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Education Code 37202 permits districts to maintain TK and kindergarten classes for different lengths of time during the school day, either at the same or a different school site. Districts offering TK classes for different lengths of time are still required to meet the minimum and maximum length of school day provided in law. Pursuant to Education Code 46111, 46115, and 46117, at the kindergarten and TK level the minimum school day is three hours (180 minutes), including recess but excluding noon intermission, and the maximum school day is four hours (240 minutes), excluding recess, except for students in expanded learning opportunity programs intended to supplement instructional time provided by a district pursuant to Education Code 46120 or if the district has adopted an extended-day kindergarten pursuant to Education Code 8973. However, pursuant to Education Code 46119, if the district has fewer than 40 kindergarten students, the Governing Board may apply to the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each, including recesses, taught on the same day by the same teacher. Also see BP/AR 5148.2 - Before/After School Programs and AR 6112 - School Day.

Pursuant to Education Code 48003, districts are required to provide an annual report to CDE regarding the type of kindergarten program offered by the district, including part day, full day, or both. The California Basic Educational Data System (CBEDS) School Information Form, located on CDE's website, requires a report on the type of TK program offered.

The Board shall establish the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours long, including recess but excluding noon intermission, except for TK students enrolled in expanded learning opportunity programs provided by the district pursuant to Education Code 46120. -If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. -The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day, or both. -(Education Code 8973, 37202, 46111, 46115, 46117, 48003)

The Superintendent or designee shall ~~develop a plan~~ collaborate with parents/guardians and relevant community groups, in accordance with the plan developed for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, ~~the California State Preschool Program (CSPP)~~, Head Start programs, and other community-based early learning and care programs.-

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. According to CDE's, "Universal Prekindergarten FAQs," it is the intent of the law to provide separate and unique experiences for TK and kindergarten students. However, districts have flexibility to determine how best to meet the curricular needs of each child and whether TK and kindergarten students may be enrolled in the same classrooms.

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

TK students may be commingled in the same classroom with four-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements:- (Education Code 8207, 48000):

1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten
2. An early childhood environment rating scale, as specified in 5 CCR 18281, is completed for the classroom
3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272

4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing (CTC) in accordance with Education Code 44065 and 44256
5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241
6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

The district shall maintain an average TK class enrollment of not more than 24 students for each school site-, not including students who are continuously enrolled in and meet the minimum day requirement for independent study for more than 14 school days in a school year. (Education Code 48000)

Staffing

CSBA NOTE: To be qualified to teach a TK class, the teacher must possess an appropriate multiple subjects or early childhood education credential issued by the Commission on Teacher Credentialing (CTC) authorizing instruction in TK. Education Code 48000 establishes additional requirements for credentialed teachers who are first assigned to a TK class after July 1, 2015, as provided below. CTC may issue a one-year emergency specialist teaching permit in early childhood education that authorizes teaching all subjects in a self-contained TK general education classroom, provided that certain conditions are met as specified in Education Code 44300.

Additionally, CTC has amended 5 CCR 80067, and adopted 5 CCR 80067.1 and 80067.2, which are pending approval by the Office of Administrative Law as of October 2023, pertaining to the prekindergarten-grade 3 early childhood education specialist credential. The proposed credential is designed to provide individuals who already hold a bachelor's degree and have gained experience in early childhood education through their work, to have an expedited pathway to earning the credential to teach in the prekindergarten-grade 3 environment. See CTC Coded Correspondence 23-02 for more information regarding the proposed regulations. For more information about the Early Childhood Education Emergency Specialist Permit/Emergency Transitional Kindergarten Permit, see AR 4112.2 -- Certification.

TK assignments are subject to assignment monitoring and reporting by the County Superintendent of Schools in accordance with Education Code 44258.9.

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from ~~the Commission on Teacher Credentialing (CTC)~~ that authorizes such instruction.

CSBA NOTE: Education Code 48000, as amended by SB 114, extends until August 1, 2025, the requirement for credentialed teachers who are first assigned to a TK class to meet additional qualifications, as described below.

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, ~~2023~~2025, have at least 24 units in early childhood education and/or child development, comparable professional experience in a preschool setting, and/or a child development teacher permit or an early childhood specialist credential issued by CTC. -(Education Code 48000)

CSBA NOTE: Education Code 8281.5 permits the use of funding from the California Prekindergarten Planning and Implementation Grant Program for the purpose of professional development, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners, and which as amended by SB 114 and SB 141, extends the time that CDE is authorized to allocate or prorate unexpended funds.

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.

CSBA NOTE: Education Code 48000, as amended by SB 114, requires districts to maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2025-26 school year.

~~The district shall~~ ~~The district shall, commencing with the 2022-23 school year,~~ maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the ~~2023-24~~2025-26 school year.- (Education Code 48000)

Continuation to Kindergarten

CSBA NOTE: The following section is consistent with guidance in CDE's "Universal Prekindergarten FAQs."

There is no requirement that an age-eligible student complete a year of TK or kindergarten before enrolling in first grade. Pursuant to Education Code 48010, a student must be six years old on or before September 1 to be eligible for first grade. However, if a student is not six years old by September 1, the student may be admitted to first grade in accordance with Education Code 48011, if the child has completed one year of kindergarten or, in some cases, has attended some kindergarten. CDE's, "Universal Prekindergarten FAQs," note that a year of TK is not equivalent to a year of kindergarten, for purposes of enrolling a 5-year-old student in first grade pursuant to Education Code 48011.

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. -Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuation Form for kindergarten attendance.

CSBA NOTE: The following optional paragraph is for use by districts that allow kindergarten-eligible children to enroll in TK; see "Eligibility" section above. When such students are subsequently enrolled in kindergarten, the district is required to obtain a signed Kindergarten Continuation Form in order to receive kindergarten ADA for those children since they would otherwise be age-eligible for first grade. A sample Kindergarten Continuation Form is available on CDE's, "Universal Prekindergarten FAQs" website. CDE recommends that approval for a student to continue in kindergarten not be sought until near the end of the year of TK, since permission obtained unreasonably far in advance could be found invalid.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuation Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

CSBA NOTE: Pursuant to Education Code 46300, the district may not include for ADA purposes the attendance of any student for more than two years in kindergarten or for more than two years in a combination of TK and kindergarten.

A student shall not attend more than two years in kindergarten or a combination of TK and kindergarten. -(Education Code 46300)

Assessment

CSBA NOTE: The following section may be revised to reflect district practice. One assessment resource for TK students is CDE's Desired Results Developmental Profile, which is designed to assess the developmental progression of all children from early infancy to kindergarten entry.

The Superintendent or designee may develop or identify appropriate formal and/or informal

assessments of TK students' development and progress. -The Superintendent or designee shall monitor and regularly report to the Board regarding program implementation, the progress of students in meeting related academic standards, and student preparedness for future education.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Board Bylaws**Bylaw 9321: Closed Session**

CSBA NOTE: The Governing Board may hold a closed session only for purposes expressly authorized by the Brown Act (Government Code 54950-54963), Government Code 3549.1, or by a provision of the Education Code. Prior to recessing to closed session, the Brown Act requires the Board to disclose the items to be discussed in closed session either verbally or by reference to the items as they are described in the posted agenda. Consistent with the Brown Act, Exhibit (1) provides specific language for most types of closed session items. Additionally, the Brown Act requires the Board to publicly report any action taken in closed session and the vote or abstention on that action of every member present. Consistent with the Brown Act, Exhibit (2) provides specific language for reporting out on closed session items following the closed session.

~~The Governing Board~~ ~~The Board of Education~~ is committed to complying with state open meeting laws and modeling transparency in its conduct of district business.- The Board shall hold a closed session during a regular, special, or emergency meeting only for purposes authorized by law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting, as required by law and ~~specified below.~~ (provided in the accompanying Exhibit (1). (Education Code 35145, Government Code 54954.2), 54954.5, 54957)

In the open session preceding the closed session, the Board shall disclose the items to be discussed in closed session: ~~as specified in this bylaw. The Board may either state the information on the agenda or refer the public to the item(s) as listed by number or letter on the agenda.~~ In the closed session, the Board may consider only those ~~matters~~items covered in its statement.- (Government Code 54957, 54957.7)

After the closed session, the Board shall reconvene in open session before adjourning the meeting and, when applicable, shall publicly disclose any ~~action~~actions taken in the closed session, the votes or abstentions thereon, and other disclosures ~~as specified below that are applicable to the matter being addressed in this bylaw.~~ Such reports may be made in writing or orally at the location announced in the agenda for the closed session- as required by law and provided in the accompanying Exhibit (2). (Education Code 32281; Government Code 54957.1, 54957.7)

CSBA NOTE: Pursuant to Government Code 54957.1, a document approved or adopted in closed session must be provided to any person who has submitted a written request within 24 hours of the posting of the agenda or who has made a standing request for all documentation as part of a request for meeting notices pursuant to Government Code 54954.1 or 54956.

When an action taken during a closed session involves final approval or adoption of a document, such as a contract or settlement agreement, that becomes public upon such approval or adoption, the Superintendent or designee shall provide a copy of the document to any person present at the conclusion of the closed session who submitted a written request.- If the action taken results in one or more substantive amendments, the Superintendent or designee shall make the document available the next business day or when the necessary ~~retyping is~~changes to the document are completed.- Whenever copies of an approved agreement will not be immediately released due to an amendment, the Board president shall orally summarize the substance of the amendment for those present at the end of the closed session.- (Government Code 54957.1)

Confidentiality

CSBA NOTE: Pursuant to Government Code 54963, a Board member who discloses confidential information received in a closed session may be referred to the local grand jury or may be subject to action in a court of law. For a definition of confidential information and the actions that may be taken against a Board member if such information is disclosed, see BB 9011 - Disclosure of Confidential/Privileged Information.

A Board member shall not disclose confidential information received in closed session unless the Board authorizes the disclosure of that information- or the information has been publicly reported by the District. (Government Code 54963)

The Board shall not disclose any information that is protected by state or federal law.- In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed.- (Government Code 54957.7, 54961)

Personnel Matters: Appointment, Employment, Performance Evaluation or Discipline/Dismissal/Release

CSBA NOTE: Government Code 54957 authorizes the use of closed sessions to consider and, as applicable, vote on the appointment, employment, evaluation of performance, discipline, or dismissal of an employee. Consistent with Government Code 54957.1 and 54957.7, this provision may be interpreted to include a demotion or other change in employment status. For the purpose of these closed sessions, "employee" includes an officer or independent contractor who functions as an officer or employee but excludes Board members. The Attorney General has concluded in 59 Ops.Cal.Atty.Gen. 532 (1976) that it is appropriate to use a closed session to discuss and evaluate Superintendent performance. However, the Board may not discuss or act upon any proposed change in compensation other than a reduction of compensation that results from the imposition of discipline under this exception, although such a discussion may occur under Government Code 54957.6.

The Board may hold a closed session under the "personnel exception" to consider the appointment, employment, performance evaluation, discipline, ~~or~~ dismissal, or change in employment status of an employee.

Such a closed session shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline.- (Government Code 54957)- 54957.1)

Personnel Matters: Specific Complaints or Charges

CSBA NOTE: Government Code 54957 authorizes the use of closed sessions to consider and, as applicable, vote on complaints or charges against an employee, so long as the district provides the employee with 24-hour notice in advance of the closed session. Failure to provide such notice will render any action taken by the Board in the closed session null and void. Determining whether a "specific complaint or charge" is involved is usually fact-specific and the Board should consult with CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate.

In Furtado v. Sierra Community College District, the court held that the term "specific complaints or charges" as used in Government Code 54957 does not include negative comments in an employee's performance evaluation. In another decision, Bell v. Vista Unified School District, the court determined that a presentation to the Board by a district staff member regarding an employee's violation of a California Interscholastic Federation rule constituted a "complaint or charge" and thus the employee was entitled to 24-hour notice. Yet another ruling, Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners, held that when a board rejects its hearing officer's findings of fact and conducts its own hearing, the employee must be given 24-hour notice.

Furthermore, an Attorney General opinion (78 Ops.Cal.Atty.Gen. 218 (1995)) has clarified that a probationary certificated employee does not have the right to an open session when the Board is discussing whether to reemploy the employee for a third consecutive school year. Education Code 44929.21 allows the Board to non-reelect a probationary certificated employee at the end of the first or second school year as long as written notice is given in accordance with law. For more information, see AR 4117.6 - Decision Not to Rehire.

The Board may ~~also~~ hold a closed session to hear complaints or charges brought against an employee ~~by another person or employee~~, unless the employee who is the subject of the complaint requests an open session. ~~Before the Board holds a closed session on specific complaints or charges brought against an employee, the Superintendent or designee shall ensure that the employee shall receive receives~~ written notice of the right to have the complaints or charges heard in open session ~~if desired~~. This notice shall be delivered personally or by mail at least 24 hours before the time of the closed session. (Government Code 54957)

Personnel Matters: Application for Early Withdraw of Funds in Deferred Compensation Plan

The Board may hold a closed session to discuss an employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. ~~(Government Code 54957.10)~~

~~Agenda items related to district employee appointments and employment shall describe the position to be filled. Agenda items related to performance evaluations shall specify the title of the employee being reviewed. Agenda items related to employee discipline, dismissal, or release require no additional information. (Government Code 54954.5)~~

~~After the closed session, the Board shall report any action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a district employee and shall identify the title of the affected position. The report shall be given at the public meeting during which the closed session is held, except that the report of a dismissal or nonrenewal of an employment contract shall be deferred until the first public meeting after administrative remedies, if any, have been exhausted. (Government Code 54957.1)~~

(Government Code 54957.10) Negotiations/Collective Bargaining

~~Unless otherwise agreed upon by the parties involved, the following shall not be subject to the open meeting requirements of Brown Act: (Government Code 3549.1)~~

- ~~1. Negotiations/Collective Bargaining Any meeting and negotiating discussion between the district and a recognized or certified employee organization~~
- ~~2. Any meeting of a mediator with either party or both parties to the meeting and negotiating process~~
- ~~3. Any hearing, meeting, or investigation conducted by a factfinder or arbitrator~~
- ~~4. Any executive (closed) session of the district or between the district and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives~~

CSBA NOTE: Pursuant to Government Code 54957.6, the Board is authorized to hold a closed session with the district's designated representatives regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits to its represented and unrepresented employees, including the Superintendent. However, Government Code 54957.6 explicitly prohibits the Board from taking final action in closed session on the proposed compensation of one or more unrepresented employees. Additionally, the Attorney General has concluded in 98 Ops. Cal. Atty. Gen. 41 (2015) that this exception does not permit the Board to meet in closed session with its designated representative to discuss the negotiation of a project labor agreement because the contractors and laborers covered by such an agreement are not district employees.

The Board may meet in closed session, ~~prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees~~, to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid

in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation. ~~Prior to the closed session, the Board shall identify its designated representative in open session. Any closed session held for this purpose~~ A closed session regarding salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session.- (Government Code 54957.6)

The Board also may meet in closed session with a state conciliator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

~~Agenda items related to negotiations shall specify the name(s) of the district's designated representative(s) attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the organization representing the employee(s) or the position title of the unrepresented employee who is the subject of the negotiations. (Government Code 54954.5)~~

Approval

CSBA NOTE: Pursuant to Government Code 54957.1, the Board may vote on an agreement regarding labor negotiations in closed session and then publicly report after the agreement is final and has been accepted or ratified by the other party. For a new collective bargaining agreement, however, it is also common practice for Boards to vote in open session rather than closed session.

Pursuant to Government Code 54957.1, approval in closed session of an agreement regarding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be reported after the agreement is final and has been accepted or ratified by the other party. ~~This report shall identify~~ However, the item approved and the other party or parties to the negotiation. Board may, at its sole discretion, vote on such an agreement in open session. (Government Code 54957.1)

CSBA NOTE: The Educational Employment Relations Act (EERA) (Government Code 3540-3549.3) lists certain exemptions from the Brown Act related to negotiations. The critical exemption for districts is that the Brown Act does not apply to a meeting of the Board if the meeting is exclusively for the purpose of discussing the Board's position regarding any matter within the scope of representation and determining how to instruct its designated representatives, regardless of whether its designated representatives attended. If it is combined with another closed session item and/or an open session item, then the Brown Act applies. It is recommended that the Board utilize this provision of the EERA sparingly and consult CSBA's District and County Office of Education Legal Services or legal counsel prior to meeting under this provision.

Pursuant to Government Code 3549.1, the Board may, without following the requirements of the Brown Act, meet in closed session exclusively for the purpose of discussing its position regarding any matter within the scope of representation or for the purpose of instructing its designated representatives. The Board shall not discuss any other item at any such closed session. (Government Code 3549.1)

Matters Related to Students

CSBA NOTE: This following section should be revised to reflect district practice. Education Code 35146, 48912, and 49070 permit a Board to consider in closed session any disciplinary action (except expulsion) against a student, any other action against a student, and a challenge to a student record. The district is required to provide the student and the student's parent/guardian with advance notice that the disciplinary action will be considered in closed session and that the parent/guardian may, within 48 hours from receipt of the notice, request the district to have the item heard in a public open session rather than in closed session. While Education Code 35146, 48912, and 49070 do not provide the days or hours prior to the meeting by which the notice to the student and the student's parent/guardian must be given, it is recommended that the district notify the student and the

student's parent/guardian at least 72 hours before the meeting, including for special meetings.

If a public hearing would lead to the disclosure of confidential student information such as grades or discipline information, the Board shall meet in closed session to consider a suspension, disciplinary action, any other action against a student except expulsion, or a challenge to a student record. ~~If a written request for open session is received from the parent/guardian or adult student~~ At least 72 hours prior to the start of the meeting of which the closed session is a part, the Superintendent or designee, on behalf of the Board, shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent/guardian of the intent of the Board to hear the item in closed session. ~~If a written request for open session is received from the student or the student's parents/guardians within 48 hours of receiving the notice,~~ the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any other student other than the student requesting the public meeting shall beremain in closed session. - (Education Code 35146, 48912, 49070)

CSBA NOTE: Education Code 48918 requires a hearing to determine whether a student should be expelled. The hearing may be held by the Board, a hearing officer, or an administrative panel. See BP/AR 5144.1 - Suspension and Expulsion/Due Process.

If the Board conducts an expulsion hearing pursuant to Board Policy 5144.1 - Suspension and Expulsion/Due Process, the Board shall meet do so in closed session ~~to consider the expulsion of a student,~~ unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may shall meet in closed session for the purpose of deliberating and determining whether the student should be expelled. - (Education Code 48918)

~~Agenda items related to student matters shall briefly describe the reason for the closed session, such as "student expulsion hearing" or "grade change appeal," without violating the confidentiality rights of individual students. The student shall not be named on the agenda, but a number may be assigned to the student in order to facilitate record keeping. The agenda shall also state that the Education Code requires closed sessions in these cases in order to prevent the disclosure of confidential student record information.~~

CSBA NOTE: Although Education Code 48918 states that student expulsion records are "nonprivileged, disclosable public records" and the Attorney General in 80 Ops.Cal.Atty.Gen. 85 (1997) has opined that districts must disclose the student's name, the court in Rim of the World Unified School District v. San Bernardino County Superior Court held that the federal Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) preempts state law and prohibits the disclosure of student expulsion records to the public. Failure to comply with FERPA may lead to loss of federal funding. Because of the potential conflict between state and federal law, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or legal counsel prior to adopting the following paragraph.

~~Final action on a student matter deliberated in closed session shall be taken in open session and shall be a matter of public record. (Education Code 35146, 48918)~~

In order to protect student privacy rights provided in 20 USC 1232g or other applicable laws. ~~In an expulsion or other disciplinary action, the cause for the disciplinary action shall be disclosed in open, the identity of a student shall not be listed in the agenda and, unless the item is heard in open session, shall not be included in any report after closed session. Additionally, a student matter shall be listed in the open session portion of the agenda with the same description and numbering system as it was on the closed session, but the Board shall refer to the student number or other identifier and shall not disclose the student's name.~~ portion of the agenda.

Security Matters

The Board may meet in closed session with the Governor, Attorney General, ~~district attorney~~ District Attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public

buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities.- Such discussions may be held in closed session during an emergency meeting called pursuant to ~~Government Code 54956.5 if agreed to by a two-thirds vote of the Board members present, or, if less than two-thirds of the members are present, by a unanimous vote of the members present. (Government Code 54956.5, 54957)~~

~~Agenda items related to these security matters shall specify the name of the law enforcement agency Board Bylaw 9320 - Meetings and the title of the officer, or name of applicable agency representative Notices and title, with whom the Board will consult. (Government Code 54954.5)~~

Bylaw/Exhibit (1) 9323.2 - Actions By The Board.

The Board may also meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. ~~Following the closed session, the Board shall report any action taken to approve the plan, but need not disclose the district's plan for tactical responses. (Education Code 32281)~~

Real Property Negotiations

CSBA NOTE: The Attorney General opined in 94 Ops.Cal.Atty.Gen. 82 (2011) that only three subjects related to real property negotiations may be considered in closed session: (1) the amount of consideration the local agency is willing to pay or accept in exchange for the real property rights to be acquired or transferred, (2) the form, manner, and timing of how that consideration will be paid, and (3) items that are essential to arriving at the authorized price and payment terms.

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. ~~(Government Code 54956.8)~~

~~Before holding the closed session, the Board shall hold an open and public session to identify its negotiator(s), the property under negotiation, and the person(s) with whom the negotiator may negotiate. For purposes of real property transactions, negotiators may include members of the Board. (Government Code 54956.8)~~

~~Agenda items related to real property negotiations shall specify the district negotiator attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the negotiating parties and the street address of the real property under negotiation. If there is no street address, the agenda item shall specify the parcel number or another unique reference of the property. The agenda item shall also specify whether instruction to the negotiator will concern price, terms of payment, or both. (Government Code 54954.5)~~

~~When the Board approves a final agreement concluding real estate negotiations pursuant to Government Code 54956.8, it shall report that approval and the substance of the agreement in open session at the public meeting during which the closed session is held. If final approval rests with the other party to the negotiations, the Superintendent or designee shall disclose the fact of that approval and the substance of the agreement upon inquiry by any person, as soon as the other party or its agent has informed the district of its approval. (Government Code 54957.1)~~

Pending Litigation

(Government Code 54956.8)

Anticipated Litigation/Initiation of Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive

advice from its legal counsel regarding ~~pending anticipated litigation or whether to initiate~~ litigation when discussion of ~~the either~~ matter in open session would prejudice the district's position ~~in the with respect to such~~ litigation.- For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. ~~(Government Code 54956.9)~~

Litigation is considered "pending" in any of the following circumstances:- (Government Code 54956.9)

1. ~~Litigation to which the district is a "party" has been initiated formally. (Government Code 54956.9(d)(1))~~

CSBA NOTE: Pursuant to Government Code 54956.9, the district is considered to be a "party," or to have "significant exposure," to litigation if any of its officers or employees is a party or has significant exposure to the litigation under circumstances specified below.

~~Litigation is considered to be "anticipated" when A point has been reached where, in the Board's opinion based on the advice of its legal counsel regarding the "existing facts and circumstances," there is a "significant exposure to litigation" against the district, or the Board is meeting solely to determine whether, or against a district officer or employee based on existing facts or circumstances, a closed-session is authorized. prior or prospective activities or alleged activities during and potentially during the course and scope of that office or employment. (Government Code 54956.9(d)(2), (3))~~

~~2. Existing facts and circumstances for these purposes are limited to the following:- (Government Code 54956.9)~~

- ~~a.1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiff(s) and which do not need to be disclosed.~~
- ~~b.2. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiff(s) and which must be publicly disclosed before the closed session or specified on the agenda.~~
- ~~e.3. The receipt of a claim pursuant to the Government Claims Act or a written threat of litigation from a potential plaintiff. The claim or written communication must be available for public inspection.~~
- ~~d.4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.~~
- ~~e.5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting and the record is available for public inspection. Such record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat of litigation on the victim's behalf or identify an employee who is the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.~~

~~Based on existing facts and~~

3. ~~**CSBA NOTE: Under certain circumstances,** the Board has decided to initiate or is deciding whether to initiate litigation. (Government Code 54956.9(d)(4))~~

~~Before holding a closed-session pursuant to the pending litigation exception, the Board shall state on the agenda or publicly announce the subdivision of Government Code 54956.9 under which the closed-session is being held. If authority is based on Government Code 54956.9 (d)(1), the Board shall either state the title or specifically identify the litigation to be discussed or state that doing so would jeopardize the district's ability to effectuate service of process upon unserved parties or to conclude~~

~~existing settlement negotiations to its advantage. (Government Code 54956.9)~~

~~Agenda items related to pending litigation shall be described as a conference with legal counsel regarding either "existing litigation" or "anticipated litigation." (Government Code 54954.5)~~

~~"Existing litigation" enables multiple anticipated litigation items to be grouped together into one closed session agenda item so long as the number of items shall identify the name of the case specified by either the claimant's name, names of parties, or case or claim number, unless the Board states that to identify the case would jeopardize service of process or existing settlement negotiations. (Government Code 54954.5)~~

~~"Anticipated litigation" items shall state that there is significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3) and shall specify the potential number of cases. When the district expects to initiate a suit, items related to is listed in the agenda. However, given the complexity and nuance of the different disclosure requirements for anticipated litigation shall state that the discussion relates to the initiation of litigation pursuant to Government Code 54956.9(d)(4) and shall specify the potential number of cases. The agenda or an oral statement before the closed session may be required to provide additional information regarding existing facts and circumstances described in item #2 b e above. (Government Code 54954.5)~~

~~Following the closed session, the Board shall publicly report, as applicable: (Government Code 54957.1) items, it is recommended that each anticipated litigation item be listed as a separate agenda item.~~

- ~~1. Approval to legal counsel to defend, appeal or not appeal, or otherwise appear in litigation. This report shall identify the adverse parties, if known, and the substance of the litigation.~~
- ~~2. Approval to legal counsel to initiate or intervene in a lawsuit. This report shall state that directions to initiate or intervene in the action have been given and that the action, defendants, and other details will be disclosed to inquiring parties after the lawsuit is commenced unless doing so would jeopardize the district's ability to serve process on unserved parties or its ability to conclude existing settlement negotiations to its advantage.~~
- ~~3. Acceptance of a signed offer from the other party or parties which finalizes the settlement of pending litigation. This report shall state the substance of the agreement.~~

~~If approval is given to legal counsel to settle pending litigation but final approval rests with the other party or with the court, the district shall report the fact of approval and the substance of the agreement thereon to persons who inquire once the settlement is final. (Government Code 54957.1)~~

~~In Fowler v. City of Lafayette, the appellate court clarified that when an item is agendaized in closed session based on Item #5 above, then Government Code 54956.9 requires that the statement be made available to the public. Upon receiving a threat of litigation in such a manner, the Board should consult with CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate. The following paragraph should be revised to reflect district practice.~~

Each agenda item related to anticipated litigation shall only contain one such matter. For an anticipated litigation item that is anticipated based on Items #2, #3, or #5 above, the agenda item shall also include the facts or circumstances that might result in litigation, the claim or written threat of litigation, or the record of the threat. However, the agenda item shall not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on the alleged victim's behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed. (Government Code 54956.9)

Existing Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding existing litigation when discussion of the matter in open session would prejudice the district's position with respect to such litigation. Litigation is considered to be "existing" when the district has been named a party to the litigation or a district officer or employee has been named a party to the litigation based on prior or prospective activities or alleged activities during the course and scope of that office or employment, including litigation in which involves whether an activity is outside the course and scope of the office or employment. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Tort, Public, or Workers' Compensation Liability

CSBA NOTE: The following paragraph is for use by districts participating in a joint powers agency (JPA) for insurance pooling or in a self-insurance authority.

Joint Powers Agency Issues

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member.- (Government Code 54956.95)

Joint Powers Agency Issues

CSBA NOTE: Pursuant to Government Code 54956.96, a JPA may adopt a provision, either through a policy or through the joint powers agreement, authorizing a school district Board member serving on the JPA board to disclose confidential information received during the JPA board's closed session under the circumstances specified below. Government Code 54954.5 provides an agenda description for the purpose of this closed session. The following optional paragraph is for use by districts that participate in a JPA that has adopted such a provision.

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may ~~also~~ meet in closed session in order to receive, discuss, and take action concerning information ~~obtained in a closed session of the JPA~~ that has direct financial or liability implications for the district- and that was obtained in a closed session of a JPA of which the district is a member.

During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members.- (Government Code 54956.96)

~~Closed session agenda items related to conferences involving a JPA shall specify the name of the JPA, the closed session description used by the JPA, and the name of the Board member representing the district on the JPA board. Additional information listing the names of agencies or titles of representatives attending the closed session as consultants or other representatives shall also be included. (Government Code 54954.5)~~

))

Review of Audit Report from California State Auditor's Office

CSBA NOTE: Government Code 54956.75 authorizes the Board to meet in closed session to discuss a confidential final draft audit report from the California State Auditor's Office. This authority relates to situations in which a member of the legislature has requested the California State Auditor's Office to audit a school district. This audit is separate from the annual audit that districts must conduct pursuant to Education Code 41020. The law does not authorize the Board to meet in closed session to discuss the district's annual audit.

Upon receipt of a confidential final draft audit report from the California State Auditor's Office and before the report has been made public, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report mustshall be conducted in open session, unless exempted from that requirement by some other provision of law.- (Government Code 54956.75)

~~Closed session agenda items related to an audit by the California State Auditor's Office shall state "Audit by California State Auditor's Office." (Government Code 54954.5)~~

~~Following the closed session, the Board shall publicly confirm that the report was reviewed and a response was prepared.~~

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system.- Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

~~Agenda items related to the review of student assessment instruments shall state that the Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program and that Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.~~

~~Following the closed session, the Board shall confirm that the assessment instruments were reviewed. Any actions related to the review shall be taken in open session without revealing any proprietary or confidential information and shall be a matter of public record.~~

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Bylaw adopted: April 10, 2007
revised: July 12, 2016
revised: September 10, 2019
revised: ??, 2024

Sierra County/Sierra-Plumas Joint USD

Board Bylaws

E(1) 9321 – Closed Session

BOARD MEETING AGENDA DESCRIPTIONS FOR CLOSED SESSION ITEMS

CSBA NOTE: Pursuant to Government Code 54954.2, the agenda for each Governing Board meeting must contain a general description of each item to be discussed in closed session; see the accompanying Board Bylaw.

Government Code 54954.5 provides specific agenda descriptions for most closed session items and that language is reflected below. Where the law does not provide a specific agenda description for a closed session item, the language offered below is designed to inform the public of the purpose of the item without breaching confidentiality. Language in parentheses is for informational purposes only and should not be included as part of the general description of an item. The district may revise the following descriptions to reflect district practice and should consult with CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate.

The Governing Board meeting agenda shall include the following description of a closed session item, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT

Government Code 54957

Title: _____

(Specify position to be filled)

PUBLIC EMPLOYMENT

Government Code 54957

Title: _____

(Specify position to be filled)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Government Code 54957

Title: _____

(Specify ~~position~~ title of employee being evaluated)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Government Code 54957

(~~No~~ Due to employee privacy rights, no additional information ~~is required~~. An employee's dismissal or nonrenewal shall ~~not~~ may be reported until the employee has first exhausted any right to a hearing or other administrative remedy provided.)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

Government Code 54957

(~~No~~ Due to employee privacy rights, no additional information ~~is required~~ may be provided.)

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN

Government Code 54957.10

(No additional information ~~is required~~ may be provided.)

Negotiations/Collective Bargaining

CONFERENCE WITH LABOR NEGOTIATORS

Government Code 54957.6

District-~~designated representatives:~~Designated Representatives:

(Specify names of representatives attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Employee ~~organization:~~Organization:

(Specify name of employee organization with which negotiations are being held.)

or

Unrepresented ~~employee:~~Employee(s):

(Specify position of unrepresented employee(s) who ~~is~~are the subject of the negotiations.)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Education Code 35146

~~Student identification number:~~

~~*(It is recommended that the student's name not be listed.*~~Tracking/Identification Number:
~~*(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)*~~

STUDENT EXPULSION

Education Code 48912

~~Student identification number:~~

~~*(It is recommended that the student's name not*~~Tracking/Identification Number:
~~*be listed.*~~*(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)*

STUDENT GRADE CHANGE APPEAL

Education Code 49070

~~Student identification number:~~

~~*(It is recommended that the student's name not be listed.*~~Tracking/Identification Number:
~~*(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)*~~

CONFIDENTIAL STUDENT MATTER

Action ~~under consideration:~~Under Consideration:

(If the Board is considering a confidential student matter other than those listed above, specify type of action.)

Student identification number:

(It is recommended that the student's name not be listed. Tracking/Identification Number:
(Due to student privacy rights, no additional information may be provided. The district may use other means
to identify the student for record-keeping purposes.)

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

Government Code 54957

Consultation With: _____
(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

Education Code 32281

Consultation With: _____
(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

Real Property Negotiations

CONFERENCE WITH REAL PROPERTY NEGOTIATORS

Government Code 54956.8

Property: _____
(Specify street address or, if no street address, the parcel number or other unique reference of the real property under negotiation.)

District Negotiator: _____
(Specify names of negotiators attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Negotiating parties: _____

Party With Whom District Is Negotiating: _____

(Specify name of party, not agent.)

Under Negotiation: _____

(Specify whether instruction to negotiator will concern price, terms of payment, or both.)

Pending Anticipated Litigation/Initiation of Litigation

CSBA NOTE: For an anticipated litigation or initiation of litigation closed session item, the district may be required to provide additional information on the agenda or in an oral statement prior to the closed session pursuant to Government Code 54956.9(e)(2)-(5). Boards should consult with CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate.)

CONFERENCE WITH LEGAL COUNSEL— - ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3)

(If applicable) Existing Facts And Circumstances:

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION

Initiation of litigation pursuant to Government Code 54956.9(d)(4)

(If applicable) Existing Facts And Circumstances:

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

Government Code 54956.9(d)(1)

Name Of Case: _____

(Specify by reference to claimant's name, names of parties, or case or claim numbers.)

or

Case name unspecified, as identification of the case would jeopardize service of process or existing settlement negotiations-

~~CONFERENCE WITH LEGAL COUNSEL — ANTICIPATED LITIGATION~~

~~Government Code 54956.9(d)(2) or (3)~~

~~Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3). Number of potential cases: _____~~

~~or~~

~~Initiation of litigation pursuant to Government Code 54956.9(d)(4). Number of potential cases: _____~~

~~If applicable, facts and circumstances: _____~~

~~*(The district may be required to provide additional information on the agenda or in an oral statement prior to the closed session pursuant to Government Code 54956.9(e)(2) - (5). These include facts and circumstances, such as an accident, disaster, incident, or transactional occurrence that might result in litigation against the district and that are known to potential plaintiff(s).)*~~

~~Joint Powers Authority Issues~~

Tort, Public, or Workers' Compensation Liability

~~LIABILITY CLAIMS FOR INSURANCE RELATED JOINT POWERS AGENCY~~

~~Government Code 54956.95~~

Name Of Claimant(s): _____

(Specify name, except pursuant to Government Code 54961 when the claimant is a victim or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed.)

Name Of Agency Against Which Claim Is Made: _____

Joint Powers Authority Issues

Name of agency against which the claim is made: _____

~~CONFERENCE INVOLVING~~ INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT
Government Code 54956.96

Name ~~of~~Of JPA: _____

Discussion ~~will concern:~~ Will Concern: _____

(Specify closed session description used by the JPA.)

Name ~~of district representative on~~Of District Representative On JPA board:

~~Names of agencies or titles of representatives attending the closed session as consultants or other representatives, if applicable:~~ _____

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

Government Code 54956.75

(No additional information is required.)

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

Education Code 60617

~~The Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program. Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.~~

~~*(Reference resolution in which board agreed to accept the terms or conditions established by rules and regulations of the State Board of Education.)*~~

SIERRA COUNTY OFFICE OF EDUCATION

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

Exhibit adopted: September 10, 2019

revised: ??, 2024

Sierra County/Sierra-Plumas Joint USD

Board Bylaws

E(2) 9321 – Closed Session

REPORTS OF CLOSED SESSION ACTIONS

CSBA NOTE: Pursuant to Government Code 54957.7, whenever the Governing Board holds a closed session, it must reconvene in open session following the closed session to report on its actions, either orally or in writing, and make any disclosures required by law; see the accompanying Board Bylaw. The language offered below is intended to follow the specific reporting requirements found in law. Where the law does not specifically address the reporting of a closed session item, the following language is designed to inform the public of the Board's action without breaching confidentiality. Language in parentheses is for informational purposes only and should not be included as part of the general description of an item. The district may revise the following descriptions to reflect district practice and should consult with CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate.

Following a closed session during any Governing Board meeting, the Board shall reconvene in open session to present, orally or in writing, a report of any of the following actions taken during the closed session, as applicable:

Personnel Matters

Title of position: _____

Action taken: _____

(e.g., appointment/employment/evaluation/discipline/dismissal/release)

Board member votes/abstentions: _____

CSBA NOTE: Government Code 54957.1 requires the Board to publicly report any closed session action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a district employee. The Attorney General, in 89 Ops.Cal.Atty.Gen. 110 (2006), opined that boards are not required to publicly report an action taken in closed session to reject the proposed dismissal of an employee, as such a decision to maintain the status quo does not constitute "an action taken to dismiss."

PUBLIC EMPLOYEE APPOINTMENT

Title: _____

(Specify position to be filled)

Appointment Made: *(Yes; otherwise no action taken)*

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused:
(Enter names of Board members)

PUBLIC EMPLOYMENT

Title:
(Specify position to be filled)

Decision to Employ: (Yes; otherwise no action taken)

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused:
(Enter names of Board members)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title:
(Specify title of employee being evaluated)

(If applicable) Board evaluated an employee in the above listed position.

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

CSBA NOTE: Pursuant to Government Code 54957.1, the general requirement is that any action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a public employee in closed session is required be reported after closed session. Any such report is also required to identify the title of the position even for items where the item of the position was not listed in the agenda. However, Government Code 54957.7 provides for an exception such that the report of a dismissal or of the nonrenewal of an employment contract must be deferred until the first public meeting following the exhaustion of administrative remedies, if any.

Title:
(Specify position affected)

(If applicable) Decision to Dismiss/Release: (Yes; otherwise no action taken)

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused:
(Enter names of Board members)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

(If applicable) Board heard/discussed a specific complaint or charge against an employee.

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED

COMPENSATION PLAN

(If applicable) Board received/discussed an employee's application for early withdrawal of funds in deferred compensation plan.

Negotiations/Collective Bargaining

Approval (If applicable) Agreement Reached With: _____
(Specify Employee Organization)

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of final agreement with represented employees

Item approved: _____

Other party/parties to the negotiation: _____

Board member votes/abstentions: _____members)

Matters Related to Students

(Final action must be taken) STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session. ~~It is recommended that~~ as indicated in the agenda.

STUDENT EXPULSION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the ~~student's name not be disclosed.~~ agenda.

STUDENT GRADE CHANGE APPEAL

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: _____

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

Security Matters

Action taken: _____

(e.g., consultation) THREAT TO PUBLIC SERVICES OR FACILITIES

(If applicable) Board consulted with: _____
(Specify name of law enforcement; approval of contract or memorandum agency and title of understanding; approval officer, or name of tactical response plan, without disclosing applicable agency representative and title, with whom the details Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

(If applicable) Board approved a Tactical Response Plan.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of the plan Board members)

Board member votes/abstentions: _____

Real Property Negotiations

Action taken: _____

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement concluding real estate negotiations pursuant to Government Code 54956.8 in closed session, it is required to report the vote and the substance of the agreement in open session at the public meeting during which the closed session is held. However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, to disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

(If applicable) Board approved an agreement concluding real estate negotiations and the agreement is final.

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Anticipated Litigation/Initiation of Litigation

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement resolving litigation that is anticipated or litigation that the district was going to initiate, it is required to report the vote and the substance of the agreement in open session at the public meeting during which the closed session is held. However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, to disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

Board member votes/abstentions: _____

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district against anticipated litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final. Adverse Party(s): _____
Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION

CSBA NOTE: Pursuant to Government Code 54957.1, in the case of approval given to initiate litigation, the Board is only required to report that it gave direction to initiate litigation. However, the Superintendent or designee is required, upon inquiry by any person, to disclose additional information regarding the action such as the name(s) of the defendant(s) once the litigation is formally commenced, unless doing so would jeopardize the district's ability to effectuate service of process on one or more unserved parties or conclude existing settlement negotiations to its advantage.

(If applicable) Board has given approval to legal counsel to initiate litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final. Adverse Party(s): _____
Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Existing Litigation

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement resolving existing litigation, it is required to report the vote and the substance of the agreement in open session at the public meeting during which the closed session is held. However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district, seek or refrain from seeking appellate review or relief, or to enter as an amicus curiae in this litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this litigation and the agreement is final.
Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS ~~Action taken related to existing litigation:—~~

(e.g., approval to legal counsel to defend, appeal or not appeal, or otherwise appear in litigation; or approval to legal counsel of a settlement of pending litigation at any stage prior to or during a judicial or quasi-judicial proceeding. If final approval of settlement rests with the other party, report to any person upon request once the settlement is final.)

Adverse party/parties, if known: _____

Substance of the litigation: _____

Board member votes/abstentions: _____

(If applicable) Board approved disposing of this claim and that disposition is final. Substance Of Claim, _____

Including Amount Of Payment To Claimant: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

~~Anticipated Litigation~~

~~Action taken: The Board has given approval to legal counsel to initiate or intervene in a lawsuit. The action, defendants, and other details will be disclosed to any person upon request after the lawsuit is commenced, unless doing so would jeopardize the district's ability to serve process on unserved parties or its ability to conclude existing settlement negotiations to its advantage.~~

~~(The report does not need to initially identify the action, defendants, or other details.)~~

Board member votes/abstentions: _____

Joint Powers Agency Issues

~~LIABILITY CLAIMS FOR INSURANCE RELATED JOINT POWERS AGENCY~~

Name of claimant(s): _____

Name of agency against which the claim is made: _____

Substance of the claim: _____

Monetary settlement agreed upon by the claimant: _____

Board member votes/abstentions: _____

~~CONFERENCE INVOLVING~~ INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT

Name of JPA: _____

Action taken: _____

(Law does not include any specific disclosures to be reported.)

Board member votes/abstentions: _____

(If applicable) Board heard/discussed this matter.

Review of Audit from State Auditor's Office

~~Action taken: The Board reviewed the confidential final draft audit report received from the California State Auditor's Office and has prepared a response.~~

~~(No additional information is required. Unless otherwise exempted by law, after the audit report is subsequently released to the public, any Board discussion of the report must be conducted in open session.)~~

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

(If applicable) Board heard/discussed this matter.

Review of Assessment Instruments

Action taken: ~~The~~REVIEW OF STUDENT ASSESSMENT INSTRUMENT

(If applicable) Board reviewed the ~~contents of a student assessment instrument approved or adopted for~~
compliance with the ~~statewide testing system~~ applicable board resolution.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Exhibit adopted: September 10, 2019
revised: ??, 2024