

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

January 14, 2025

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/89710603353>

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

Webinar ID: 897 1060 3353

Board Members:

Area 1: Patty Hall – phall@spjUSD.org

Area 2: Rhynie Hollitz (*Vice President*) – rhollitz@spjUSD.org

Area 3: John Martinetti (*Clerk*) – jmartinetti@spjUSD.org

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

Area 5: Richard Jaquez – rjaquez@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.sierracountyschools.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 54956.9

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3)

Number of potential cases: two (2)

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

3. Government Code 54957

PUBLIC EMPLOYMENT PERFORMANCE EVALUATION

Title: District Superintendent

F. RETURN TO OPEN SESSION and ADJOURN FOR BREAK

G. 6:00PM – RECONVENE

H. RECOGNITION OF CHRISTINA POTTER FOR YEARS OF SERVICE

I. FLAG SALUTE

J. REPORT OUT FROM CLOSED SESSION

K. INFORMATION ITEMS

1. Superintendent Reports

COUNTY—SCOE

- a. Advocacy
- b. SCOE Personnel Items:
 1. New position for Attendance Clerk, Districtwide, .67 FTE (4 hours/day)
(see job description and proposed salary schedule under Action Items)

DISTRICT—SPJUSD

- c. Update on District Superintendent goals for 2024-2025**
 - d. Update on Middle School in Loyalton
 - e. Facilities update
 - f. Transportation update
2. Business Report
 - a. Monthly Chronic Absenteeism Rates*
 - b. Fourth Month SPJUSD Enrollments for the 2024-2025 School Year**
 3. SPTA Report
 4. Committee/Board Member Reports
 5. 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.

L. CONSENT CALENDAR

1. Approval of minutes for the Regular Joint Meeting held December 17, 2024**
2. Approval of minutes for the SPJUSD Special Meeting held December 19, 2024**
3. Approval of Board Report-Checks Dated 12/01/2024 through 12/31/2024
 - a. SCOE**
 - b. SPJUSD**

4. Approval of Quarterly Report on Williams Uniform Complaints for the quarter ending 12/31/2024
 - a. SCOE**
 - b. SPJUSD**
5. Approval of the SPJUSD Pesticide Use Reporting for 2024:
 - a. Downieville Elementary School**
 - b. Downieville High School**
 - c. Loyalton Elementary School**
 - d. Loyalton High School**
 - e. District Office/Portables**
6. Approval of the SPJUSD Integrated Pest Management Plan for 2025**
7. Approval of the following SPJUSD personnel items:
 - a. Assignment of Mitch Wilson, 2024-2025 Girls Softball, Loyalton High School

L. ACTION ITEMS

1. Old Business
 - a. Approval of the Sierra-Plumas Classified Employees Association (S-PCEA) Tentative Agreement (Collective Bargaining Agreement updates)^^^

2. New Business

COUNTY—SCOE

- a. Approval of the 2023-2024 Sierra County Office of Education Special Education School Accountability Report Card (SARC)**

DISTRICT—SPJUSD

- b. Approval of the 2023-2024 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**
- c. Approval of updated Job Description and Salary Schedule for Cook Manager I**
- d. Approval of new Job Description and Salary Schedule for Attendance Clerk**
- e. Authorization to fill Library Aide, Loyalton Elementary School, .67 FTE (4 hours/day)
- f. Review proposal for School Facilities Planning Services**
- g. Approval of proposal for School Facilities Planning Services

BOARD POLICIES AND 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.”

Batch from December 17th – Second Reading

- h. 0510—School Accountability Report Card^^
- i. 1114—District-Sponsored Social Media^^
- j. 4040—Employee Use of Technology^^
- k. 5144.1—Suspension and Expulsion/Due Process^
- l. 5147—Dropout Prevention^^
- m. 6112—School Day^^

- n. 6142.92—Mathematics Instruction^^
- o. 6152.1—Placement in Mathematics Courses^^
- p. 6163.4—Student Use of Technology^^

New for January 14th – First Reading

- q. 0460—Local Control and Accountability Plan**
- r. 1250—Visitors/Outsiders**
- s. 3100—Budget**
- t. 3280—Sale of Lease of District-Owned Real Property**
- u. 3320—Claims and Actions Against the District**
- v. 3515.5—Sex Offender Notification**
- w. 3540—Transportation**
- x. 3540.12—Vehicle Use Policy**

M. ADVANCED PLANNING

1. The next Regular Joint Board Meeting will be held on February 11, 2025, 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 – kjacobsen@spjUSD.org
 Randy Jones, Director of Business Services/CBO – rjones@spjUSD.org
 Office: 530-993-1660 x0

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

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

P.O. Box 955
109 Beckwith Road
Loyalton, California 96118

Sean Snider
Superintendent

Phone: (530) 993-1660
FAX: (530) 993-0828
Email: ssnider@spjUSD.org

Progress Report on Superintendent's Goals for 2024-2025 Sean Snider Presented to the Board of Trustees January 14, 2025

*Updates on goals will be provided in October, January, March, and May in order to establish two-way feedback on the progress of each.

1. Provide instructional leadership and support for increased student academic achievement.
 - a. Be visible and present on school campuses and in classrooms no less than 3 times monthly.
 1. [I have been present on school campuses and in classrooms no less than 3 times monthly.](#)
 - b. Coordinate no less than 3 professional development opportunities for staff by June 1, 2025.
 1. K-12 Literacy
 1. [Literacy series kicked off on September 25, 2024.](#)
 2. Introduction to the Revised Mathematics Framework
 1. [This will kick off in April or May after the literacy series concludes.](#)
 3. Series of Online Professional Development Modules for Classified Staff and Substitutes
 1. [This is ready to launch after finalizing negotiations with the classified bargaining unit.](#)
2. Maintain positive working relationships with school staff, community agencies, and the school community as a whole.
 - a. Attend no less than 2 Board of Supervisors' meetings by June 30, 2025.
 1. [September 17, 2024](#)
 - b. Attend no less than 2 Loyalton City Council meetings by June 30, 2025.
 1. [Scheduled to attend January 21, 2025](#)
 - c. Attend no less than 5 community events / fundraisers by June 1, 2025.
 1. [Cattlemen's Association Dinner September 14, 2024](#)
 2. [Downieville Brewfest September 21, 2024](#)
 3. [Tech-Wise Family Night October 3, 2024](#)
 4. [Swinging for the Schools Golf Tournament October 5, 2024](#)
3. Make progress on the facilities needs of the district.
 - a. Provide a list of facility priorities for each school site for the 2024-2025 school year at the September 10, 2024 Board meeting.
 1. [List of facilities priorities for the 2024-25 school presented at the September 10, 2024 board meeting.](#)
 - b. Report on the progress of this year's facilities improvement projects no less than 3 times during the 2024-25 school year.
 1. [Progress report on September 10, 2024, October 8, 2024, November 12, 2024, December 17, 2024, January 14, 2025.](#)
4. Continue to reduce deficit spending, with the goal of presenting a balanced budget for the 2025-2026 school year.
 1. [First Interim Budget Revisions show we are on track toward this goal.](#)
5. Provide mentoring and support for new Director of Student Improvement and 2 new principals.
 - a. Daily check-ins
 1. [Daily check-ins happening](#)
 - b. Weekly Principals' meetings
 1. [Weekly meetings happening](#)
 - c. Monthly individualized coaching meetings
 1. [Monthly coaching meetings began in September](#)
 - d. Ongoing support as needed

ENROLLMENT BY SCHOOL MONTH - 2024-2025

****As of 12/20/2024**

| | 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 2023-2024 | 27 | 193 | 10 | 41 | 12 | 114 | 6 | included in site # | 403 |
| 1st Day 2024-2025 | 27 | 200 | 10 | 47 | 9 | 121 | 3 | included in site # | 417 |

| | Month | | | | | | | | |
|-------------------|-------|----|-----|----|----|---|-----|---|------------------------|
| September | 1 | 26 | 203 | 10 | 47 | 9 | 122 | 3 | included in site # 420 |
| 08/21/24-09/13/24 | | | | | | | | | |
| October | 2 | 26 | 203 | 10 | 47 | 9 | 118 | 5 | included in site # 418 |
| 09/16/24-10/11/24 | | | | | | | | | |
| November | 3 | 24 | 198 | 9 | 47 | 9 | 117 | 6 | included in site # 410 |
| 10/14/24-11/08/24 | | | | | | | | | |
| December | 4 | 23 | 198 | 9 | 47 | 9 | 119 | 5 | included in site # 410 |
| 11/12/24-12/06/24 | | | | | | | | | |
| January | 5 | | | | | | | | included in site # 0 |
| 12/09/24-01/17/25 | | | | | | | | | |
| February | 6 | | | | | | | | included in site # 0 |
| 01/21/25-02/14/25 | | | | | | | | | |
| March | 7 | | | | | | | | included in site # 0 |
| 02/18/25-03/14/25 | | | | | | | | | |
| April | 8 | | | | | | | | included in site # 0 |
| 03/18/25-04/11/25 | | | | | | | | | |
| May | 9 | | | | | | | | included in site # 0 |
| 04/14/25-05/09/25 | | | | | | | | | |
| June | 10 | | | | | | | | included in site # 0 |
| 05/13/25-06/06/25 | | | | | | | | | |

| 2023-2024 | SPJUSD | SCOE | Washoe |
|-----------|--------|------|--------|
| P1 ADA | 358.58 | 0.74 | 13.34 |
| P2 ADA | 357.90 | 0.74 | 13.37 |
| Annual | 358.02 | 0.74 | 13.33 |

| Long-Term ISP | |
|---------------|---|
| DES | 0 |
| LES | 5 |
| DHS | 0 |
| LHS | 5 |

| 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 |

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

December 17, 2024

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 5:15pm.

B. ROLL CALL

PRESENT: *Area 1: Patty Hall (Clerk)*
 Area 2: Rhynie Hollitz
 Area 3: John Martinetti
 Area 4: Kelly Champion (President)
 Area 5: Richard Jaquez

ABSENT: *None*

C. OATH OF OFFICE

Superintendent, SNIDER, gave the Oath of Office to the following Trustees:

1. Patty Hall, Trustee Area #1 (Pike, Alleghany, Forest City, Goodyears Bar, Downieville), Appointment in Lieu of Election, 4-year term
2. Rhynie Hollitz, Trustee Area #2 (Sierraville, Sierra City, Sattley), Appointment in Lieu of Election, 2-year term
3. John Martinetti, Trustee Area #3 (Calpine, Vinton, Chilcoot), Appointment in Lieu of Election, 4-year term
4. Richard Jaquez, Trustee Area #5 (City of Loyalton), Appointment in Lieu of Election, 2-year term

~~**D.A. APPROVAL OF AGENDA**~~

*JAQUEZ motioned to move item D. APPROVAL OF AGENDA to follow item H. RECONVENE.
Second by HALL.
5/0*

~~**E.D. PUBLIC COMMENT FOR CLOSED SESSION**~~

None

~~**F.E. CLOSED SESSION**~~

The Board moved into Closed Session at 5:19pm to discuss the following item(s):

1. Government Code 54956.9
CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3)
Number of potential cases: two (2)

2. Government Code 54956.8
CONFERENCE WITH REAL PROPERTY NEGOTIATORS
Property: 105 Beckwith St, Loyalton CA 96118
Sierra COE Negotiator: James Berardi, Superintendent
Party with whom Sierra COE is Negotiating: City of Loyalton
Under Negotiation: Price and Terms of Payment
3. Government Code 54957
PUBLIC EMPLOYMENT PERFORMANCE EVALUATION
Title: District Superintendent

~~G-F.~~ RETURN TO OPEN SESSION at 5:44pm and ADJOURN FOR BREAK

~~H-G.~~ 6:09PM – RECONVENE

~~I-H.~~ FLAG SALUTE

I. APPROVAL OF AGENDA

HALL/HOLLITZ

SNIDER: Pull item under New Business (2, b), Tentative Agreement for Classified Employees. Also, correct effective dates under Consent Calendar (3,a & c).

HOLLITZ motioned to make the changes as described by Superintendent, SNIDER. Second by HALL.

5/0

~~J. REPORT OUT FROM CLOSED SESSION~~

K-J. ANNUAL ORGANIZATIONAL MEETING—BOARD ORGANIZATION

1. Election of Officers for 2025
 - a. President
HOLLITZ motioned to nominate CHAMPION. Second by HALL.
5/0
 - b. Vice President
HALL nominated HOLLITZ. Second by JAQUEZ.
5/0
 - c. Clerk
JAQUEZ nominated HALL. HALL declined.
HALL nominated JAQUEZ. JAQUEZ declined.
HOLLITZ nominated MARTINETTI. Second by JAQUEZ.
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: The Budget Committee will continue to meet regularly with myself and HOLLITZ as the designated committee members. Will form other committees if the need arises.
5. Approval of the Board Meeting Calendars for 2025
 - a. Joint Meeting Schedule
 - b. Schedule of Annual Governance Matters
6. Board Goals and Planning
CHAMPION: Schedule a Board Planning Meeting on February 11 at 3:15pm. CSBA Annual Education Conference will be December 4-6, 2025.

L.K. INFORMATION ITEMS

1. Superintendent Reports

COUNTY—SCOE

- a. Possible new District Office construction
BERARDI: There's potential to open a middle school in the near future which would most likely go in the portables where the District Office currently resides. We need to look at options for the District Office to move to open up the portables.
- b. SELPA reconfiguration
BERARDI: Looking into a plan to utilize resources and services in Plumas.
- c. Recognition of Adrienne Garza for 20 years of service as of November 2024
BERARDI: Big thank you to Adrienne! She is a great asset with her years of historic knowledge.
- d. SCOE Personnel Items:
 - 1. Resignation for Cheyenne Wilkinson, Instructional Aide, Loyalton Elementary school, .33 FTE (2 hours/day), effective December 13, 2024

DISTRICT—SPJUSD

- e. Ethnic Studies Community Meetings
SNIDER: Next series of meetings starting January 15th at Sierraville school to review curriculum and get input.
- f. California School Dashboard Release
Data presented by SNIDER.
- g. Facilities update
SNIDER: Made a connection with a vendor that installs windows for schools, so looking into information on that. Had a productive meeting with the president of the Little League. We have an agreement with them for girls' softball to utilize one of the Little League fields for this season to buy us some time to figure out a better long-term solution. Still working on proposals for a full facility needs assessment.
- h. Transportation update
SNIDER: Shortage of buses for Loyalton schools currently due to a multitude of issues. May call a Special Meeting later this week for approval of a bus purchase.
- i. Chronic Absenteeism Rates/Attendance Tracking
SNIDER: We will do a monthly report by school site. As of December 13, 2024:
 - LES – 22%*
 - DES – 16%*
 - LHS – 27%*
 - DHS – 21%*
 - SP – N/A*
 - District – 23.6%**Goal is to get the District under 20% if possible.*

2. Business Report

- a. Third Month SPJUSD Enrollments for the 2024-2025 School Year
- b. Most recent Inter-District Attendance Agreements approved
- c. The SCOE/SPJUSD Office will be closed to the public for Winter Break: December 23, 2024, through January 03, 2025

3. SPTA Report

*PRESIDENT—PETTERSON: **Read by JACOBSEN: SPTA wishes everyone a restful and happy break!*

4. Committee/Board Member Reports

HOLLITZ: Budget Committee meeting was held this afternoon. We discussed a SABRE report looking at salary schedules and how they compare to similar districts. We also discussed School Facilities and State Modernization funding and components of opening a middle school in Loyalton.

CHAMPION: Look at CSBA website for board member trainings. Attended the Annual Education Conference in Anaheim two weeks ago with HOLLITZ and SNIDER. Lots of valuable information and networking for all board members.

5. Public Comment

None

M.L. CONSENT CALENDAR

1. Approval of minutes for the Regular Joint Meeting held November 12, 2024
2. Approval of Board Report-Checks Dated 11/01/2024 through 11/30/2024
 - a. SCOE
 - b. SPJUSD
3. Approval of the following SPJUSD personnel items:
 - a. Resignation for Sarai White, Bilingual Parent Liaison/ELPAC Coordinator, Districtwide, 1.0 FTE, effective December ~~14~~20, 2024
 - b. Authorization to fill Bilingual Parent Liaison/ELPAC Coordinator, Districtwide, 1.0 FTE
 - c. Employment of Sarai White on a Provisional Intern Permit (PIP) for the assignment of TK Teacher at Loyalton Elementary School, 1.0 FTE, effective ~~December 12~~January 06, 2025
 - d. Resignation for Cheyenne Wilkinson, Instructional Aide, Loyalton Elementary School, .63 FTE (3.75 hours/day), effective December 13, 2024
 - e. Authorization to fill Instructional Aide, Loyalton Elementary School, .63 FTE (3.75 hours/day)
 - f. Assignment of Isabel McMillan, Expanded Learning Opportunity Program (ELO-P) Instructor, Downieville, .88 FTE (5.25 hours/day), effective December 10, 2024

HOLLITZ motioned to approve the Consent Calendar with the corrections discussed.

Second by HALL.

5/0

N.M. ACTION ITEMS

1. Old Business
 - a. Award of contract to the lowest responsive responsible bidder for the Downieville School Roof Project, Contract No. 2025-014D
SNIDER: Would like to thank Jordan Kohler from Nevada County Office of Education for helping us through this process. Recommend awarding the contract to Rua & Son Mechanical with the lowest bid at \$287,530.

HOLLITZ/HALL

5/0

2. New Business

COUNTY & DISTRICT—SCOE & SPJUSD

- a. Adoption of the 2024-2025 First Interim Actuals and Criteria and Standards Reports as of October 31, 2024

1. SCOE
2. SPJUSD

HOLLITZ/JAQUEZ

5/0

- b. ~~Approval of the Tentative Agreement for Classified Employees, 2024-25 Negotiations~~

DISTRICT—SPJUSD

- c. Approval to apply for re-opening County-District-School (CDS) code for Loyalton Middle School

CHAMPION/HOLLITZ

5/0

- d. Approval of new Job Description and Salary Schedule for School Community Outreach Worker

HOLLITZ/HALL

Motion died.

JAQUEZ motioned to table items d and e to January. Second by CHAMPION.

5/0

- e. Authorization to fill School Community Outreach Worker, Districtwide, .5 FTE
Tabled to January.

- f. Approval of updated Classified Salary Schedule due to California Minimum Wage increase to \$16.50 effective January 1, 2025 (see Salary Schedule from item ~~fd.~~)

CHAMPION motioned to approve with the School Community Outreach Worker removed. Second by HOLLITZ.

5/0

- g. Approval of REVISED Assignments to Teach Core Subjects out of Credential Authorization for the 2024-2025 school year

JAQUEZ/HOLLITZ

5/0

BOARD POLICIES AND 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.”

Batch from October 8th – Second Reading

JAQUEZ/HALL

5/0

- h. 9010—Public Statements
- i. 9012—Board Member Electronic Communications
- j. 9220—Governing Board Elections
 1. Bylaw
 2. Exhibit – *NEW*
- k. 9223—Filling Vacancies
- l. 9320—Meetings and Notices

- m. 9323.2—Actions by the Board
 - 1. Bylaw
 - 2. Exhibit (1), *revisions*
 - 3. Exhibit (2), *DELETE*

New for December 17th – First Reading

Postponed to January for Second Reading.

- n. 0510—School Accountability Report Card
- o. 1114—District-Sponsored Social Media
- p. 4040—Employee Use of Technology
- q. 5144.1—Suspension and Expulsion/Due Process
- r. 5147—Dropout Prevention
- s. 6112—School Day
- t. 6142.92—Mathematics Instruction
- u. 6152.1—Placement in Mathematics Courses
- v. 6163.4—Student Use of Technology

~~E~~-N. ADVANCED PLANNING

- 1. The next Regular Joint Board Meeting will be held on January 14, 2025, 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

~~P~~-O. ADJOURN

CHAMPION adjourned the meeting at 9:02pm.

James Berardi,
County Superintendent

Sean Snider,
District Superintendent

John Martinetti, Clerk

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

DATE: December 17, 2024

CLOSED SESSION BEGAN AT: 5:19 P.M.

BOARD MEMBERS PRESENT:

Patty Hall Rhynie Hollitz John Martinetti Kelly Champion Richard Jaquez

OTHERS PRESENT:

- James Berardi, County Superintendent
- Sean Snider, District Superintendent
- Randy Jones, Director of Business Service/CBO
- Carol Wieckowski, Evans, Wieckowski, Ward & Scoffield LLP, Legal Counsel
- _____
- _____

I. SESSION TOPIC(S):

Item #1—Government Code 54956.9

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3)
Number of potential cases: two (2)

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 _____ HOLLITZ _____ MARTINETTI _____ CHAMPION _____ JAQUEZ _____
- A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:
HALL _____ HOLLITZ _____ MARTINETTI _____ CHAMPION _____ JAQUEZ _____

Item #2—Government Code 54956.8

CONFERENCE WITH REAL PROPERTY NEGOTIATORS
Property: 105 Beckwith St, Loyalton CA 96118
Sierra COE Negotiator: James Berardi, Superintendent
Party with whom Sierra COE is Negotiating: City of Loyalton
Under Negotiation: Price and Terms of Payment

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 _____ HOLLITZ _____ MARTINETTI _____ CHAMPION _____ JAQUEZ _____
- A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:
HALL _____ HOLLITZ _____ MARTINETTI _____ CHAMPION _____ JAQUEZ _____

Item #3—Government Code 54956.8

PUBLIC EMPLOYMENT PERFORMANCE EVALUATION
Title: District Superintendent

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 _____ HOLLITZ _____ MARTINETTI _____ CHAMPION _____ JAQUEZ _____
- A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:
HALL _____ HOLLITZ _____ MARTINETTI _____ CHAMPION _____ JAQUEZ _____

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

II. ENDED CLOSED SESSION AT 5:44 P.M. AND RETURN TO OPEN SESSION

PRESIDED BY: Kelly Champion
Kelly Champion, PRESIDENT

RECORDED BY: Patty Hall
Patty Hall, CLERK

**MINUTES for the *SPECIAL* Meeting of the
Sierra-Plumas Joint Unified School District Governing Board**

December 19, 2024

3:00pm

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

Teleconference: 611 West Willow, Sierraville CA 96126

Zoom videoconferencing was also available for the public.

A. CALL TO ORDER

President KELLY CHAMPION called the meeting to order at 3:01pm.

B. ROLL CALL

PRESENT: *Area 3: John Martinetti (Clerk)*
 Area 4: Kelly Champion (President)
 Area 5: Richard Jaquez

TELECONFERENCE: *None*

ABSENT: *Area 1: Patty Hall*
 Area 2: Rhynie Hollitz (Vice President)

C. APPROVAL OF AGENDA

JAQUEZ/MARTINETTI

3/0

D. FLAG SALUTE

E. PUBLIC COMMENT

Special Meeting Agenda Items only, please.

None

F. APPROVAL OF BUS PURCHASE(S)

CHAMPION motioned to approve the purchase of a diesel bus not to exceed \$75,000, contingent on Quincy agreeing to service the new bus, and being able to get the bus road-ready in a reasonable amount of time. Second by MARTINETTI.

3/0

G. ADVANCED PLANNING

1. The next Regular Joint Board Meeting will be held on January 14, 2025, 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.

H. ADJOURN

CHAMPION adjourned the meeting at 3:30pm.

Sean Snider,
District Superintendent

John Martinetti,
Clerk

Checks Dated 12/01/2024 through 12/31/2024

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|--------------|------------|---|-------------|-------------------------------|-----------------|--------------|
| 00017269 | 12/11/2024 | DYLAN ABBOTT | 01-5200 | CITE CONFERENCE | | 198.00 |
| 00017270 | 12/11/2024 | AMAZON CAPITAL SERVICES | 01-4300 | CLASSROOM SUPPLIES | | 169.72 |
| 00017271 | 12/11/2024 | AT&T | 11-5900 | PHONE | | 172.69 |
| 00017272 | 12/11/2024 | HEIDI BETHKE | 01-5200 | MILEAGE | | 66.33 |
| 00017273 | 12/11/2024 | ROBIN BOLLE | 01-5200 | CASE CONFERENCE | | 286.38 |
| 00017274 | 12/11/2024 | CDW GOVERNMENT, INC. | 11-4300 | MS OFFICE | | 326.25 |
| 00017275 | 12/11/2024 | CHILD AND FAMILY POLICY INSTITUTE OF CA | 01-5200 | REGISTRATION | | 595.00 |
| 00017276 | 12/11/2024 | MICAH COHEN, MOT, OTR/L | 01-5810 | OCCUPATIONAL THERAPY SERVICES | | 3,127.56 |
| 00017277 | 12/11/2024 | KELLI GROCK | 01-5100 | COUNSELING SERVICES | 7,785.92- | |
| | | | 01-5810 | COUNSELING SERVICES | 14,055.92 | 6,270.00 |
| 00017278 | 12/11/2024 | MSTS RECEIVABLES LLC. | 01-4300 | SHOP CLASS SUPPLIES | | 202.39 |
| 00017279 | 12/11/2024 | INTERMOUNTAIN DISPOSAL, INC. | 11-5500 | GARBAGE SERVICE | | 97.16 |
| 00017280 | 12/11/2024 | JOEL TILLMAN | 11-5810 | TECH SUPPORT | | 437.50 |
| 00017281 | 12/11/2024 | LAUREN JONES BEHAVIORAL CONSULTANT | 01-5100 | BEHAVIORAL CONSULTANT | 9,676.64 | |
| | | | 01-5899 | BEHAVIORAL CONSULTANT | 799.00 | 10,475.64 |
| 00017282 | 12/11/2024 | LEARNING ALLY | 01-5810 | 5 YEAR SUBSCRIPTION | | 1,889.10 |
| 00017283 | 12/11/2024 | LES SCHAWB | 01-4350 | SNOW TIRES | | 1,306.59 |
| 00017284 | 12/11/2024 | LIBERTY UTILITY CA | 01-5500 | ELECTRICAL SERVICE | 470.00 | |
| | | | 11-5500 | ELECTRICAL SERVICE | 444.19 | 914.19 |
| 00017285 | 12/11/2024 | MASTERCRAFT HARDWOOD LUMBER INC. | 01-4300 | SHOP SUPPLIES | | 1,578.70 |
| 00017286 | 12/11/2024 | N2Y | 01-4300 | UNIQUE LEARNING SYSTEM | | 754.99 |
| 00017287 | 12/11/2024 | PITNEY BOWES, INC. | 01-5600 | POSTAGE MACHINE LEASE | 75.80 | |
| | | | 01-5899 | POSTAGE MACHINE LEASE | 227.47 | 303.27 |
| 00017288 | 12/11/2024 | PLUMAS-SIERRA TELECOMMUNICATIONS | 11-5900 | BROADBAND SERVICE | | 109.00 |
| 00017289 | 12/11/2024 | UBEO WEST LLC | 11-5600 | COPIER/MAINTENANCE | | 14.93 |
| 00017290 | 12/11/2024 | RENO PRINT STORE | 01-4300 | RED RIBBON WEEK SUPPLIES | | 438.00 |
| 00017291 | 12/11/2024 | SACRAMENTO COUNTY OFFICE OF EDUCATION | 01-5200 | REGISTRATION | | 250.00 |
| 00017292 | 12/11/2024 | LARAIN SEI | 01-5200 | MILEAGE/PER DIEM | | 301.90 |
| 00017293 | 12/11/2024 | SIERRA COUNTY OFFICE OF EDUCATION | 01-5808 | BANK SERVICE FEES | | 119.68 |
| 00017294 | 12/11/2024 | SIERRA VALLEY HOME CENTER | 01-4300 | SHOP CLASS SUPPLIES | | 2,192.32 |
| 00017295 | 12/11/2024 | SINGLETON AUMAN PC | 01-5810 | AUDIT FEES | | 14,500.00 |
| 00017296 | 12/11/2024 | SMALL SCHOOL DISTRICTS' ASSOCIATION | 01-5300 | MEMBERSHIP | | 3,000.00 |
| 00017297 | 12/11/2024 | TRI COUNTY SCHOOLS INSURANCE GROUP | 01-9535 | HEALTH INSURANCE | 1,794.00 | |
| | | | 76-9576 | HEALTH INSURANCE | 30,156.40 | 31,950.40 |
| 00017298 | 12/11/2024 | U.S. BANK | 01-4300 | SHOP SUPPLIES | 133.96 | |
| | | | 01-5200 | CASE CONFERENCE | 1,416.14 | |
| | | | | CCS TRAVEL | 469.92 | |

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Checks Dated 12/01/2024 through 12/31/2024

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|-------------------------------|------------|-------------------------------------|-------------|-----------------------------|-----------------|-------------------|
| 00017298 | 12/11/2024 | U.S. BANK | 01-5200 | CISC CONFERENCE | 846.92 | |
| | | | 01-5900 | RETURN POSTAGE | 11.20 | |
| | | | 11-4300 | DESK RISERS | 279.74 | |
| | | | | KITCHEN SUPPLIES | 1,253.40 | |
| | | | 11-5200 | HOTEL ACCOMODATIONS | 816.20 | |
| | | | 11-6200 | BUILDING FINISHING SUPPLIES | 673.72 | 5,901.20 |
| 00017299 | 12/11/2024 | U.S. BANK VOYAGER | 01-4350 | FUEL EXPENSE | 171.10 | |
| | | | 01-5200 | FUEL EXPENSE | 48.35 | |
| | | | 01-5899 | FUEL EXPENSE | 83.49 | |
| | | | 11-5200 | FUEL EXPENSE | 113.84 | 416.78 |
| 00017300 | 12/20/2024 | ALHAMBRA | 11-4330 | WATER SERVICE | | 39.45 |
| 00017301 | 12/20/2024 | AMERIGAS | 11-5500 | PROPANE | | 120.18 |
| 00017302 | 12/20/2024 | MEGAN ANDALUZ | 01-5810 | TRANSPORTATION REIMBURSE | | 443.81 |
| 00017303 | 12/20/2024 | DONALD BERGSTROM | 01-5810 | SPED/DO CLEANING | 1,102.50 | |
| | | | 01-5899 | SPED/DO CLEANING | 472.50 | 1,575.00 |
| 00017304 | 12/20/2024 | KATRINA BOSWORTH | 01-4300 | PBIS ASSEMBLY SUPPLIES | | 66.47 |
| 00017305 | 12/20/2024 | CRESCO RESTAURANT EQUIPMENT | 11-4300 | KITCHEN SUPPLIES | | 4,259.62 |
| 00017306 | 12/20/2024 | EDWARDS, STEVENS AND TUCKER, LLP | 01-5801 | LEGAL FEES | | 812.50 |
| 00017307 | 12/20/2024 | KAZEN HEATING AIR AND PLUMBING | 11-6200 | PLUMBING CONTRACT | | 5,140.05 |
| 00017308 | 12/20/2024 | MASTERCRAFT HARDWOOD LUMBER INC. | 01-4400 | SHOP EQUIPMENT | 4,114.97 | |
| | | | | Unpaid Sales Tax | 263.97- | 3,851.00 |
| 00017309 | 12/20/2024 | NORTHEASTERN JOINT POWERS AUTHORITY | 76-9571 | WORKER'S COMPENSATION | | 12,530.25 |
| 00017310 | 12/20/2024 | PRESENCELEARNING, INC. | 01-5810 | PRESENCE LEARNING | | 8,649.94 |
| 00017311 | 12/20/2024 | RENO PRINT STORE | 01-4300 | RED RIBBON WEEK SUPPLIES | | 1,575.45 |
| 00017312 | 12/20/2024 | SEAN SNIDER | 01-5200 | CISC MEETING | | 254.56 |
| 00017313 | 12/20/2024 | SIERRA COUNTY OFFICE OF EDUCATION | 01-5808 | BANK SERVICE FEES | | 156.92 |
| Total Number of Checks | | | | | 45 | 127,840.87 |

Fund Summary

| Fund | Description | Check Count | Expensed Amount |
|------|----------------------------|-------------|-----------------|
| 01 | County School Service Fund | 34 | 71,120.27 |
| 11 | ADULT EDUCATION | 13 | 14,297.92 |
| 76 | Payroll Clearing | 2 | 42,686.65 |

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Checks Dated 12/01/2024 through 12/31/2024

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|--------------|------------|---------------------------------|-------------|---------|-------------------|--------------|
| | | Total Number of Checks | 45 | | 128,104.84 | |
| | | Less Unpaid Sales Tax Liability | | | 263.97 | |
| | | Net (Check Amount) | | | 127,840.87 | |

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Checks Dated 12/01/2024 through 12/31/2024

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount | |
|--------------|---------------------------|--------------------------------|---------------|----------------------------------|--------------------|--------------|--|
| 00087264 | 12/11/2024 | AMAZON CAPITAL SERVICES | 01-4300 | Books | 84.60 | | |
| | | | | classroom supplies | 118.56 | | |
| | | | | LAMINATING FILM | 148.04 | | |
| | | | | LIBRARY BOOKS | 1,038.63 | | |
| | | | | Library Supplies | 8.43 | | |
| | | | | MUSIC PROGRAM | 21.43 | | |
| | | | | music program supplies | 94.16 | | |
| | | | | NETWORK DRIVE UPDATE | 255.58 | | |
| | | | | Pens & Pencils | 18.01 | | |
| | | | | TECHNOLOGY SUPPLIES | 271.37 | | |
| | | | | WELLNESS CENTER SUPPLIES | 129.29 | | |
| | | | | 01-4302 | office supplies | 312.43 | |
| | | | | 01-4305 | Athletic Supplies | 209.30 | |
| | | | | 01-4320 | CUSTODIAL SUPPLIES | 96.62 | |
| | | | | | Plant Maintenance | | |
| | wellness center furniture | 1,235.37 | | | | | |
| | 01-4330 | LES PRINCIPAL IPAD | 517.37 | | | | |
| | | office supplies | 87.21 | | | | |
| | 01-4340 | SALAD SPINNER | 24.66 | | | | |
| | 01-4400 | TECHNOLOGY SUPPLIES | 2,458.86 | | | | |
| | | 13-4340 | ANTI SLIP RUG | 109.35 | 7,239.27 | | |
| 00087265 | 12/11/2024 | AMERIGAS | 01-5540 | PROPANE | 8,651.83 | | |
| | | | 01-5899 | PROPANE | 541.39 | 9,193.22 | |
| 00087266 | 12/11/2024 | AT&T | 01-5890 | PHONE SERVICES | 58.61 | | |
| | | | 01-5899 | PHONE SERVICES | 26.96 | | |
| | | | 01-5910 | PHONE SERVICES | 481.21 | 566.78 | |
| 00087267 | 12/11/2024 | KATRINA BOSWORTH | 01-5200 | MILEAGE | | 65.66 | |
| 00087268 | 12/11/2024 | BRADY INDUSTRIES | 01-4320 | CUSTODIAL SUPPLIES | | 3,095.02 | |
| 00087269 | 12/11/2024 | PAMELA BRANDON | 01-5600 | TECH COTTAGE RENTAL | | 100.00 | |
| 00087270 | 12/11/2024 | CCEMC | 01-5200 | REGISTRATION | | 1,850.00 | |
| 00087271 | 12/11/2024 | CDW GOVERNMENT, INC | 01-4300 | MICROSOFT OFFICE LICENSES | | 1,726.65 | |
| 00087272 | 12/11/2024 | CITY OF LOYALTON | 01-5530 | WATER AND SEWER - LOYALTON SITES | 4,287.04 | | |
| | | | 01-5899 | WATER AND SEWER - LOYALTON SITES | 258.11 | 4,545.15 | |
| 00087273 | 12/11/2024 | CPR1 | 01-5890 | ANNUAL RENEWAL | | 693.00 | |
| 00087274 | 12/11/2024 | CURRENT ELECTRIC & ALARM, INC. | 01-5600 | ALARM MONITORING | 573.75 | | |
| | | | 01-5899 | ALARM MONITORING | 26.25 | 600.00 | |
| 00087275 | 12/11/2024 | DOWNIEVILLE PUBLIC UTILITY DIS | 01-5530 | Water | | 50.00 | |

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| 00087276 | 12/11/2024 | GRASS VALLEY SIGN INC | 01-4320 | SCHOOL SIGNS | | 504.18 |
| 00087277 | 12/11/2024 | GRAY ELECTRIC CO. | 01-5600 | ELECTRICAL SERVICE CALL | | 212.50 |
| 00087278 | 12/11/2024 | CAROLINE GRIFFIN | 01-5200 | Reim. for FRISK Training | | 125.00 |
| 00087279 | 12/11/2024 | JANET HAMILTON | 01-5600 | TECH COTTAGE RENTAL | | 100.00 |
| 00087280 | 12/11/2024 | HUNT & SONS, INC. | 01-5590 | HEATING OIL | | 1,236.29 |
| 00087281 | 12/11/2024 | INTEGRITY HEATING & AIR | 01-5600 | HVAC REPAIR | | 353.63 |
| 00087282 | 12/11/2024 | JOSHUA WILKINSON | 01-5200 | DMV FEES | | 98.00 |
| 00087283 | 12/11/2024 | LES SCHWAB TIRE CENTER | 01-4350 | Vehicle maintenance | | 1,450.31 |
| 00087284 | 12/11/2024 | LIBERTY UTILITY CA | 01-5510 | ELECTRIC - LOYALTON SITES | 15,066.47 | |
| | | | 01-5899 | ELECTRIC - LOYALTON SITES | 524.72 | 15,591.19 |
| 00087285 | 12/11/2024 | MEGAN A. MESCHERY | 01-4300 | ETHNIC STUDIES MEETING | | 82.07 |
| 00087286 | 12/11/2024 | MODEL DAIRY, LLC | 13-4700 | DAIRY PRODUCTS | | 1,192.51 |
| 00087287 | 12/11/2024 | MOUNTAIN MESSENGER | 01-4300 | ADVERTISEMENTS AND PUBLIC HEARINGS | | 34.33 |
| 00087288 | 12/11/2024 | N LITTLE ELECTRICAL | 01-5890 | GREENHOUSE ELECTRICAL | | 5,500.00 |
| 00087289 | 12/11/2024 | NEVADA CHILLER & BOILER, INC | 01-5600 | BOILER REPAIR | | 6,608.95 |
| 00087290 | 12/11/2024 | NORTHAM DISTRIBUTING, INC. | 13-4340 | CAFE FOOD/SUPPLIES | 41.32 | |
| | | | 13-4700 | CAFE FOOD/SUPPLIES | 2,695.70 | 2,737.02 |
| 00087291 | 12/11/2024 | ODP BUSINESS SOLUTIONS LLC | 01-4302 | Instruction related office supplies | 169.41 | |
| | | | | | 842.80 | 1,012.21 |
| 00087292 | 12/11/2024 | ON DECK SPORTS | 01-4400 | Baseball Fencing | | 4,345.86 |
| 00087293 | 12/11/2024 | UBEO WEST LLC | 01-5600 | COPIER MAINT. | 532.72 | |
| | | | 01-5899 | COPIER MAINT. | 109.86 | 642.58 |
| 00087294 | 12/11/2024 | SIERRA BOOSTER | 01-5890 | ADVERTISEMENTS/LEGAL/PUBLIC NOTICES | | 288.00 |
| 00087295 | 12/11/2024 | SIERRA COUNTY PUBLIC WORKS | 01-5600 | ROOM RENTAL | | 30.00 |
| 00087296 | 12/11/2024 | SIERRA COUNTY HEALTH DEPARTMENT | 01-5510 | ELECTRICAL SERVICES FOR TECH COTTAGE | | 289.50 |
| 00087297 | 12/11/2024 | SIERRA COUNTY CLERK-RECORDER | 01-5812 | ELECTION COSTS | | 222.33 |
| 00087298 | 12/11/2024 | SIERRA VALLEY HOME CENTER | 01-4300 | MISC. AG SUPPLIES | 36.40 | |
| | | | 01-4320 | MAINT. SUPPLIES | 137.51 | |
| | | | | MAINT/CUSTODIAL SUPPLIES | 43.83 | |
| | | | 40-4320 | DEFERRED MAINT PROJECTS | 680.25 | 897.99 |
| 00087299 | 12/11/2024 | SIERRA-PLUMAS JOINT UNIFIED | 01-5890 | BANK SERVICE FEES | 81.35 | |
| | | | 13-4340 | BANK SERVICE FEES | 6.25- | 75.10 |
| 00087300 | 12/11/2024 | SINGLETON AUMAN PC | 01-9510 | AUDIT FEES | | 16,000.00 |
| 00087301 | 12/11/2024 | CALIFORNIA DEPARTMENT OF TAX AND FEE ADMINISTRATION | 01-5890 | SALES TAX | 379.54 | |

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| 00087301 | 12/11/2024 | CALIFORNIA DEPARTMENT OF TAX AND FEE ADMINISTRATION | 01-9502 | SALES TAX | 376.36 | 755.90 |
| 00087302 | 12/11/2024 | DEPARTMENT OF JUSTICE ACCOUNTING OFFICE | 01-5890 | EMPLOYMENT FINGERPRINTING | | 459.00 |
| 00087303 | 12/11/2024 | SYSCO FOOD SVCS OF SACRAMENTO | 13-4340 | CAFETERIA - FOOD AND SUPPLIES | 135.70 | |
| | | | 13-4700 | CAFETERIA - FOOD AND SUPPLIES | 3,153.59 | 3,289.29 |
| 00087304 | 12/11/2024 | TEAM ONE NETWORKING | 01-5899 | PHONE SERVICES | 14.00 | |
| | | | 01-5910 | PHONE SERVICES | 126.00 | 140.00 |
| 00087305 | 12/11/2024 | TINYEYE TECHNOLOGIES CORP c/o V68000U | 01-5890 | THERAPY SERVICES | | 11,738.93 |
| 00087306 | 12/11/2024 | TRI COUNTY SCHOOLS INS. GR. | 01-9535 | HEALTH INSURANCE | 8,543.15 | |
| | | | 76-9576 | HEALTH INSURANCE | 79,760.59 | 88,303.74 |
| 00087307 | 12/11/2024 | U.S. BANK VOYAGER | 01-4305 | FUEL FOR ATHLETIC TRIPS | 1,471.92 | |
| | | | 01-4351 | BUS FUEL | 3,038.13 | |
| | | | | Fuel for Maintenance | 213.75 | |
| | | | 01-5200 | FIELD TRIP FUEL | 248.46 | |
| | | | | FUEL FOR FFA | 680.31 | 5,652.57 |
| 00087308 | 12/11/2024 | AMANDA WATTENBURG | 01-5200 | MILEAGE | | 65.66 |
| 00087309 | 12/11/2024 | WHITE'S SIERRA STATION, INC | 01-4350 | AG VEHICLE SERVICES | | 529.69 |
| 00087310 | 12/20/2024 | ACCO ENGINEERED SYSTEMS | 01-5600 | BOILER REPAIR | | 6,309.35 |
| 00087311 | 12/20/2024 | AIRGAS, USA, LLC | 01-5600 | TANK RENTAL LHS/DVL | | 355.48 |
| 00087312 | 12/20/2024 | AMAZON CAPITAL SERVICES | 01-4300 | Classroom Supplies | 18.66 | |
| | | | | FISH TANK SUPPLIES | 135.02 | |
| | | | | LIBRARY BOOKS | 51.21 | |
| | | | | MUSIC PROGRAM | 12.86 | |
| | | | | Scientific calculators | 42.35 | |
| | | | 01-4320 | KEY LOCK BOX | 12.86 | |
| | | | | Plant Maintenance | 160.80 | |
| | | | 01-4330 | cardstock paper | 17.15 | |
| | | | 01-5899 | KEY LOCK BOX | 12.87 | |
| | | | 13-4340 | Cashier/Cafeteria supplies | 60.60 | 524.38 |
| 00087313 | 12/20/2024 | STACI ARMSTRONG | 01-5200 | MILEAGE/PER DIEM/HOTEL | | 293.34 |
| 00087314 | 12/20/2024 | AT&T | 01-5910 | PHONE SERVICES | | 138.95 |
| 00087315 | 12/20/2024 | BRADY INDUSTRIES | 01-4320 | custodial supplies | | 44.89 |
| 00087316 | 12/20/2024 | KELLY CHAMPION | 01-5200 | CSBA CONFERENCE | | 809.67 |
| 00087317 | 12/20/2024 | COLLEGE BOARD | 01-5890 | PSAT/NMSQT | 566.28 | |
| | | | 01-9210 | SAT SCHOOL DAY | 259.20 | 825.48 |
| 00087318 | 12/20/2024 | EDWARDS, STEVENS AND TUCKER, LLP | 01-5810 | LEGAL FEES | | 363.50 |
| 00087319 | 12/20/2024 | HUNT & SONS, INC. | 01-5590 | HEATING OIL | | 1,106.60 |
| 00087320 | 12/20/2024 | INTEGRITY HEATING & AIR | 01-5600 | HVAC DIAGNOSE/REPAIR | | 307.51 |

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|--------------|------------|---|-------------|---------------------------|-----------------|--------------|
| 00087321 | 12/20/2024 | MODEL DAIRY, LLC | 13-4700 | DAIRY PRODUCTS | | 343.10 |
| 00087322 | 12/20/2024 | NORTHAM DISTRIBUTING, INC. | 13-4340 | CAFE FOOD/SUPPLIES | 38.61 | |
| | | | 13-4700 | CAFE FOOD/SUPPLIES | 1,422.65 | 1,461.26 |
| 00087323 | 12/20/2024 | NORTHEASTERN JOINT POWERS AUTHORITY | 76-9571 | WORKER'S COMP | | 27,724.25 |
| 00087324 | 12/20/2024 | PACIFIC GAS & ELECTRIC COMPANY | 01-5510 | Electricity | | 4,872.87 |
| 00087325 | 12/20/2024 | PLACER COUNTY OFFICE OF EDUCATION | 01-5200 | REGISTRATION | | 35.00 |
| 00087326 | 12/20/2024 | QUINCY TOW SERVICE & REPAIR | 01-5890 | BUS TOWING | | 1,350.00 |
| 00087327 | 12/20/2024 | SCHOOL SERVICES OF CALIFORNIA | 01-5890 | SABRE REPORT | | 350.00 |
| 00087328 | 12/20/2024 | SECURLY | 01-5890 | CONTENT FILTERING | | 3,217.50 |
| 00087329 | 12/20/2024 | INTERMOUNTAIN DISPOSAL, INC. | 01-5520 | GARBAGE SERVICE | 664.93 | |
| | | | 01-5899 | GARBAGE SERVICE | 13.33 | 678.26 |
| 00087330 | 12/20/2024 | SIERRA HARDWARE | 01-4320 | Misc Maintenance supplies | | 229.64 |
| 00087331 | 12/20/2024 | SIERRA-PLUMAS JOINT UNIFIED | 01-5890 | BANK SERVICE FEES | | 334.03 |
| 00087332 | 12/20/2024 | SEAN SNIDER | 01-5200 | CSBA CONFERENCE | | 838.92 |
| 00087333 | 12/20/2024 | DEPARTMENT OF JUSTICE ACCOUNTING OFFICE | 01-5890 | EMPLOYMENT FINGERPRINTING | | 113.00 |
| 00087334 | 12/20/2024 | TEACHER SYNERGY, LLC | 01-4300 | ELA SUPPLIES | | 38.97 |
| 00087335 | 12/20/2024 | TEAM ONE NETWORKING | 01-5899 | ANNUAL SUPPORT | 284.03 | |
| | | | 01-5910 | ANNUAL SUPPORT | 2,556.27 | 2,840.30 |
| 00087336 | 12/20/2024 | U.S. BANK | 01-4300 | LIBRARY BOOKS | 141.25 | |
| | | | | TECHNOLOGY SUPPLIES | 407.74 | |
| | | | 01-4320 | maint./custodial supplies | 54.31 | |
| | | | 01-4330 | ADOBE PRO SUBSCRIPTION | 14.99 | |
| | | | | GRADING SOFTWARE | 177.00 | |
| | | | 01-4340 | PANS | 62.01 | |
| | | | 01-4350 | FUEL FOR MAINT. | 221.02 | |
| | | | | TRANSFORMER | 472.02 | |
| | | | 01-4351 | BUS FUEL | 556.74 | |
| | | | | FUEL FOR MAINT. | 109.02 | |
| | | | 01-4400 | CONFERENCE SUPPLIES | 82.74 | |
| | | | 01-5200 | ALT-ED CONFERENCE | 600.00 | |
| | | | | CHARTER BUS | 5,453.39 | |
| | | | | CSBA CONFERENCE | 4,165.00 | |
| | | | 01-5890 | ZOOM SUBSCRIPTION | 74.22 | |
| | | | 01-5899 | ADOBE PRO SUBSCRIPTION | 5.00 | |
| | | | 13-6400 | CONVECTION OVEN PARTS | 648.33 | |
| | | | 40-4400 | BOILER PARTS | 636.35 | 13,715.65 |

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 12/01/2024 through 12/31/2024

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|-------------------------------|------------|---------------------|-------------|---------|-----------------|--------------------------|
| Total Number of Checks | | | | | 73 | <u>269,510.98</u> |

Fund Summary

| Fund | Description | Check Count | Expensed Amount |
|---------------------------------|--------------------------------|-------------|--------------------------|
| 01 | General Fund | 67 | 150,874.33 |
| 13 | Cafeteria Fund | 9 | 9,835.21 |
| 40 | Special Reserve for Capital Ou | 2 | 1,316.60 |
| 76 | Warrant/Pass Through (payroll) | 2 | 107,484.84 |
| Total Number of Checks | | 73 | 269,510.98 |
| Less Unpaid Sales Tax Liability | | | .00 |
| Net (Check Amount) | | | <u>269,510.98</u> |

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

2024-2025 School Year

Quarterly Report Submission Date: October 2024 (Jul-Aug-Sep)
 January 2025 (Oct-Nov-Dec)
 April 2025 (Jan-Feb-Mar)
 July 2025 (Apr-May-Jun)

Date for information to be reported publicly at a governing board meeting:
January 14, 2025

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

2024-2025 School Year

Quarterly Report Submission Date: October 2024 (Jul-Aug-Sep)
 January 2025 (Oct-Nov-Dec)
 April 2025 (Jan-Feb-Mar)
 July 2025 (Apr-May-Jun)

Date for information to be reported publicly at a governing board meeting:
January 14, 2025

Please check the box that applies:

- No complaints were filed with any school in the District during the quarter indicated above.
- 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) | | |
|---|-----------------------------------|---|-----------------------------------|---|--|---|---|
| 2024 | 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) | | |
|---|-----------------------------------|---|-----------------------------------|---|--|---|---|
| 2024 | 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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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 | _____ |

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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) | | |
|---|--|---|-----------------------------------|---|--|---|---|
| 2024 | 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 | |

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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:

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LOCATION CODES:

| | | | | |
|-----------------------|---|------------------------|----------------------|----------------------------|
| 1 Administration Bldg | 5 Cafeteria/Kitchen | 9 Landscape (indoor) | 13 Multipurpose Room | 17 Vehicle |
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| 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 | _____ |

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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) | | |
|---|-----------------------------------|---|-----------------------------------|---|--|---|---|
| 2024 | 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 | |
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Application 1:

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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) | | | | |
|---|-----------------------------------|---|---|---|--|--|---|
| 2024 | 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/Portables <input checked="" type="checkbox"/> <u>School</u> <input type="checkbox"/> <u>Day Care</u> | | N/A | No Application | | | <input style="width: 50px; height: 20px;" type="text"/> (vol.) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> OZ ML PT (wt.) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> GR OZ LB | |
| <input type="checkbox"/> <u>School</u> <input type="checkbox"/> <u>Day Care</u> | | | | | | <input style="width: 50px; height: 20px;" type="text"/> (vol.) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> OZ ML PT (wt.) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> GR OZ LB | |
| <input type="checkbox"/> <u>School</u> <input type="checkbox"/> <u>Day Care</u> | | | | | | <input style="width: 50px; height: 20px;" type="text"/> (vol.) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> OZ ML PT (wt.) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> GR OZ LB | |
| <input type="checkbox"/> <u>School</u> <input type="checkbox"/> <u>Day Care</u> | | | | | | <input style="width: 50px; height: 20px;" type="text"/> (vol.) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> OZ ML PT (wt.) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> GR OZ LB | |
| <input type="checkbox"/> <u>School</u> <input type="checkbox"/> <u>Day Care</u> | | | | | | <input style="width: 50px; height: 20px;" type="text"/> (vol.) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> OZ ML PT (wt.) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> GR OZ LB | |

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

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

Application 1:

Application 2:

Application 3:

Application 4:

Application 5:

School District Integrated Pest Management Plan – 2025

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 2026

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)

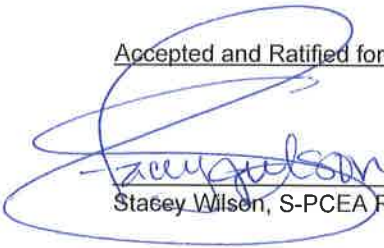
SIERRA COUNTY SUPERINTENDENT OF SCHOOLS
SIERRA COUNTY BOARD OF EDUCATION AND
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD
TENTATIVE AGREEMENT
SIERRA-PLUMAS CLASSIFIED EMPLOYEES ASSOCIATION (S-PCEA)
2024-2025 Contract Language

1. Contract Language

- a. The Parties agree to the signed and attached updated Collective Bargaining Agreement language.

The employers propose that in mutual agreement with Sierra County Superintendent, Sierra County Board of Education, and Sierra-Plumas Joint Unified Governing Board and Sierra-Plumas Classified Employees Association that negotiations will remain open for the 2024-2025 for Salary and Benefits negotiations.

Accepted and Ratified for S-PCEA Employees


Stacey Wilson, S-PCEA Representative Date 12/11/24

Accepted and Ratified for the Employer

Sean Snider Date
Superintendent, Sierra-Plumas Joint Unified School District

Accepted and Ratified for the Employer

James Berardi,
Superintendent, Sierra County Office of Education

AGREEMENT BETWEEN THE

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
SIERRA COUNTY OFFICE OF EDUCATION
(SUPERINTENDENT OF SCHOOLS)

AND THE

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
and SIERRA COUNTY OFFICE OF EDUCATION
CLASSIFIED EMPLOYEES

EFFECTIVE DATES: July 1, 2024-June 30, 2027

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ARTICLE 1 **INTRODUCTION**

1.1 This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code (“Act”), of the State of California.

1.2 Parties to the Agreement
The Articles and provisions contained herein constitute a bilateral and binding agreement (“Agreement”) by and between the Sierra-Plumas Joint Unified School District (“District”), the Sierra County Office of Education (“County”), and the Sierra-Plumas Joint Unified School District and Sierra County Office of Education Classified Employees.

The term “Employer” shall refer to the Sierra-Plumas Joint Unified School District or Sierra County Office of Education, whichever is applicable.

1.3 It is understood and agreed by the Employer and the Classified Employees that the articles contained within this Agreement shall not be deemed to supersede other provisions of the Education Code, Board Policies, or other rules and regulations as long as the above do not conflict with the negotiated Agreement.

ARTICLE 2 **RECOGNITION**

- 2.1 The Superintendent of the Sierra County Office of Education and the Sierra-Plumas Joint Unified School District Governing Board confirm its recognition of the Sierra-Plumas Joint Unified and Sierra County Office of Education Classified Employees as the exclusive bargaining agent for the purpose of meeting and negotiating proposals which are authorized under provisions of the law.
- 2.2 **The District/County recognizes the CSEA as the sole and exclusive bargaining agent for the classified employees occupying classes listed below:**
- A. Food Services**
 - B. Clerical, secretarial, and business services**
 - C. Operations and maintenance including custodial/maintenance/grounds**
 - D. Paraeducators**
 - E. Noon duty supervisors who also hold, or are in layoff status from, other classified positions**
 - F. Transportation**
- Excluding noon duty supervisors not otherwise employed in another classified position, and those positions lawfully declared as management, and confidential.**
- 2.3 The following positions are specifically excluded from the bargaining agreement:
Temporary or Short-term Employees
Substitute Employees
Student Employees
- 2.4 The Classified Employees, in turn, recognizes the Employer as the duly elected representative of the people and agrees to negotiate exclusively with the Employer through the provisions of The Rodda Act.
- 2.5 The Classified Employees agree that it, its members, and agents shall not attempt to negotiate privately or individually with any Board member, Administrator or supervisor. In turn, the Employer and its individual representatives shall not attempt to negotiate privately or individually with any Classified Employees member or any individual in the unit.
- 2.6 New Classifications created or additional positions created within an existing class of positions shall be subject to negotiations between the Employer and the Classified Employees to determine if they are to be included in the bargaining unit.
- 2.7 **Confidential positions will be reevaluated when they become vacant to determine if they meet the criteria established by law to be classified as confidential.**

ARTICLE 3 **TERM OF AGREEMENT**

3.1 Provisions for this Agreement shall be effective July 1, 2024, except where otherwise noted, and shall remain in effect until June 30, 2027, with the following exceptions:

The Classified Employees shall present its written proposals for negotiations no later than the March meeting of the District Board and County Superintendent. The Board/County Superintendent will respond with an initial proposal response by the following regularly scheduled monthly Board meeting.

ARTICLE 4 **SAVINGS PROVISION**

- 4.1 If any provisions or applications of this Agreement are held to be contrary to law by a court of competent jurisdiction, such provisions or applications will not be deemed valid and subsisting except to the extent permitted by law; but, all other provisions will continue in full force and effect.
- 4.2 In the event of suspension or invalidation of any article or section of this Agreement, the parties agree to meet and negotiate within thirty (30) days after such determination for the purpose of arriving at a mutually satisfactory replacement for such article or section.

ARTICLE 5 **DEFINITIONS**

- 5.1 “Anniversary Date” refers to the date upon which an employee is hired and earned a salary. This is the first day of the pay period next following completion of the required period of service.
- 5.2 “Days” shall mean days on which the main administrative office of the District /County Office are open for business unless otherwise specified within this Agreement.
- 5.3 “Length of Service” for the purpose of this Agreement, length of service is to mean the hours of service for the current continuous employment period.
- 5.4 “Short term employee” is a person hired for a specific temporary project of limited duration which, when completed, shall no longer be required.
- 5.5 “Probationary employee” is a regular employee who will become permanent upon completion of a **six (6) month period.**
- 5.6 “Regular or permanent employee” is an employee who successfully completes an initial probationary period, which shall not exceed **six (6)** months of service beyond the initial date of employment by the Employer and who is not classified as a restricted, substitute, short term or student employee.
- 5.7 “Class” is any group of positions sufficiently similar in duties, responsibilities, and authority that the same job title, minimum qualifications, and salary range are appropriate for all positions in the class.
- 5.8 “Classification” is a position in a class; a particular employment position. Each position in a classified service shall have a designated title, a regular number of assigned hours per day, days per week, and months per year, and a regular hourly or monthly salary range.
- 5.9 “Seniority” for the purpose of this agreement seniority is determined by the length of service beginning with the current continuous employment period.
- 5.10 “Classified Employees” All persons in Classified positions identified in Article 2.2 as being included in the unit are Classified Employees.
- 5.11 “District/County” Sierra-Plumas Joint Unified School District and Sierra County Office of Education.

ARTICLE 6 **WAIVER CLAUSE**

- 6.1 This Agreement sets forth, in writing, the full and entire understanding of the parties regarding the matters set forth herein.
- 6.2 It is agreed and understood that the parties hereto waive their rights to negotiate any matter covered herein during the term of this contract.
- 6.3 Nothing in this paragraph shall preclude the parties from mutually agreeing, in writing, to negotiate on any issue(s) contained herein during the term of this Agreement.
- 6.4 No agreement alteration, understanding, variation, waiver or modification of any of the terms or provisions contained herein shall, in any manner, be binding upon the parties hereto unless made and executed in writing by all parties hereto, and if required, approved and implemented by the Sierra-Plumas Joint Unified School District Governing Board and the Sierra County Superintendent of Schools and Sierra County Board of Education and the District/County Classified Employees.
- 6.5 The waiver, by mutual agreement and in writing, of any terms or conditions of this contract shall not constitute a precedent in the future enforcement of all its terms and provisions.

ARTICLE 7 **ASSOCIATION RIGHTS**

- 7.1 The Classified Employees can use the Employer's buildings and facilities upon notification of the Superintendent to conduct Classified Employees' business provided it does not interfere with the operations of the Sierra-Plumas Joint Unified School District or Sierra County Office of Education.
- 7.2 Members of the Classified Employees shall be permitted to transact Classified Employees business on office property before the beginning of the established workday, during any duty-free lunch periods, and any time immediately following the established work day. In any event, no Classified Employees, except the Classified Employees representative, shall be permitted to use assigned work time to conduct Classified Employees business on or off the premises.
- 7.3 The Classified Employees shall have the right to post notice of activities and matters of the Classified Employees concern on the existing bulletin boards in the District/County office and site facilities. Such posting may be accomplished during generally recognized paid break periods. The Classified Employees may use the District/County office inter-office mail delivery service and employee mailboxes for communication to employees not to exceed twice per week and shall be during non-work time of the employee. It shall be the responsibility of the Classified Employees to remove outdated information.
- 7.4 The Employer will provide the Classified Employees representative one (1) copy and the negotiations chairperson with one (1) copy of the public materials in the Board packet prior to any regular and/or special meeting held by said Board which directly affects Classified employees.
- 7.5 The Classified Employees, upon request, may have access to the records pertaining to the employee seniority roster indicating the employees' employment date, classification and job site.
- 7.6 Each Classified Employees shall have available a copy of the Agreement. This copy shall be available via the Internet at www.sierracountyschools.org. A printed copy of the Agreement shall be available for review in the District/County administration office.
- 7.7 The Employer agrees to provide paid release time for up to two (2) hours per month for the Classified Employees representative or documented designee to conduct Classified Employees business.

ARTICLE 8 **NEGOTIATIONS PROCEDURE**

- 8.1 For the first session of each bargaining period, the Employer and the Classified Employees shall appoint not more than two (2) persons to act as their respective negotiating teams.

- 8.2 Negotiations will be conducted at times and places mutually agreeable to the respective negotiating teams.

- 8.3 It is understood and agreed that all tentative agreements negotiated by the negotiating teams are subject to formal ratification by the Classified Employees membership prior to presentation to the Employer, and that subsequent formal adoption by the Employer shall constitute the conclusion of negotiations activities for the year.

- 8.4 The parties shall endeavor to reach an agreement on the ground rules prior to each set of negotiations which are to be conducted. The parties agree to abide by whatever rules apply for that set of negotiations.

ARTICLE 9 **GRIEVANCE PROCEDURES**

9.1 Definitions

- 9.1.1 A “grievance” is an alleged violation, misapplication or misinterpretation of any specific provisions of this Agreement which adversely affects the grievant.
- 9.1.2 The “grievant” is an employee in the unit who has properly submitted an alleged grievance.
- 9.1.3 “Days” as used in this procedure shall mean any day in which the District/County Office is regularly open for business.
- 9.1.4 “Immediate Supervisor” refers to that person as defined in Article 5.8, who, has immediate responsibility for directing the work force within his/her geographic area of influence.

9.2 Purpose

- 9.2.1 The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems of employees which may from time to time arise affecting the welfare or working conditions as defined under the terms and provisions of this Agreement. Both parties agree that these proceedings will be kept informal and confidential as may be appropriate at any level of the procedure.
- 9.2.2 Since it is important that grievances be processed as rapidly as possible, every effort should be made to expedite these procedures. The time limits, however, may be extended or decreased by mutual agreement of both parties.

9.3 Procedure

If, in the judgment of the Classified Employees and the Employer, a grievance affects a group of Classified Employees, the Classified Employees may submit such grievance in writing to the Superintendent or designee directly and the processing of such grievance shall be commenced at Level II of the formal grievance procedure.

9.3.1 Informal Level:

- 9.3.1.1 Before filing a formal written grievance, the grievant shall attempt to resolve it by an informal conference with his/her immediate supervisor.
- 9.3.1.2 In cases in which the proposed remedy would entail a financial outlay by the District/County Office, the grievant shall notify his/her immediate supervisor within ten (10) days after the grievant knew or should have known of the act of omission giving rise to the problem.
- 9.3.1.3 A second informal discussion may be held between the grievant and a representative of his/her choice and the grievant’s immediate supervisor. Whether or not to have this meeting shall be at the discretion of the grievant.

9.3.2 Formal Levels:

9.3.2.1 Level I:

- 9.3.2.1.1 Within thirty (30) calendar days after the occurrence of the act or omission giving rise to the grievance, the grievant must present the grievance on the Classified Employees’ grievance form to his/her immediate supervisor.
- 9.3.2.1.2 This statement shall be a clear concise statement of the circumstances giving rise to the grievance, citation of the specific article, section and paragraph of this Agreement that is alleged to have been violated, the decision rendered at the informal conference, and the specific remedy sought.

9.3.2.1.3 Within ten (10) days after receipt of the written grievance by the appropriate administrator/supervisor, he/she shall meet with the aggrieved party and if desired, a representative from the Classified Employees, in an effort to resolve the grievance. The appropriate administrator/supervisor or designee shall communicate the decision to the grievant in writing within ten (10) days after receiving the grievance.

9.3.2.2 Level II:

9.3.2.2.1 In the event the grievant is not satisfied with the decision at Level I, he/she may appeal the decision on the Classified Employees' Grievance Form to the District Superintendent or County Superintendent of Schools or designee with ten (10) days.

9.3.2.2.2 This statement should include a copy of the original grievance, the decision rendered, and a clear, concise statement of the reason for the appeal.

9.3.2.2.3 The District Superintendent or County Superintendent of Schools or designee shall conduct an investigation into the allegations and shall communicate the decision within ten (10) days after receiving the appeal.

9.3.2.2.4 The County Superintendent of Schools shall make the final decision for County Classified Employees at Level II.

9.3.2.3 Level III:

9.3.2.3.1 If a District Classified Employee (grievant) is not satisfied with the decision at Level II, he/she, within ten (10) days after receiving the decision from the District Superintendent may appeal the decision on the grievance form to the District Governing Board.

9.3.2.3.2 This statement shall include a copy of the original grievance and appeal, the decision rendered and a clear concise statement of the reasons for the second appeal.

9.3.2.3.3 The Sierra-Plumas Joint Unified School District Governing Board shall communicate its decision to the grievant within five (5) days after a regular or special Board meeting. The decision of the Board shall be final and no further procedure is available to the grievant within the provisions of this Agreement.

9.4 Miscellaneous

9.4.1 Neither the Employer or Classified Employees, nor any member of the administration or bargaining unit shall take reprisals affecting the employment status or working conditions of any employee, member of management, Classified Employees representative, or any other participant in the grievance procedure by reason of such participation.

9.4.2. The actual grievances and all documents relating thereto shall be filed separately from the Classified Employee's personnel file.

9.4.3 At any level of this procedure, Classified Employees may consult with a representative of his/her choice in order to gain assistance in preparation, investigation, or resolution of the grievance. Such assistance may extend to help in the presentation of the grievance at any formal level of this procedure or at the second informal level provided above.

ARTICLE 10 **EVALUATION PROCEDURE**

10.1. Any Classified Employee may be evaluated by the immediate supervisor at any time when deemed to be in the best interest of the program. Each immediate supervisor under whom the Classified Employees has served for sixty (60) working days or more during any rating period shall provide a performance evaluation even though the Classified Employee may have left his/her control.

A regular personnel evaluation program will be affected according to the following schedule:

Probationary status Employees: Year one (1) at the end of the 2nd (second) and 5th (fifth) month of service;

Permanent status Employees:

A. Once each year usually between February and May;

10.2 A Classified Employee shall be evaluated by an immediate supervisor prior to any position transfer.

10.2.1 Employee shall be evaluated at the end of the 2nd (second) and 5th (fifth) month of service in any new position whether by a **voluntary** or **involuntary** transfer.

10.3. Procedure

10.3.1 Performance evaluation reports shall be made on the Performance Evaluation for Classified Employees form and shall be prepared by the Classified Employee's immediate supervisor. The form may be reviewed by the next higher supervisor.

10.3.2 The immediate supervisor shall present the performance evaluation form to the Classified Employee and shall discuss it with him/her. The evaluation form shall be signed by the employee to indicate receipt, and he/she shall be given a signed copy. The Employee may attach comments to the evaluation form if he/she does so within ten (10) business days following the evaluation interview.

10.3.3. Performance evaluation reports shall be filed in the Classified Employee's personnel records. All performance evaluations shall be confidential.

10.4 Special Evaluations: At any time a supervisor may issue to a Classified Employee a Notice of Commendation or Notice of Unsatisfactory Service. Such notices shall be made on prescribed forms and shall set forth specific reasons for recognition of outstanding or unsatisfactory service by the Classified Employee. It shall be delivered to the Classified Employee personally by his/her immediate supervisor whenever practical. A copy of such notice shall be placed in the Classified Employee's personnel record and shall be available to review in connection with promotional examinations.

ARTICLE 11 **TRANSFER AND LAYOFF/REEMPLOYMENT PROCEDURE**

- 11.1 Length of service = hours in paid status. Seniority is determined by length of service beginning with the current continuous employment period.
- 11.2 Transfers, whether voluntary (Classified Employee initiated) or involuntary (Employer initiated), are the change in a Classified Employee's work assignment with the same classification.
- 11.3 Transfers shall not change the Classified Employee's service time, anniversary date, accumulated illness leave, or accumulated vacation credit, or in any other manner reflect adversely upon his/her rights as provided in this Agreement.
- 11.4 Reasons for any transfer which is not voluntary shall be discussed with the Classified Employee by his/her immediate supervisor at least fifteen (15) work days before the first work day.
- 11.5 Classified Employees who wish to be considered for a particular position shall submit a written request to the personnel department.
- 11.6 All open positions and employment opportunities will be posted on the District/County website.
- 11.7 Order of layoff and reemployment: **Within each class, the order of layoff shall be determined by length of service. (Board Policy AR 4217.3, Education Code 45114, 45308)**

ARTICLE 12 BENEFITS

- 12.1 The Employer shall provide all eligible Classified Employees as specified in this article and their eligible dependents with medical coverage, family dental, family vision and life insurance coverage.
- 12.2 **Beginning with the 2017-2018** fiscal year, the Employer contribution for family medical, dental, vision coverage and life insurance, shall be capped at \$17,536.50** annually per eligible Employee toward the premiums and Health Savings Account contributions for employer-sponsored health insurance plans. Health Savings contributions are subject to limitations as prescribed by Internal Revenue Code(s). ** Approved May 9, 2017**
- 12.2.1 Classified Employees assigned to paid status greater than (twenty-seven and one-half) 27.5 hours per week shall be entitled to Employer paid contributions capped as stated in Article 12.2 above.
- 12.2.2 Classified Employees regularly assigned to paid status part-time at least (twenty) 20 hours per week or greater, may participate in the Employer-sponsored group benefit programs, as allowed by the vendor contracts for family medical, dental, vision, and life insurance benefits by paying the full (100%) premium cost.
- 12.2.3 Section 125, also referred to “Cafeteria Plan”, of the Internal Revenue Code provides participants an opportunity to receive certain benefits on a pretax basis. The cafeteria plans are made pursuant to salary reduction agreements between the Employer and the Employee. Classified Employees are eligible to participate in Section 125 cafeteria plans.
- 12.2.4 Classified Employees are eligible to participate in the annual open enrollment as authorized by current benefit vendor(s). The annual open enrollment is to allow employees who are enrolled in a medical benefits plan the opportunity to enroll in any plan offered by the Employer.
- 12.2.5 The Employer health insurance dollar contribution shall be prorated on an annual basis. An Employee who is employed less than a full fiscal year shall be entitled only to the proportionate annual Employer dollar contributions toward health and welfare benefits.
- 12.3 Per 12.2.2, part-time Classified Employees may participate in the Employer-sponsored group benefit programs,
- 12.3.1 Upon becoming eligible for coverage, an employee has thirty-one (31) days to file an enrollment application for coverage with the District or County office. Benefits begin the following month.
- 12.3.2 All premiums are payable to the District or County office and due in full no later than the (fifth) 5th day of the month and will be considered delinquent after the (fifth) 5th day. Should the health insurance premium payments become delinquent for two (2) consecutive months, benefits will be cancelled and reinstatement will not be allowed.
- 12.3.2.1 Payroll deduction Option: Up to (seventy-five) 75% of the Classified Employee’s estimated regular ten (10) month net pay may be deducted for the group-sponsored health insurance premium. For example, if the (ten) 10 month (September through June) regular net pay is \$940, the District/County would deduct \$705 for the health insurance premium. However, months July and August, the full health premium would be due and payable to the District/County office no later than the 5th of the month.
- 12.3.3 In the event that the Employee’s hours and assignment are reduced to less than twenty (20) hours per week, the Employee is no longer eligible to participate in the Employer-sponsored group benefit plan. Benefits will be terminated the last day of the month that the Employee is no longer entitled under the requirements of eligibility.

- 12.4 Economic Fringe Benefits While On Paid Leave:
Classified Employees on paid leave are considered to be in continuous employment and no interruption to the fringe benefit program shall be imposed upon Classified Employees on paid leave.
- 12.5 Economic Fringe Benefits While on Unpaid Leave:
Classified Employees granted an unpaid leave of absence shall have their Employer-paid fringe benefit programs discontinued at the end of the month in which the leave begins.
- 12.5.1 Classified Employees may continue fringe benefit coverage while on an unpaid leave by paying the full premium in advance each month including the Employer's contribution for the duration of the leave.
- 12.6 Economic Fringe Benefits – Termination
Classified Employees who terminate shall have their fringe benefit programs discontinued at the end of the month in which their termination occurs except as may be required by applicable State or Federal law.
- 12.7 Retirees
Retirees from the Employer, and their qualified dependents, may continue to participate in any of the Employer health benefits plans at his/her own expense providing such participation is acceptable to the health insurance provider. Retirees shall pay all the premiums, dues, and other charges, including any increase in premiums.
- 12.7.1 The retiree shall be eligible to participate in the Employer's group health plan beyond age 65 in accordance with the authorization and guidelines of the health insurance provider.
- 12.7.1.2 The retiree must be enrolled in Medicare Part A and Medicare Part B programs to be eligible for the "retiree" rate premium schedule. Without the Medicare Part A and Part B participation, the retiree may participate at the applicable rate schedule.

ARTICLE 13 LEAVES OF ABSENCE

All reference to (working) day(s) as used in this Article shall be considered a standard either (8) hour day or portion thereof. Classified Employees employed less than forty hours per week, or less than twelve months a year, shall be granted a proportionate amount of the full-time employee.

13.1 Status While on Leave of Absence

13.1.1 Paid Leave: Classified Employees granted a paid leave of absence shall be considered to be in continuous employment and shall be entitled to all earned sick leave, vacation, service time, transfer and promotion considerations, and other benefits as provided in Article 12, Benefits. The Classified Employees shall also be entitled to all base salary adjustments. However, Classified Employees will be entitled to a step increase provided that the Classified Employees has worked at least 75% of all scheduled workdays.

13.1.2 Unpaid Leave: Classified Employees granted an unpaid leave of absence shall be considered to be in continuous employment, however, shall not be entitled to earn additional sick leave or vacation time while on such leave. They will be entitled to their step increase provided that they have worked at least 75% of all scheduled workdays.

13.2 Sick Leave

13.2.1 Every regular Classified Employee shall be entitled to one (1) day of paid sick leave for illness or injury for each full month of employment. This one (1) day shall be prorated accordingly for regular Classified Employees working partial months. (Education Code 45191 Classified Employee)

13.2.1.1 On July 1 of each year, every Classified Employee shall receive in advance their entitlement of sick leave.

13.2.1.2 New Employees assigned to a position after July 1 shall receive sick leave for the remainder of the fiscal year ending June 30 depending on the total calendar months or portion thereof remaining.

13.2.1.3 Effective July 1, 2013, a new Employee of the District/County shall not be eligible to take more than six (6) days, or the proportionate amount to which he may be entitled, until the first day of the calendar month after completion of six months of active service with the District/County. (Education Code 45191 Classified Employee)

13.2.2 Unused sick leave shall be accumulative from year to year.

13.2.3 The Employer may require a physician's or practitioner's verification of illness if a Classified Employee has been on sick leave for three (3) or more consecutive days or a total of fifteen days in any school year. The physician/practitioner's statement shall include:

- The reason for absence
- Dates of treatment
- Type of treatment
- Whether or not the Employee can perform all assigned duties

13.2.4 A Classified Employee who is absent through illness or injury must notify his/her immediate supervisor as early as possible. Upon return, the Classified Employee must complete the appropriate Leave of Absence form indicating the date(s) of the sick leave taken.

13.2.5 Sick leave shall not be misused by an Employee or used to enable him/her to earn wages from another employer. Misuse of sick leave shall be subject to disciplinary action up to and including dismissal.

13.2.6 Earned unused sick leave may be counted, in a proportionate amount, to service credit for computing retirement in accordance to current laws.

13.2.7 Differential Sick Leave

When sick leave and all other paid leaves have been exhausted and a Classified Employee is absent because of illness or accident, the Classified Employee shall be paid the difference between his/her salary and the salary of the substitute for the period not to exceed five (5) months.

The five (5) month period shall commence on the first day of the absence and run concurrently with all other leaves. If a Classified Employee is unable to return to work following the allowable five (5) months, the Classified Employees may request an unpaid leave of absence not to exceed six (6) months. If an unpaid leave of absence is not available, or if at the end of the unpaid leave the Classified Employee remains unable to assume the duties of his/her position, the Classified Employee will be placed on a 39 month reemployment list. (Education Code 45195 Classified Employee)

13.2.8 Transfer of Sick Leave from Another District

A Classified employee of any school district who has been an employee of that district for a period of one (1) calendar year and who subsequently accepts employment with the District/County within one (1) year of his /her former employment, shall be credited with all of the earned but unused sick leave which was credited to him/her in his/her former school district. (Education Code 45202 Classified Employee)

If termination was for cause, the transfer may be made if agreed to by the District/County Superintendent or designee.

13.3 Personal Necessity Leave:

13.3.1 Classified Employees may elect to use up to seven (7) days of accumulated sick leave for personal necessity during any school year.

13.3.2 Personal Necessity Leave includes:

- Death of a member of his/her immediate family when additional leave is required beyond that provided for bereavement leave provisions;
- An accident involving his/her person or property, or the person or property of a member of his/her immediate family;
- Appearance in any court or before any administrative tribunal as a litigant, party or witness under subpoena or other order;
- Other reasons that the Governing Board may prescribe (refer to Board Policy AR4261.2)

13.3.3 Request for Personal Necessity Leave shall be made at least three (3) days in advance to the Employee's immediate supervisor. Advance permission shall not be required of any Classified Employee in cases involving the death of a member of the Employee's immediate family or an accident involving the Employee's person or property or the person or property of a member of his/her immediate family.

13.3.4 The request for such leave shall be submitted on a leave of absence form to the Employee's immediate supervisor.

13.3.5 In no case shall Personal Necessity Leave be used for an extension of a school holiday or personal vacation when not provided under the terms of the employment, or leave that would cause disruption of the normal operating functions of the school.

- 13.4 Bereavement Leave:
- 13.4.1 Employees are entitled to a leave of up to five (5) days, upon the death of any member of the employee's immediate family. No deduction shall be made from the employee's salary, nor shall such leave be deducted from any other leave to which the employee is entitled.
- 13.4.2 Immediate family includes: (as defined according to subdivision (d) of Labor Code Section 2066): spouse, domestic partner, cohabitant, child, stepchild, grandchild, parent, stepparent, mother-in-law, father-in-law, son-in-law, daughter-in-law, grandparent, great grandparent, brother, sister, half-brother, half-sister, stepsibling, brother-in-law, sister-in-law, aunt, uncle, niece, nephew, or first cousin (that is, a child of an aunt or uncle), or any relative living in the immediate household of the Employee.
- 13.4.3 Any additional days beyond those provided in sections 13.4.1 and 13.4.2 must be handled under the provisions of Personal Necessity Leave.
- 13.5 Leave to Perform Legal Duties:
- 13.5.1 Classified Employees who are involuntarily summoned for civic duty, subpoenaed to be present in court as juror or as a witness, shall be granted civic duty leave, with pay, for such time as is required by the summons or subpoena.
- 13.5.2 Classified Employees are expected to return to work during any day or portion thereof in which legal duty services are not required.
- 13.5.3 Legal duty leave will not be granted to Classified Employees required to appear in court as defendants for personal traffic or other violations of the law or as a defendant in connection with other employment.
- 13.5.4 Payment received for approved legal duty leave, with the exception of any transportation reimbursement, shall be turned over the District/County business office.
- 13.5.5 Classified Employees will be granted a leave of absence if called for grand jury service. Leave of absence for grand jury service shall be with pay up to the amount of the difference between the Employee's regular earnings and any amount he/she receives as juror fees.
- 13.6 Military Leave:
- 13.6.1 Classified Employees shall be granted any military leave to which they are entitled, under law as Classified school employees. Classified Employees shall be required to request military leave in writing and, upon request, to supply the District/County business Office with "orders" and status reports.
- 13.7 Industrial Accident and Illness Leave:
- 13.7.1 Classified Employees who sustain an injury or illness arising directly out of and in the course and scope of their employment shall be eligible for not less than sixty (60) working days paid leave in any one (1) fiscal year. The fiscal year is defined as July 1 through June 30 of each year.
- Allowable leave shall not accumulate from year-to-year;
 - Industrial Accident or Illness Leave will commence on the first day of absence;
 - Payment for wages lost on any day shall not, when added to an award granted the employee under the workers' compensation laws in this State, exceed the normal wage for the day;
 - Industrial Accident leave will be reduced by one (1) day for each day of authorized absence regardless of the compensation award made under workers' compensation;
 - When an industrial accident or illness occurs at a time when the full sixty (60) days will overlap into the next fiscal year, the Employee shall be entitled to only that amount remaining at the end of the fiscal year in which the injury or illness occurred for the same illness or injury.

- 13.7.2 Industrial Accident or Illness Leave is to be used in lieu of normal sick leave benefits. When entitlement to Industrial Accident or Illness leave under this section has been exhausted, entitlement to other sick leave, including the differential sick leave allowance, vacation and other paid leave shall be used.
- 13.7.3 During any paid leave of absence, the Classified Employee shall endorse to the Employer the temporary disability indemnity checks received on account of such industrial accident or illness. The Employer, in turn, shall issue the Classified Employees appropriate salary warrants for payment of the Classified Employees' normal wage.
- 13.7.4 When all available leaves of absence (paid or unpaid) have been exhausted, and if the Classified Employee is not medically able to resume his/her duties, the Employee shall, if not placed in another position, be placed on a reemployment list for a period of 39 months. If the Employee is able to resume his/her duties during the 39 month period, the Employee shall be employed in a vacant position in the class of his/her previous assignment. The employment shall be over all other candidates except for a reemployment list established because of lack of work or lack of funds.
- 13.8 Emergency Conditions
- 13.8.1 Emergency conditions are those conditions totally outside of a Classified Employees' control such as extreme snowfall, flood or other weather-related phenomena, workplace power outage, fire or other natural catastrophe or circumstances that require urgent attention of the Employee and which prevent an employee from reporting to or remaining at his/her assigned workplace.
- 13.8.2 Should a Classified Employee show up for and be ready for work at his/her regular assignment but is then sent home by a supervisor, he/she shall be credited for a minimum of two (2) hours pay or the time actually worked, whichever is greater.
- 13.8.3 Any Classified Employee who is not able to attend or remain at work for reasons of emergency as defined above, shall use vacation, personal necessity, District/County leave or leave without pay.
- 13.8.4 If the Classified Employee must take a leave without pay because no paid leaves are available, he/she may request his/her supervisor to consider a means of allowing them to make up the time and the lost wage.
- 13.9 Family Care and Medical Leave
- 13.9.1 Entitlement to Leave:
Classified Employees may be eligible for unpaid leave under the Family Medical Leave Act (FMLA) and/or the California Family Rights Act (CFRA), subject to certain qualifying circumstances under the law. Refer to Administrative Regulation AR4261.8 and Appendix F of this Agreement. It is intended that current leave entitlements shall run concurrent with FMLA and CFRA leave. This item is enforceable as set out in law.
- 13.9.2 Since the Federal and State laws have different regulations, definitions and benefits which may change in the future, the Classified employee should contact the personnel department for further information.
- 13.9.3 Advance Notice of Leave:
If the Classified Employee's need for a leave pursuant to this Article is foreseeable, the Classified Employee shall provide the Superintendent with thirty (30) days advance notice of the need for the leave.
- 13.9.4 Healthcare Provider/Certification of Leave:
Verification by a physician shall be required by the District/County to validate a serious health condition.

Child, Spouse or Parent Care: If the employee is requesting leave to care for an eligible family member with a serious health condition, both of the following:

- a. Statement that the serious health condition warrants the participation of the employee to provide care, such as by providing psychological comfort, arranging for third party care, or directly providing or participating in the medical care of the eligible family member during a period of the treatment or supervision
- b. Estimated amount of time the health care provider believes the employee needs to care for the eligible family member

Employee Illness: If the employee is requesting leave because of the employee's own serious health condition, a statement that due to the serious health condition, the employee is unable to work at all or is unable to perform one or more essential job functions of the position

13.9.5 Amendment of Statutory Law:

This Article shall be deemed to be automatically modified to conform to any amendment or modification of Government Code §12945.2, the FMLA, or any other applicable law. If any such amendment gives the Superintendent discretion to require any act by the Employee, the act shall be deemed to be required.

13.10 Religious Leave: (Board policy AR4261.2)

The Superintendent or designee may grant an employee up to three (3) days of leave per year for religious purposes, provided that the leave is requested in advance and that it does not cause additional district expenditures, the neglect of assigned duties, or any other unreasonable hardship on the district.

The Superintendent or designee shall deduct the cost of hiring a substitute, when required, from the wages of the employee who takes religious leave.

ARTICLE 14 **WORKWEEK**

- 14.1 The normal workweek for full-time Classified Employees shall be (8) hours per day, Monday through Friday.
- 14.2 Classified Employees whose work schedules are dependent upon student contact may have their work days or work year altered to accommodate the various student attendance schedules of District/County schools.
- 14.3 The Employer shall provide for those Classified Employees who work a six (6) hour or longer work day, a duty-free, non-paid status, meal period of not less than thirty (30) consecutive minutes. The meal period may be assigned by the Classified Employees' supervisor.
- 14.4 Classified Employees working seven (7) or more hours per day are allowed a morning and afternoon rest break, not to exceed fifteen (15) minutes for each break. Classified Employees working four (4) or more hours per day but fewer than seven (7) hours are provided one (1) fifteen (15) minute break. Supervisors may schedule the appropriate time for breaks normally midpoint in the morning or afternoon. Breaks may not be used to come to work late, leave early, or extend lunch breaks.

ARTICLE 15 OVERTIME

- 15.1 The Employer agrees to compensate Classified Employees at the rate of one and one-half (1-1/2) times the Classified Employee's regular rate of pay for each hour of work in excess of the eight (8) hour day and forty (40) hour workweek. A supervisor may grant compensatory time off to a Classified Employee at the same ratio and in lieu of overtime cash payment. The supervisor shall, upon request, inform a Classified Employee of the intended method of payment (cash or compensatory time off) at the time of directing the overtime work. Classified Employees classified as "Exempt" management are not subject or eligible for overtime compensation.
- 15.2 Definitions:
- 15.2.1 "Hours Worked" include all time during which the Classified Employee is permitted to work for the Employer whether or not authorized or ordered by the immediate supervisor. Except for emergencies, Classified Employees who work unauthorized overtime may be subject to disciplinary action.
- 15.2.2 The term "compensatory time" and "compensatory time off" means hours during which a Classified Employee is not working, which are not counted as hours worked during the applicable workweek or other work period for purposes of overtime compensation, and for which the Classified Employee is compensated at the Classified Employee's regular rate.
- 15.3 Classified Employees may not accrue more than twenty (20) hours of compensatory time off per week. Overtime worked after the maximum accrual is reached shall be compensated by cash payment.
- 15.4 Compensatory time off may be earned in lieu of cash compensation for authorized overtime. This compensating time off shall be granted within twelve (12) calendar months following the month in which the overtime was worked. (Education Code 45129 Classified Service)
- 15.5 Except in an emergency which prevents preapproval, all overtime must be authorized in advance by the Classified Employee's supervisor. Emergency situations must be brought to the attention of the supervisor as soon as practical.
- 15.6 The Employer will settle the overtime account, if compensated by cash, with Classified Employees at the end of the pay period in which it is earned. Classified Employees who have terminated employment shall be paid for the unused compensatory time at the final regular rate of pay.
- 15.7 A Classified Employee that is assigned to supervise students on overnight trips or field trips shall not be paid for more than eight (8) hours in any twenty-four (24) hour period at his/her regular rate of pay.
- 15.8 Staff development days shall be as a paid work- day only when the Employee is **required** to attend by the superintendent and/or the Employee's supervisor.
- 15.9 Those employees required to work on a holiday will be paid their normal pay plus time and a half.

ARTICLE 16 **HOLIDAYS**

16.1 The Employer agrees to provide all eligible Classified Employees with the following paid holidays and leave days:

| HOLIDAY | # OF DAYS ALLOWED |
|----------------------------|----------------------|
| Independence Day | 1 |
| Labor Day | 1 |
| Veteran's Day | 1 |
| Thanksgiving | 2 |
| Christmas Eve | 1 |
| Christmas Day | 1 |
| New Year's Eve | 1 |
| New Year's Day | 1 |
| Martin Luther King Jr. Day | 1 |
| Lincoln's Birthday | 1 |
| President's Day | 1 |
| Memorial Day | 1 |
| Juneteenth Day | 1 |
| District/county Leave Day | 2 |

16.2 The Governing Board shall set the date of each holiday annually and the District/County office shall make available a calendar on which the dates shall be listed.

16.3 All eligible Classified Employees will be entitled to payment for authorized holidays, provided that they were employed on the holiday and in paid status their last working day immediately preceding and succeeding the holiday.

16.4 If the Employer requires a Classified Employee to work on these holidays, the Classified Employee may take another day off within thirty (30) working days in lieu of that holiday provided that such holiday will provide for at least a three (3) day weekend if the employee so desires.

16.5 District/County Leave Day(s) are non-accruable days, not subject to deduction from sick, personal leave, or vacation days and must be taken prior to June 30th of the current school year or forfeit the right to use it. District/County Leave Days shall be prorated proportionately for days of service the employee is employed, i.e. Employees hired as "late start" after beginning of the fiscal year and/or scheduled work days according to the position.

ARTICLE 17 VACATION

17.1 Eligibility – Classified Employees eligible for this vacation section are those listed in the recognition section (Article 2) as classifications represented. Amounts referred to below are relative to full-time employment. Annual vacation leave for Employees shall be granted on a monthly accrual method. Pro-rated amounts shall be utilized for persons working less than full-time.

17.1.1 Effective July 1, 2013, all new Employees' earned vacation shall not become a vested right until completion of the initial six months of employment. (Education Code 45197)

17.2 Vacation Accumulation Schedules – The following vacation accumulation schedules shall apply as indicated:

17.2.1 For persons employed on or before June 30, 2012, the following schedule of accumulation shall apply. The hourly accumulation is for regular hours paid (not including overtime).

| CLASSIFIED EMPLOYEE YEAR OF SERVICE ACCRUAL | ANNUAL VACATION ENTITLEMENT | MONTHLY ACCRUAL |
|--|----------------------------------|--------------------|
| One | Ten working days (80 hours) | 6.667 |
| Three | Fifteen working days (120 hours) | 10 hours |
| Five | Twenty working days (160 hours) | 13.334 hours |

17.2.2 For persons with a date-of-hire after June 30, 2012, the following schedule of accumulation shall apply. The hourly accumulation is for regular hours paid (not including overtime).

| CLASSIFIED EMPLOYEE YEAR OF SERVICE ACCRUAL | ANNUAL VACATION ENTITLEMENT | MONTHLY ACCRUAL |
|---|----------------------------------|--------------------|
| One to Five | Ten working days (80 hours) | 6.667 |
| Six to Ten | Fifteen working days (120 hours) | 10 hours |
| Eleven + | Twenty working days (160 hours) | 13.334 hours |

17.3 Eligible twelve (12) month Classified Employees shall schedule a vacation each year. If vacation cannot be approved within the fiscal year, an amount equal to one year's accumulation may be carried forward to the following fiscal year. The Classified Employee shall utilize this carryover by the end of the following year.

Eligible twelve (12) month Classified Employees shall schedule with his/her supervisor to take sufficient vacation to bring his/her accrued vacation to the hours below or hours allowed for carry over by June 30. The Employee shall limit a "carry-over" of no more than 160 hours into the next fiscal year.

17.4 The Superintendent or designee, may authorize an additional number of hours of annual vacation carryover when it is: (a) necessary to deny a vacation leave request to meet the needs of the District/County and the Employee is thereby placed in jeopardy of losing vacation leave, or (b) the Superintendent or designee shall consider an Employee's special circumstances on a case-by-case basis and both the Employer and Employee mutually agree prior to the Employee utilizing the excess carryover hours. Excess carry over consideration is limited to (40) forty hours.

- 17.4.1 Classified Employees assigned to positions that work less than a 12 month calendar, vacation accrual shall be paid to them in June at the end of the school year.
- 17.5 Each eligible Classified Employee shall earn vacation for each regularly paid hour and years of service.
- 17.6 When a holiday, as defined in this Agreement, occurs during the scheduled vacation of a Classified Employee, the Classified Employee will receive pay at the regular rate of pay for the holiday and shall not be charged a vacation day for absence on the holiday.
- 17.7 Vacation shall, with the approval of the Employee's immediate supervisor, be taken at any time during the year and preferably be scheduled a minimum of five (5) working days prior to the dates requested whenever possible. Every effort shall be made to enable vacation to be taken at times convenient to the Classified Employee, consistent with the needs of the service and the workload of the department. Vacation may be taken in units of not less than one quarter (1/4) hour.
- 17.8 Classified Employees may be granted vacation during the year even though not earned at the time the vacation is taken. If an Employee is terminated and had been granted vacation which was not yet earned at the time of termination, the Employer shall deduct from the Employee's final pay-check the full amount which was paid for unearned vacation taken. (Education Code 45197 Classified Employee)
- 17.9 Vacation shall be paid at the rate of pay earned at the time the vacation is commenced.
- 17.10 Upon separation from service, the Employee shall be entitled to lump sum compensation for all earned and unused vacation except that Employees who have not completed six months of employment in regular status shall not be entitled to such compensation.
- 17.11 The Employer may allow, upon request by the Classified Employee, to interrupt or terminate vacation leave in order to be on another type of paid leave without a return to active service, provided the Classified Employee supplies adequate notice and relevant supporting information regarding the basis for such interruption or termination.

ARTICLE 18 **RETIREMENT/GOLDEN HANDSHAKE**

18.1 Classified Employees with a minimum of 25 years of experience five (5) years with the District/County, who have reached the age of 55, may elect in writing to take advantage of their choice of one (1) of the following offers:

- A. One (1) year of retiree health and welfare benefits (at the tiered rate as required by health care provider) for medical, dental and vision plans for the retiree, spouse and family, capped at the employer's current dollar contribution in the year of the unit member's final year of service, or
- B. A lump sum dollar amount (taxable) for the term of one (1) year set at the dollar contribution made by the employer in the year of the unit member's final year of service.

This Golden Handshake is contingent upon formal written notification of retirement /resignation being submitted on or before March 31st **of** the last year of service. This offer must be formalized to show a savings to the employer on a case-by-case basis.

Sunset Early Retirement/Golden Handshake from the collective bargaining agreement, effective July 1, 2012:
1.0 FTE Employees in current active status as of July 1, 2012, shall be grandfathered into the early retirement/golden handshake option offered through July 1, 2012, and remain eligible until CalPERS retirement and separation from District/County employment.

ARTICLE 19 **WAGES**

- 19.1 Classifications shall have any range adjustments made effective with the first full payroll period after ratification of this Agreement or a payroll period as mutually agreed upon by both parties.
- 19.1.1 Classified Employees shall be paid in accordance with the current Salary Schedule(s)
- 19.1.2 All Classified Employees are paid monthly on the last working day of the month.
- 19.2 Classified Employees may agree to contribute a portion of his/her salary on a pretax basis for the qualified IRS-sanctioned voluntary elective deferrals, to include but not limited to, Section 125 Plans (Health Savings Accounts, Flexible Spending Accounts, Accident Insurance, Dependent Care Assistance, etc), 403(b) program (Tax Sheltered Annuity) etc.
- 19.2.1 The Classified Employee is responsible for setting up and signing the legal documents to establish the payroll deductions. Classified Employee shall complete a 403(b) Salary Reduction Agreement through the District/County business office.
- 19.3 Classified Employees may agree to contribute a portion of his/her salary for purposes other than described in 19.2. A Salary Deduction Agreement shall be completed by the Classified Employee.
- 19.4 Health and Welfare benefit insurance premium deductions shall be deducted from monthly payroll according to the premium cost of the selected benefit plan.
- 19.5 Initial placement on the salary schedule
- The Governing Board or the County Superintendent of Schools retains the authority to specify the salary of new positions and to determine the credit to be awarded for placement on an existing salary schedule.
- A. **Year for year credit for recent related experience. *Applicable to new employees hired on or after July 1, 2025.***
- B. The date for determining a Classified Employee's eligibility for a "step" increase shall be July 1st.
- C. A year of service is defined as the number of hours an Employee would normally work in the position between July 1st and the following June 30th.
- 19.6 For eligible Classified Employee, the Employer shall remit a monthly contribution to the CalPERS or CalSTRS system.

ARTICLE 20 **DISCIPLINARY ACTION**

20.1 Persons employed in Classified service shall be subject to Classified service disciplinary actions and appeals per Education Code(s).

20.2 Causes for Disciplinary Action (Ed. Code §44010, 45123, 45124 and 45303)

Persons employed in the Classified service may be suspended, demoted, or dismissed for any of the following causes. Specific instances must be set forth as to any of the causes enumerated:

- A. Incompetency – A pattern of below standard work performance
- B. Inefficiency – The continued inability to perform the assigned duties of the position
- C. Insubordination – Knowingly refusing to perform lawful and reasonable assigned duties
- D. Inattention to or Dereliction of Duty –A pattern of continued neglect or dereliction (disregard) in the performance of assigned duties
- E. Willful and persistent violation of the Education Code, of rules and regulations, and/or procedures adopted by Sierra-Plumas Board of Education and Sierra County Superintendent of Schools when such procedures are made known to the Employee in writing
- F. Knowingly falsifying or withholding any material information supplied on application forms and employment records
- G. Possession of open alcoholic beverages on District/County property, or being intoxicated while on duty
- H. The use or possession while on duty of illegal drugs
- I. Arrested, being formally charged, and convicted on a sex offense as defined the Education Code §44010 or determination of as a sexual psychopath pursuant to the Education Code 45124
- J. Arrested, being formally charged, and convicted of a narcotics offense as defined in Education Code §44010
- K. Engaging in political activities during assigned hours of duty
- L. Conviction of a crime involving moral turpitude (behavior that is dishonest or immoral)
- M. Carrying out an unprovoked physical attack on a pupil, a member of the public, another District/County Employee during assigned hours of duty
- N. Repeated unexcused absence or tardiness, abuse of leave privileges, or absence without notification
- O. Abandonment of position – Failure to report to duty for three (3) consecutive working days without notification or permission (except in the case of a dire emergency)
- P. Violation of local, state or federal law which results in the cancellation or suspension of a license required for the performance of the assigned duties
- Q. Dishonesty, theft, willful misuse for personal gain, and/or willful destruction of District/County property.

ARTICLE 21 LAYOFF PROCEDURES

- 21.1 Persons employed in the Classified service are subject to Classified service layoff procedures as outlined in Education Code(s).
- 21.2 Procedure Regarding Layoff (**Administrative Regulation 4217.3**)
- A. When Classified Employees are laid off for lack of work or lack of funds, **layoff, within each class, shall be determined by length of service. "Length of service" means all hours in paid status, whether during the school year, a holiday, recess, or during any period that school is in session or closed. However, length of service shall not include hours compensated solely on an overtime basis, as provided in Education Code 45128, and shall not include hours for any service performed prior to entering into probationary or permanent status except for service in a restricted position pursuant to Education Code 45105. (Education Code 45308)**
 - B. **Classified employees laid off because of lack of work or lack of funds shall be eligible for reemployment for a period of 39 months and shall be reemployed in preference to new applicants. Reemployment shall be in order of seniority. Persons so laid off also have the right to apply and establish their qualification for vacant promotional positions within the district during the 39-month period. (Education Code 45114, 45298, 45308)**
 - C. **Whenever a permanent classified employee is to be laid off for lack of work or lack of funds, the Superintendent or designee shall, no later than March 15 and before the employee is given formal notice by the Governing Board, give to the employee written notice of the recommendation, the reasons that the employee's services will not be required for the ensuing year, any displacement rights, reemployment rights, and the employee's right to a hearing. The district shall adhere to the notice, hearing, and layoff procedures in Education Code 45117, Government Code 11503 and 11505, and other applicable provisions of law. (Education Code 45117)**
- 21.3 Rights of Employees Laid Off for Lack of Work or Funds
- Permanent Employees in the Classified service have the following rights:
- A. Bumping – A permanent Employee in the Classified service who is laid off from a class and who has previous service in an equal or lower class shall have the right to bump an Employee with less seniority in that class. Seniority shall include the total of the previous service in the equal or lower class plus service in the class from which layoff occurs and in higher classes.
 - B. **Reemployment – An Employee shall be eligible to be reemployed for a period of 39 months and shall be reemployed in preference to new applicants and shall have the right to participate in promotional examinations within such period. Upon rejecting two offers of reemployment, the employee's name shall be removed from the reemployment list and the employee will forfeit all reemployment rights to which the employee would otherwise be entitled.**
 - C. Voluntary Demotion or Voluntary Reduction – An Employee who takes voluntary demotions or voluntary reductions in assigned time in lieu of layoff or to remain in their present positions rather than be reclassified or reassigned, shall be granted the same rights as persons laid off and shall retain eligibility to be considered for reemployment for an additional period of up to 24 months provided that the same tests of fitness under which they qualified for appointment to the class still apply.

ARTICLE 22 **PERSONNEL FOLDER**

- 22.1 The Personnel Technician or business office of the Sierra-Plumas Joint Unified School District and Sierra County Office of Education shall maintain all permanent records for all Classified Employees in the personnel file.
- 22.2 Materials in personnel files of Classified Employees which may serve as a basis for affecting the status of their employment are to be made available for the person involved.
- 22.3 Such material is not to include ratings, reports or records which (1) were obtained prior to the employment of the person involved, (2) were prepared by identifiable examination committee members, or (3) were obtained in connection with a promotional examination.
- 22.4 Every Classified Employee shall have the right to inspect such materials upon request, provided that the request is made for a time such person is not actually required to render services to the Employer.
- 22.5 Information of a derogatory nature shall not be entered or filed unless and until the Classified Employee is given notice and an opportunity to review and comment thereon.
- 22.6 The Classified Employee shall be notified of the data when any derogatory material will be placed in the personnel file. The Classified Employee shall have the right to enter, and have attached to any such derogatory statement, his/her own comments thereon **within five (5) days of being given a copy of the derogatory material**. The Classified Employee shall be given an opportunity during the work day when the Classified Employee is not responsible to be at his/her work station, to review and prepare his/her response, without loss of compensation.

ARTICLE 23 **SAFETY**

- 23.1 The Employer shall provide safe, healthy and sanitary working conditions for all Employees of the District/County and will provide a continuous administrative monitoring of working conditions and will make corrections of any unsafe or hazardous conditions.
- 23.2 Both the Employer and Classified Employees agree that the responsibility for safe working conditions is that of the Employer, and the responsibility for maintenance of safe procedures and practices is that of the Employee.
- 23.3 Classified Employees shall not be required to work under unsafe or unhealthy conditions or perform tasks which may endanger their health or safety.
- 23.4 Any Classified Employee who observes a working condition which is believed to be unsafe or unhealthy shall report such condition to the appropriate administrator or supervisor. The administrator will respond as soon as possible.
- 23.5 Classified Employees are encouraged to participate in the Workplace Violence Prevention and Safety Committee. A Classified Employee who is a member of the Committee shall be allowed release time to carry out their obligations under this Article.

ARTICLE 24 **EMPLOYER’S RIGHTS AND RESPONSIBILITIES**

24.1 The Sierra-Plumas Joint Unified School District Governing Board and the Sierra County Superintendent of Schools and Sierra County Board of Education, retain, solely and exclusively, all the rights, powers and authority exercised or held prior to the execution of this Agreement. Except as limited by the terms of this Agreement or as otherwise required by state law, the rights, powers and authority retained solely and exclusively by the Sierra-Plumas Joint Unified School District Governing Board and the Sierra County Superintendent of Schools and Sierra County Board of Education, and not abridged herein, included, but are not limited to the following: To manage and direct its business and personnel except as limited by the terms of this Agreement; to determine the mission of its departments, building facilities and operations except as limited by the terms of this Agreement; to create, change or combine positions, departments and facilities in who or part except as limited by the terms of this Agreement; to subcontract accordingly to law, abolish jobs, or discontinue work for lack of funds or lack of work except as limited by the terms of this Agreement; to determine the number of Employees by the terms of this Agreement; to determine the number of Employees needed, to hire, transfer, promote, and maintain work standards, schedules of operation and reasonable work load except as limited by the terms of this Agreement; to specify or assign work requirements and require overtime except as limited by the terms of this Agreement; to schedule working hours and shifts except as limited by the terms of this Agreement; to adopt rules of conduct and penalties for violation thereof except as limited by the terms of this Agreement; to determine the methods, processes, means and place of providing services and to take whatever action necessary to prepare for and operate in an emergency which is defined as a situation in which the lives and /or safety of students or Employees are endangered; a financial crises in which the Sierra-Plumas Joint Unified School District Governing Board and the Sierra County Superintendent of Schools and Sierra County Board of Education is unable to fund mandated expenses; a situation in which it would be impossible to conduct the normal business of the Sierra-Plumas Joint Unified School District Governing Board and the Sierra County Superintendent of Schools and Sierra County Board of Education provided the exercise of the forgoing does not conflict or violate the lawful rights of Classified Employees. Nothing in this Article shall be construed to limit, amend, decrease, revoke or otherwise modify the rights vested in the Sierra-Plumas Joint Unified School District Governing Board and the Sierra County Superintendent of Schools and Sierra County Board of Education by any law regulating, authorizing or empowering the Sierra-Plumas Joint Unified School District Governing Board and the Sierra County Superintendent of Schools and Sierra County Board of Education to act or refrain from acting except as limited by the terms of this Agreement.

ARTICLE 25 **PEACEFUL PERFORMANCE**

25.1 During the life of this Agreement, Classified Employees agree that the Classified Employees will not strike, slowdown or participate in a work-stoppage or sick-out. Likewise, the Sierra-Plumas Joint Unified School District Governing Board and the Sierra County Superintendent of Schools and Sierra County Board of Education agrees not to lock out the Classified Employees.

ARTICLE 26 **MOBILE/CELLULAR TELEPHONE REIMBURSEMENT**

26.1 The District/County will reimburse eligible Employees a telephone allowance of \$25.00 per month for personal cellular telephone expense when it is necessary for the Employee to consistently use the communication device to perform the duties and assignments of his/her position. The Superintendent will determine which positions are eligible for cell phone reimbursement. The telephone allowance is considered taxable income for the Employee.

The law prohibits individuals from driving a motor vehicle while using a wireless telephone unless that telephone is specifically designed and configured to allow hands-free listening and talking, and is used in that manner while driving. However, District/County employees are strongly discouraged from using hands free devices to conduct company business while driving.

ARTICLE 27 CATASTROPHIC LEAVE

27.1 This program is voluntary and participating employees are permitted to donate eligible leave credits to assist eligible employees. The bank will be administered by a committee comprised of two members appointed by the Classified Employees' Association and two members appointed by the Superintendent or designee.

Donations to Catastrophic Leave Program:

An employee who chooses to donate accrued vacation and/or sick leave credits to the district's catastrophic leave program shall provide written notice to the Superintendent or designee of the amount and type of leave he/she wishes to donate. The Superintendent or designee shall review the donor's available leave and transfer the leave credits to a district pool of leave credits designated for this purpose.

Donations shall be at a minimum of eight hours, and in hour increments thereafter. (Education Code 44043.5)

All transfers of eligible leave credit shall be irrevocable. (Education Code 44043.5)

Employees should be cautious in making large donations of leave that they may need for their own use in the future.

The Superintendent or designee shall ensure that all donations are confidential.

Requests for Catastrophic Leave:

A full-time or part-time employee may apply to the Superintendent or designee to use paid leave from the catastrophic leave program if he/she earns paid time off but has exhausted all his/her accrued paid leave and needs to take time off from work for an extended period of time due to his/her or a family member's catastrophic illness or injury. If the employee is incapacitated, a family member or caretaker may apply on his/her behalf.

The employee shall provide verification of the illness or injury. (Education Code 44043.5)

Verification shall be made by means of a letter, dated and signed by the individual's health care provider, indicating the incapacitating nature and probable duration of the illness or injury.

An employee may apply to receive up to 20 days of paid leave from the catastrophic leave program per school year. At the end of the 20-day period, he/she may apply for up to 20 days of additional leave credits.

Employees receiving compensation under worker's compensation provisions are not eligible to receive leave from the catastrophic leave program until exhausting such benefit.

An employee who is the recipient of donated leave credits shall use those credits within 12 consecutive months. (Education Code 44043.5)


If donated leave credits are not used by the employee within 12 consecutive months, the credits shall be returned to the pool of catastrophic leave for use by other eligible employees.

An employee who receives catastrophic leave shall use any leave credits that he/she continues to accrue on a monthly basis before receiving paid leave pursuant to this program. (Education Code 44043.5)

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representative.

Date: 12/11/2024


SIERRA-PLUMAS CLASSIFIED
EMPLOYEES' ASSOCIATION (SPCEA)


Stacey Wilson
Classified Representative


Kristie Jacobsen
Classified Representative

Date: 12/11/2024

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT


James Berardi
County Superintendent of Schools


Sean Snider
District Superintendent of Schools

CLASSIFIED EMPLOYEE GRIEVANCE FORM

GRIEVANCE REPORT (Form)

Date Filed: _____

- Employee
- Association
- Appropriate Administrator
- Employer

Name of Aggrieved Person (print)

School

Supervisor

Level One: Submit to Immediate Supervisor

- A. Date grievance occurred (or was discovered): _____
- B. Section(s) of contract, regulations, etc., involved in this grievance (Be specific.):

- C. Statement of grievance* _____
- D. Action Requested* _____
- E. Supervisor responded on (date): _____

Signature of Employee

Date

Level Two: Submit to District or County Superintendent (Employer)

- A. _____
Signature of Employee Date Date Employer Rec'd Grievance Form
- B. Written response by Employer*

Signature of Employer

Date

Level Three: Submit to District Governing Board

- A. _____
Signature of Employee Date
- B. _____
Date Board Received Grievance Form
- C. Written response and/or award to Classified Employee

Signature of Governing Board President

Date

*If additional space is needed, attach additional sheets

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

SIERRA COUNTY OFFICE OF EDUCATION

Health and Welfare Premium Payment Agreement/PART-TIME

EMPLOYEE NAME: _____

POSITION: _____ HIRE DATE: _____

ASSIGNED WORK HOURS: daily _____ weekly _____

- A. A Classified Employee regularly assigned to paid status part-time 20 hours per week or greater, may participate in the Employer-sponsored group benefit programs as allowed by the vendor for family medical, dental, vision and life insurance benefits on the "composite rate" structure, by paying the full (100%) premium cost.
- B. All premiums are payable to the District or County office and due in full no later than the (fifth) 5th day of the month and will be considered delinquent after the (fifth) 5th day. Should the health insurance premium payments become delinquent for two (2) consecutive months, benefits will be cancelled and reinstatement will not be allowed.
- C. Upon becoming eligible for coverage, an employee has 31 days to file an enrollment application for coverage with the District or County office. Enrollment begins the following month.
- D. In the event that the Employee's hours and assignment are reduced to less than 20 hours per week, the Employee is no longer eligible to participate in the Employer-sponsored group benefit plan. Benefits will be terminated the last day of the month that the Employee is no longer entitled under the requirements of eligibility.

I have read and understand the provision of this Agreement and agree to sign this authorization.

Employee Signature: _____ Date: _____

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

SIERRA COUNTY OFFICE OF EDUCATION

Health and Welfare Premium Payment Agreement/RETIREE

RETIREE NAME: _____

DATE OF RETIREMENT: _____

- A. Retired Employees who are covered by the District/County health plan at the time of their retirement may continue the health, vision and dental benefit program at his/her own expense on a tiered rate structure. Retirees shall pay all the premiums, dues, and other charges, including any increase in premiums for the duration of his/her enrollment. Eligible retirees and/or covered dependents must secure Medicare Part A and Part B. Retirees who discontinue coverage cannot re-enroll under the District/County health plans.
- B. Employees who are granted the Retirement/Golden Handshake by the Employer for one (1) year of retiree health and welfare benefits (at the tiered rate as required by health care provider) for medical, dental and vision plans shall be responsible for all premiums in excess of the Employer contributions, dues and other charges, including any increase in premiums for the duration of his/her enrollment.
- C. All premiums are payable to the District or County and due in full no later than the (fifth) 5th day of the month and will be considered delinquent after the (fifth) 5th day. Should the health insurance premium payments become delinquent for two (2) consecutive months, benefits will be cancelled and reinstatement will not be allowed.

I have read and understand the provision of this Agreement and agree to sign this authorization.

Retiree Signature: _____

Date: _____

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
SIERRA COUNTY OFFICE OF EDUCATION

Salary Deduction Agreement (other than 403b)

Employee Information:

Name: _____ SSN: _____

Address: _____ City & Zip: _____

Date of Birth: _____ Daytime Phone: _____ Mobile Phone: _____

EFFECTIVE DATE: _____ This is an initial agreement This agreement supersedes a previous agreement

Initiate New Salary Reduction

Deduct the total amount of \$ _____ per pay period

Service Provider (Name of Company to whom Salary Reduction is remitted):

Name: _____ Address: _____

Telephone Number: _____

Change Salary Reduction

This is notification to change the amount of my Salary Reduction from \$ _____ to \$ _____ per month

Service Provider (Name of Company to whom Salary Reduction is remitted):

Name: _____ Address: _____

Telephone Number: _____

Terminate Salary Reduction(s)

Discontinue my Salary Reduction with the following Service Provider(s): 1) _____

2) _____

Terminate ALL Salary Reductions

Please check the appropriate number of deductions to be taken per calendar year:

| | | |
|--|--|--|
| <input type="checkbox"/> 10 Deductions | <input type="checkbox"/> 11 Deductions | <input type="checkbox"/> 12 Deductions |
|--|--|--|

Agreement: The above named Employee agrees to modify his/her salary schedule as indicated above. District/County agrees to contribute this amount on the Employee's behalf. It is intended that the requirements of all applicable State or Federal tax rules and regulations will be met. The Employee understand and agrees to the following: 1) this Salary Reduction Agreement is legally binding and irrevocable with respect to amounts paid or available while this agreement is in effect; 2) this Salary Reduction Agreement may be terminated at any time with respect to amounts not yet paid or available, and that a termination request is permanent and remains in effect until a New Salary Reduction Agreement is submitted; and 3) this Salary Reduction Agreement may be changed with respect to amounts not yet paid or available in accordance with the Employers administration procedures.

Employee's Signature _____

Date _____

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
SIERRA COUNTY OFFICE OF EDUCATION

SIERRA-PLUMAS CLASSIFIED EMPLOYEES' ASSOCIATION (S-PCEA)

MOBILE/CELLULAR TELEPHONE REIMBURSEMENT

Effective July 1, 2013

The District/County will reimburse eligible Employees a telephone allowance of \$25.00 per month for personal cellular telephone expense when it is necessary for the Employee to consistently use the communication device to perform the duties and assignments of his/her position. The telephone allowance is considered taxable income for the Employee. (Article 26)

EMPLOYEE (Print Name)

I hereby attest that I use my personal mobile/cellular telephone as a communication device in the performance of duties as a (job title) _____ for the Employer, Sierra-Plumas Joint Unified School District (S-PJUSD) or Sierra County Office of Education (SCOE) before, after or during scheduled work hours. I understand that a \$25.00 per month reimbursement for using the device in the performance of work-related duties will be included in the monthly payroll warrants as taxable income.

Furthermore, I agree that if I stop using my personal mobile/cellular telephone in the performance of work-related duties, I will contact the S-PJUSD or SCOE business office and allowance/reimbursement for such usage will cease immediately.

Any change of telephone number or contact information will be reported to the S-PJUSD or SCOE business office immediately.

Employee's Signature

Date

Cell/Mobile Telephone Number: _____

403(b) SALARY REDUCTION AGREEMENT FORM (SRA) For Tax Sheltered Annuities and Custodial Accounts

- Please supply the information requested below.
- Read all agreements on this form before submitting.
- Fields having an asterisk notation are required.

403(b)

IMPORTANT NOTICE: Before You Sign, Read All Information on this form:

A Tax Sheltered Annuity ("TSA") is an investment account that is set aside for your retirement (only), and is paid for with "pre-tax" dollars. A Custodial Account ("CA") is the group or individual custodial account or accounts, established for each Employee, by the Employer, or by each Employee individually, to hold assets of the Plan. Unless utilizing the catch-up provisions, your Maximum Allowable Contribution ("MAC") cannot exceed \$18,000 (\$24,000 if age 50 or over). Both TSA & CA receive tax deferred treatment.

Part 1: Employee Information

Please check here if you have contributed to another 403(b) or 401(k) plan with another employer this calendar year. If so, please provide the amount of the year-to-date contributions you have made to the other employer's plan: \$ _____ and the name of the other employer: _____

* Social Security Number: _____ * First Name: _____ MI: _____ * Last Name: _____

* Address: _____

* City: _____ * State: _____ * Zip: _____

* Date of Birth: _____ * Phone: _____ * Email address: _____

Part 2: Employer Information

* Full Organization Name, City and State: _____ * Date of Hire: (mm/dd/yyyy) _____

Part 3: Contribution Information

OPTION 1: Recurring Contributions

WARNING!!! Any new recurring contributions will supercede all current recurring contributions to your employer's 403(b) plan administered by OMNI. If you are currently contributing to multiple service providers under your employer's 403(b) plan, please be sure to list all contributions you wish to continue. Any active 403(b) contributions found in our records, but not listed below WILL BE DISCONTINUED.

Also, a contribution may be discontinued by listing it below with an amount of zero.

Please withhold funds from my pay for the following 403(b) contributions until further notice:

| Plan Type | Service Provider | Account # | Effective Date | Amount Per Pay |
|--|------------------|-----------|----------------|----------------|
| <input type="checkbox"/> 403(b) <input type="checkbox"/> ROTH 403(b) | _____ | _____ | _____ | _____ |
| <input type="checkbox"/> 403(b) <input type="checkbox"/> ROTH 403(b) | _____ | _____ | _____ | _____ |
| <input type="checkbox"/> 403(b) <input type="checkbox"/> ROTH 403(b) | _____ | _____ | _____ | _____ |
| <input type="checkbox"/> 403(b) <input type="checkbox"/> ROTH 403(b) | _____ | _____ | _____ | _____ |
| <input type="checkbox"/> 403(b) <input type="checkbox"/> ROTH 403(b) | _____ | _____ | _____ | _____ |

Please check here if you are NOT a full-time employee

OPTION 2: One-Time Contributions (Elective Contributions Only)

| Plan Type | Service Provider | Account # | Effective Date | Amount |
|--|------------------|-----------|----------------|--------|
| <input type="checkbox"/> 403(b) <input type="checkbox"/> ROTH 403(b) | _____ | _____ | _____ | _____ |
| <input type="checkbox"/> 403(b) <input type="checkbox"/> ROTH 403(b) | _____ | _____ | _____ | _____ |
| <input type="checkbox"/> 403(b) <input type="checkbox"/> ROTH 403(b) | _____ | _____ | _____ | _____ |
| <input type="checkbox"/> 403(b) <input type="checkbox"/> ROTH 403(b) | _____ | _____ | _____ | _____ |
| <input type="checkbox"/> 403(b) <input type="checkbox"/> ROTH 403(b) | _____ | _____ | _____ | _____ |

After this contribution, any 403(b) recurring contributions to this service provider should be:

DISCONTINUED RESUMED

DISCONTINUED RESUMED

DISCONTINUED RESUMED

DISCONTINUED RESUMED

DISCONTINUED RESUMED

Please check here if you are NOT a full-time employee

OPTION 3: Participation Opt Out

I do not wish to participate at this time. I understand that I may participate in the future simply by filling out a new Salary Reduction Agreement form.

Part 4: Agreements and Acknowledgements

The above named Employee where applicable, agrees as follows:

1. To modify his/her salary reduction as indicated above.
2. That his/her Employer transfers the above stated funds on Employee's behalf to OMNI for remittance to the selected Service Provider(s).
3. This SRA is legally binding and irrevocable with respect to amounts paid.
4. This SRA may be changed with respect to amounts not yet paid.
5. This SRA may be terminated at any time for amounts not yet paid or available, and that a termination request is permanent and remains in effect until a new SRA is submitted.
6. (a) That OMNI does not choose the annuity contract or custodial account in which your contributions are invested.
(b) OMNI does not endorse any authorized Service Provider, nor is it responsible for any investments.
(c) OMNI makes no representation regarding the advisability, appropriateness, or tax consequences of the purchase of the TSA and/or CA described herein.
(d) (i) OMNI shall not have any liability whatsoever for any and all losses suffered by Employee with regard to his/her selection of the TSA and/or CA, its terms, the selection of any service provider, the financial condition, operation of or benefits provided by said service provider, or his/her selection and purchase of shares by any service provider. Nothing herein shall affect the terms of employment between Employer and Employee.
(ii) Employee acknowledges that Employer has made no representation to Employee regarding the advisability, appropriateness, or tax consequences of the purchase of the annuity and/or custodial account described herein.
(iii) The Employer shall not have any liability for any and all losses suffered by an Employee with regard to the selection(s) of any TSA and/or CA, any related terms and conditions, the selection of any service provider, the financial condition, operation of or benefits provided by any service provider or the selection and purchase of shares by any service provider.
7. To be responsible for setting up and signing the legal documents necessary to establish a TSA or CA.
8. To be responsible for naming a death beneficiary under their TSA or CA. This is normally done at the time the contract or account is established. Beneficiary designations should be reviewed periodically.
9. When provided all required information in a timely manner, OMNI is responsible for determining that salary reductions do not exceed the allowable contribution limits under applicable law, and will complete MAC calculations as required by law.
10. To contact OMNI and complete the appropriate OMNI forms for any requests for distributions, loans, hardship withdrawals, account exchanges plan-to-plan transfers or rollover contributions. Processing fees for the foregoing transactions may apply.
11. This SRA is subject to the terms of the Services Agreement between OMNI and Employer, and to the Information Sharing Agreement between OMNI and the Service Providers.
12. This agreement supercedes all prior salary reduction agreements and shall automatically terminate if Employee's employment is terminated.

Part 5: Employee Signature (Mandatory)

I certify that I have read this complete agreement and that my requested salary reduction(s), if in excess of my base limit, represent(s) my wish to utilize any catch-up provisions for which I may be eligible. I further certify that my salary reductions do not exceed contribution limits as determined by applicable law. I understand my responsibilities as an Employee under this Program, and I request that Employer take the action specified in this agreement. I understand that all rights under the TSA or CA established by me under the Plan are enforceable solely by my beneficiary, my authorized representative or me.

Employee Signature: _____ Date: _____

Part 6: Acknowledgement and Representation of Sales Agent/Representative (Not Required to Submit SRA)

I agree to comply with all pertinent written directives regarding the solicitation of Employee. In the event I provide OMNI with an Employee's date of birth ("DOB"), I acknowledge and agree that I must provide accurate information based on documentation provided to me by the Employee. Furthermore, I understand that any DOB information I provide to OMNI is utilized by OMNI to calculate the Employee's Maximum Allowable Contribution limits, which must be accurate to keep the Employer's plan in compliance with IRS regulations. All indemnification or other responsibility for a claim or demand arising from an error in employee DOB I provide will be governed by the Information Sharing Agreement between my employer and OMNI.

Sales Agent/Representative Name: _____ Phone: _____

Email: _____

Signature: _____ Date: _____

I wish the above named agent to be copied on all e-mail communications sent to the plan participant, including certificate(s) of approval, which may be associated with this transaction.

Part 7: Employer Acknowledgement (If Applicable)

Salary: _____ # of TSA/CA Pay Periods: _____ Effective Payroll Date: _____

Employer Name & Title: _____

Employer Signature: _____ Date: _____

Please return this agreement to The OMNI Group, unless otherwise advised by your employer:

The OMNI Group
Water Tower Park • 1099 Jay Street, Building F • Rochester, NY 14611
Toll Free: (877) 544-OMNI ® • Fax: (585) 672-6194
Please visit our website at www.omni403b.com

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Your Employee Rights Under the Family and Medical Leave Act

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees.

Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if **all** of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location.

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management.

How do I request FMLA leave?

Generally, **to request FMLA leave you must:**

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do not have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You **must also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer may request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress.

What does my employer need to do?

If you are eligible for FMLA leave, your **employer must:**

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, your **employer must notify you in writing:**

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit dol.gov/fmla to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**



WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR



**SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
AND
SIERRA COUNTY SCHOOLS**

PERFORMANCE EVALUATION FOR CLASSIFIED EMPLOYEES

_____ Permanent
 Full Name (Last, First) Probationary
 Substitute

Classification Title: _____ School or Department: _____

Report from _____ to _____

Check only those factors which apply to employee's position.

| | Excellent | Meets Standard | Needs Improvement | Unsatisfactory |
|---|-----------|----------------|-------------------|----------------|
| QUALITY | | | | |
| 1. Performs duties in an acceptable manner | | | | |
| 2. Completes work with a minimum of errors | | | | |
| 3. Completes the work required in the allotted time | | | | |
| WORK HABITS AND ATTITUDES | | | | |
| 4. Organizes work | | | | |
| 5. Uses good judgment in the performance of work | | | | |
| 6. Learns and applies new ideas, procedures, rules and techniques | | | | |
| 7. Demonstrates an interest in the work performed | | | | |
| 8. Complies with rules, regulations, and policies | | | | |
| 9. Accepts job responsibilities | | | | |
| PUNCTUALITY | | | | |
| 10. Complies with assigned hours of work and appointment schedules | | | | |
| DEPENDABILITY | | | | |
| 11. Attends to duties in the absence of supervision | | | | |
| 12. Follow written and oral instructions in the performance of Job duties | | | | |
| RELATIONSHIPS WITH PEOPLE | | | | |
| 13. Works effectively with other employees | | | | |
| 14. Works effectively with pupils | | | | |
| 15. Works effectively with public | | | | |
| PERSONAL APPEARANCE | | | | |
| 16. Dresses appropriately and maintains a neat and clean appearance | | | | |
| SUPERVISORY ABILITY (Only use for employees who supervise others) | | | | |
| 17. Plans and directs the work of others | | | | |

| | | | | |
|---|--|--|--|--|
| SAFETY | | | | |
| 18. Maintains a clean and safe work area | | | | |
| 19. Complies with appropriate safety standards and rules | | | | |
| ADDITIONAL FACTORS | | | | |
| 20. Factors not specifically considered above (Please Identify) | | | | |
| OVERALL WORK PERFORMANCE | | | | |

Commendations and Recommendations:

Signature of Evaluator

Title

Date

Signature of Employee

Title

Date

It is understood that, in signing the Performance Evaluation Form, the employee acknowledges having seen and discussed the report.

CRITERIA FOR PERFORMANCE APPRAISAL

1= EXCELLENT

Results generally exceeded expectations. Obstacles to the achievement of objectives were overcome while at the same time good working relationships with subordinates, peers, and superiors were developed or enhanced. All position requirements were met and all objectives were achieved above the standards established.

2= MEETS STANDARD

All position responsibilities were met and planned objectives were accomplished within the established standards. Any minor areas where performance should have been better were counterbalanced by superior accomplishments such that the overall job met expectations. There were no critical areas where accomplishments were less than planned.

3= NEEDS IMPROVEMENT

Performance in one or more critical areas does not meet expectations. Not all planned objectives were accomplished within the established standards, and some position responsibilities were not completely met. Development activities will be implemented to ensure that performance improves to a "good" level within one year.

4= UNSATISFACTORY

Performance is unacceptable. Position responsibilities are not being met and important objectives have not been accomplished even with close supervision and guidance. Specific, detailed performance improvement plans must be written and progress will be reviewed with the employee-at least every thirty (30) days. The employee must achieve "marginal" or above performance within an agreed upon time (usually 90 to 120 days) or reassignment or termination of employment will result.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT USD
CLASSIFIED SALARY SCHEDULE 7-1-2023

| RANGE | A | B | C | D | E | F | G | H | I | J | K | L | M | N |
|------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Yr 10 | Yr 15 | Yr 20 | Yr 25 | Yr 30 |
| | | 3.00% | 3.00% | 3.00% | 3.00% | 3.00% | 3.00% | 3.00% | 3.00% | 5.00% | 5.00% | 5.00% | 5.00% | 10.00% |
| 1 | | | \$ 16.77 | \$ 17.28 | \$ 17.79 | \$ 18.33 | \$ 18.88 | \$ 19.44 | \$ 20.03 | \$ 21.03 | \$ 22.08 | \$ 23.18 | \$ 24.34 | \$ 26.78 |
| 2 | | \$ 16.53 | \$ 17.02 | \$ 17.54 | \$ 18.06 | \$ 18.60 | \$ 19.16 | \$ 19.74 | \$ 20.33 | \$ 21.34 | \$ 22.41 | \$ 23.53 | \$ 24.71 | \$ 27.18 |
| 3 | | \$ 16.78 | \$ 17.28 | \$ 17.80 | \$ 18.33 | \$ 18.88 | \$ 19.45 | \$ 20.03 | \$ 20.63 | \$ 21.66 | \$ 22.75 | \$ 23.89 | \$ 25.08 | \$ 27.59 |
| 4 | \$ 16.53 | \$ 17.03 | \$ 17.54 | \$ 18.07 | \$ 18.61 | \$ 19.17 | \$ 19.74 | \$ 20.33 | \$ 20.94 | \$ 21.99 | \$ 23.09 | \$ 24.24 | \$ 25.46 | \$ 28.00 |
| 5 | \$ 16.78 | \$ 17.28 | \$ 17.80 | \$ 18.34 | \$ 18.89 | \$ 19.45 | \$ 20.04 | \$ 20.64 | \$ 21.26 | \$ 22.32 | \$ 23.44 | \$ 24.61 | \$ 25.84 | \$ 28.42 |
| 6 | \$ 17.03 | \$ 17.54 | \$ 18.07 | \$ 18.61 | \$ 19.17 | \$ 19.74 | \$ 20.34 | \$ 20.95 | \$ 21.58 | \$ 22.65 | \$ 23.79 | \$ 24.98 | \$ 26.23 | \$ 28.85 |
| 7 | \$ 17.29 | \$ 17.81 | \$ 18.34 | \$ 18.89 | \$ 19.46 | \$ 20.04 | \$ 20.64 | \$ 21.26 | \$ 21.90 | \$ 22.99 | \$ 24.14 | \$ 25.35 | \$ 26.62 | \$ 29.28 |
| 8 | \$ 17.55 | \$ 18.07 | \$ 18.62 | \$ 19.17 | \$ 19.75 | \$ 20.34 | \$ 20.95 | \$ 21.58 | \$ 22.23 | \$ 23.34 | \$ 24.51 | \$ 25.73 | \$ 27.02 | \$ 29.72 |
| 9 | \$ 17.81 | \$ 18.34 | \$ 18.89 | \$ 19.46 | \$ 20.05 | \$ 20.65 | \$ 21.27 | \$ 21.90 | \$ 22.56 | \$ 23.69 | \$ 24.87 | \$ 26.12 | \$ 27.42 | \$ 30.17 |
| 10 | \$ 18.08 | \$ 18.62 | \$ 19.18 | \$ 19.75 | \$ 20.35 | \$ 20.96 | \$ 21.58 | \$ 22.23 | \$ 22.90 | \$ 24.04 | \$ 25.25 | \$ 26.51 | \$ 27.83 | \$ 30.62 |
| 11 | \$ 18.35 | \$ 18.90 | \$ 19.47 | \$ 20.05 | \$ 20.65 | \$ 21.27 | \$ 21.91 | \$ 22.57 | \$ 23.24 | \$ 24.41 | \$ 25.63 | \$ 26.91 | \$ 28.25 | \$ 31.08 |
| 12 | \$ 18.62 | \$ 19.18 | \$ 19.76 | \$ 20.35 | \$ 20.96 | \$ 21.59 | \$ 22.24 | \$ 22.90 | \$ 23.59 | \$ 24.77 | \$ 26.01 | \$ 27.31 | \$ 28.68 | \$ 31.54 |
| 13 | \$ 18.90 | \$ 19.47 | \$ 20.05 | \$ 20.66 | \$ 21.28 | \$ 21.91 | \$ 22.57 | \$ 23.25 | \$ 23.95 | \$ 25.14 | \$ 26.40 | \$ 27.72 | \$ 29.11 | \$ 32.02 |
| 14 | \$ 19.19 | \$ 19.76 | \$ 20.35 | \$ 20.97 | \$ 21.59 | \$ 22.24 | \$ 22.91 | \$ 23.60 | \$ 24.30 | \$ 25.52 | \$ 26.80 | \$ 28.14 | \$ 29.54 | \$ 32.50 |
| 15 | \$ 19.47 | \$ 20.06 | \$ 20.66 | \$ 21.28 | \$ 21.92 | \$ 22.58 | \$ 23.25 | \$ 23.95 | \$ 24.67 | \$ 25.90 | \$ 27.20 | \$ 28.56 | \$ 29.99 | \$ 32.98 |
| 16 | \$ 19.77 | \$ 20.36 | \$ 20.97 | \$ 21.60 | \$ 22.25 | \$ 22.91 | \$ 23.60 | \$ 24.31 | \$ 25.04 | \$ 26.29 | \$ 27.61 | \$ 28.99 | \$ 30.44 | \$ 33.48 |
| 17 | \$ 20.06 | \$ 20.66 | \$ 21.28 | \$ 21.92 | \$ 22.58 | \$ 23.26 | \$ 23.96 | \$ 24.67 | \$ 25.41 | \$ 26.69 | \$ 28.02 | \$ 29.42 | \$ 30.89 | \$ 33.98 |
| 18 | \$ 20.36 | \$ 20.97 | \$ 21.60 | \$ 22.25 | \$ 22.92 | \$ 23.61 | \$ 24.32 | \$ 25.04 | \$ 25.80 | \$ 27.09 | \$ 28.44 | \$ 29.86 | \$ 31.36 | \$ 34.49 |
| 19 | \$ 20.67 | \$ 21.29 | \$ 21.93 | \$ 22.59 | \$ 23.26 | \$ 23.96 | \$ 24.68 | \$ 25.42 | \$ 26.18 | \$ 27.49 | \$ 28.87 | \$ 30.31 | \$ 31.83 | \$ 35.01 |
| 20 | \$ 20.98 | \$ 21.61 | \$ 22.26 | \$ 22.92 | \$ 23.61 | \$ 24.32 | \$ 25.05 | \$ 25.80 | \$ 26.58 | \$ 27.90 | \$ 29.30 | \$ 30.76 | \$ 32.30 | \$ 35.53 |
| 21 | \$ 21.29 | \$ 21.93 | \$ 22.59 | \$ 23.27 | \$ 23.97 | \$ 24.69 | \$ 25.43 | \$ 26.19 | \$ 26.97 | \$ 28.32 | \$ 29.74 | \$ 31.23 | \$ 32.79 | \$ 36.07 |
| 22 | \$ 21.61 | \$ 22.26 | \$ 22.93 | \$ 23.62 | \$ 24.33 | \$ 25.06 | \$ 25.81 | \$ 26.58 | \$ 27.38 | \$ 28.75 | \$ 30.19 | \$ 31.69 | \$ 33.28 | \$ 36.61 |
| 23 | \$ 21.94 | \$ 22.60 | \$ 23.27 | \$ 23.97 | \$ 24.69 | \$ 25.43 | \$ 26.19 | \$ 26.98 | \$ 27.79 | \$ 29.18 | \$ 30.64 | \$ 32.17 | \$ 33.78 | \$ 37.16 |
| 24 | \$ 22.27 | \$ 22.93 | \$ 23.62 | \$ 24.33 | \$ 25.06 | \$ 25.81 | \$ 26.59 | \$ 27.38 | \$ 28.21 | \$ 29.62 | \$ 31.10 | \$ 32.65 | \$ 34.29 | \$ 37.71 |
| 25 | \$ 22.60 | \$ 23.28 | \$ 23.98 | \$ 24.70 | \$ 25.44 | \$ 26.20 | \$ 26.99 | \$ 27.80 | \$ 28.63 | \$ 30.06 | \$ 31.56 | \$ 33.14 | \$ 34.80 | \$ 38.28 |
| 26 | \$ 22.94 | \$ 23.63 | \$ 24.34 | \$ 25.07 | \$ 25.82 | \$ 26.59 | \$ 27.39 | \$ 28.21 | \$ 29.06 | \$ 30.51 | \$ 32.04 | \$ 33.64 | \$ 35.32 | \$ 38.85 |
| 27 | \$ 23.28 | \$ 23.98 | \$ 24.70 | \$ 25.44 | \$ 26.21 | \$ 26.99 | \$ 27.80 | \$ 28.64 | \$ 29.49 | \$ 30.97 | \$ 32.52 | \$ 34.14 | \$ 35.85 | \$ 39.44 |
| 28 | \$ 23.63 | \$ 24.34 | \$ 25.07 | \$ 25.82 | \$ 26.60 | \$ 27.40 | \$ 28.22 | \$ 29.07 | \$ 29.94 | \$ 31.43 | \$ 33.01 | \$ 34.66 | \$ 36.39 | \$ 40.03 |
| 29 | \$ 23.99 | \$ 24.71 | \$ 25.45 | \$ 26.21 | \$ 27.00 | \$ 27.81 | \$ 28.64 | \$ 29.50 | \$ 30.39 | \$ 31.91 | \$ 33.50 | \$ 35.18 | \$ 36.93 | \$ 40.63 |
| 30 | \$ 24.35 | \$ 25.08 | \$ 25.83 | \$ 26.60 | \$ 27.40 | \$ 28.22 | \$ 29.07 | \$ 29.94 | \$ 30.84 | \$ 32.38 | \$ 34.00 | \$ 35.70 | \$ 37.49 | \$ 41.24 |
| DIRECTOR | \$ 47.87 | \$ 50.03 | \$ 51.53 | \$ 53.08 | \$ 54.67 | \$ 56.31 | \$ 58.00 | \$ 59.74 | \$ 61.53 | \$ 64.61 | \$ 67.84 | \$ 71.23 | \$ 74.79 | \$ 82.27 |
| TECH SPEC. | \$ 27.10 | \$ 28.32 | \$ 29.59 | \$ 30.48 | \$ 31.40 | \$ 32.34 | \$ 33.31 | \$ 34.31 | \$ 35.34 | \$ 37.10 | \$ 38.96 | \$ 40.91 | \$ 42.95 | \$ 47.25 |
| EXECUTIVE ASSIST | \$ 26.46 | \$ 27.25 | \$ 28.07 | \$ 28.91 | \$ 29.78 | \$ 30.67 | \$ 31.59 | \$ 32.54 | \$ 33.52 | \$ 35.19 | \$ 36.95 | \$ 38.80 | \$ 40.74 | \$ 44.81 |

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
CLASSIFIED SALARY SCHEDULE

| JOB CLASSIFICATION | RANGE |
|--|-----------------------------|
| Academic Advisor/Career Tech | 18 |
| Administrative Assistant | 22 |
| Behavior Attendent | 1 |
| Bilingual Parent Liaison/ELPAC Coord | 14 |
| Bus Driver | 29 |
| Cafeteria Work | 1 |
| Cashier | 1 |
| Classroom Specialist | 27 |
| Clerk Typist | 1 |
| Cook I | 9 |
| Custodian | 11 |
| Educational Research Technician | 21 |
| Expanded Learning Opportunity Program (ELO-P) Aide | 15 Board Approved 2/13/2024 |
| Expanded Learning Opportunity Program (ELO-P) Instructor | 22 Board Approved 2/13/2024 |
| Foster Youth Services Coordinator | 22 |
| Garden Technician | 4 |
| Instructional Aide | 2 |
| Instructional Aide (SH) | 5 |
| Library Aide | 5 |
| Maintenance Custodian | 16 |
| Noon Supervisor | 1 |
| Plant Maintenance | 23 |
| Safety Aide | 1 Board Approved 8/8/2023 |
| School Community Outreach Worker | 30 Proposed 12/17/2024 |
| School Secretary - Adult Education | 14 |
| School Secretary - LES | 12 |
| School Secretary - LHS/DVL | 14 |
| School Services Liaison | 14 Board Approved 7/11/2023 |
| Speech/Language Aide | 20 |
| Transportation Aide | 1 |
| Transportation Clerk | 4 |
| Workability Aide | 1 |
| Workability Coordinator | 14 |

Sierra County Special Education

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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 | |
| Grade Span | K-12 |
| County-District-School (CDS) Code | 46104626077267 |

2024-25 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.sierracountyschools.org |

2024-25 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-

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

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

2023-24 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/Incomplete/NA | | | | | 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/Incomplete/NA | | | | | 15831.90 | 5.67 |
| Total Teaching Positions | | | | | 279044.80 | 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.

2022-23 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) | | | | | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | | | | | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | | | | | 14303.80 | 5.15 |
| Total Teaching Positions | | | | | 277698 | 100 |

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 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | | | |
| Misassignments | | | |
| Vacant Positions | | | |
| Total Teachers Without Credentials and | | | |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | | | |
| Local Assignment Options | | | |
| Total Out-of-Field Teachers | | | |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| 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) | | | |

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

2024-25 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 |

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

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 |
|--|---------------|
|--|---------------|

School Facility Conditions and Planned Improvements

| 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | | | | | 46 | |
| Mathematics (grades 3-8 and 11) | | | | | 34 | |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | | | | | |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | | | | | 30.29 | 30.73 |

2023-24 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 | | | | | |

2023-24 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.

2023-24 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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | |
| 2022-23 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.

2023-24 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 requires only participation results 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.

2024-25 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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | | | | | | 7.8 | 8.2 | 8.9 |
| Graduation Rate | | | | | | | 87.0 | 86.2 | 86.4 |

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 0.0 | 0.0 | 0.0 |
| Female | 0.0 | 0.0 | 0.0 |
| Male | 0.0 | 0.0 | 0.0 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.0 |
| Asian | 0.0 | 0.0 | 0.0 |
| Black or African American | 0.0 | 0.0 | 0.0 |
| Filipino | 0.0 | 0.0 | 0.0 |
| Hispanic or Latino | 0.0 | 0.0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0.0 | 0.0 | 0.0 |
| Two or More Races | 0.0 | 0.0 | 0.0 |
| White | 0.0 | 0.0 | 0.0 |
| English Learners | 0.0 | 0.0 | 0.0 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | 0.0 | 0.0 | 0.0 |
| Socioeconomically Disadvantaged | 0.0 | 0.0 | 0.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 0.0 | 0.0 | 0.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism 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 | -- | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | | | | | | | 3.17 | 3.6 | 3.28 |
| Expulsions | | | | | | | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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.

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 | | | | |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | | | | |

2023-24 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 | 0 |

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| 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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | |
| Percent Difference - School Site and District | N/A | N/A | n/a | n/a |
| State | N/A | N/A | \$10,771 | |
| Percent Difference - School Site and State | N/A | N/A | n/a | n/a |

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | | |

2023-24 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 | 2022-23 | 2023-24 | 2024-25 |
|--|----------------|----------------|----------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 39 | 39 | 39 |

Downieville Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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 | dvl.sierracountyschools.org |
| Grade Span | K-6 |
| County-District-School (CDS) Code | 46701776050611 |

2024-25 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 |

2024-25 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.

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 2+4 |
| Grade 1 | 6 |
| Grade 2 | 1 |
| Grade 3 | 4 |
| Grade 4 | 3 |
| Grade 5 | 5 |
| Grade 6 | 2 |
| Total Enrollment | 27 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 44.8 |
| Male | 55.2 |
| Hispanic or Latino | 20.7 |
| Two or More Races | 20.7 |
| White | 58.6 |
| English Learners | 10.3 |
| Homeless | 6.9 |
| Socioeconomically Disadvantaged | 72.4 |
| Students with Disabilities | 10.3 |

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) | 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/Incomplete/NA | 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/Incomplete/NA | 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 |

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.

2022-23 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) | 2.00 | 100.00 | 16.30 | 66.02 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.60 | 2.67 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 1.60 | 6.76 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 4.80 | 19.42 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 1.20 | 5.06 | 14303.80 | 5.15 |
| Total Teaching Positions | 2.00 | 100.00 | 24.70 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.10 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.10 | 0.00 | 0 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 100.00 | 33.3 | 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) | 50.00 | 33.3 | 33.3 |

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

2024-25 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 |

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

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 | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | | X | 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | -- | 23 | 32 | 33 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | -- | 14 | 34 | 31 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 14 | 13 | 92.86 | 7.14 | 23.08 |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 14 | 14 | 100.00 | 0.00 | 14.29 |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | -- | -- | 33.04 | 27.27 | 30.29 | 30.73 |

2023-24 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 | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 |

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.

2023-24 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 requires only participation results 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 9 | N/A | N/A | N/A | N/A | N/A |

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.

2024-25 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.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 33 | 31 | 10 | 32.3 |
| Female | 16 | 14 | 4 | 28.6 |
| Male | 17 | 17 | 6 | 35.3 |
| 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 | 20 | 20 | 7 | 35.0 |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 23 | 21 | 8 | 38.1 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0 | 2.57 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School 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.

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| Other | 7 | 3 | | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 9 | 3 | | |

2023-24 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 | 0 |

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| 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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$27,733 | \$2,481 | \$25,252 | \$61,349 |
| District | N/A | N/A | \$15,391 | \$63,892 |
| Percent Difference - School Site and District | N/A | N/A | 48.5 | -4.1 |
| State | N/A | N/A | \$10,771 | \$78,673 |
| Percent Difference - School Site and State | N/A | N/A | 80.4 | -24.7 |

Fiscal Year 2023-24 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

Fiscal Year 2023-24 Types of Services Funded

goals. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$43,270 | \$50,757 |
| Mid-Range Teacher Salary | \$66,046 | \$75,693 |
| Highest Teacher Salary | \$98,046 | \$105,687 |
| Average Principal Salary (Elementary) | \$120,883 | \$121,443 |
| Average Principal Salary (Middle) | \$0 | \$132,509 |
| Average Principal Salary (High) | \$112,509 | \$133,106 |
| Superintendent Salary | \$156,818 | \$167,660 |
| Percent of Budget for Teacher Salaries | 25% | 26% |
| Percent of Budget for Administrative Salaries | 3% | 6% |

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 | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 39 | 38 | 39 |

Loyalton Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 School Contact Information

| | |
|--|---|
| School Name | Loyalton Elementary School |
| Street | 111 Beckwith Road |
| City, State, Zip | Loyalton, CA 96118 |
| Phone Number | 530.993.4482 |
| Principal | Staci Armstrong |
| Email Address | sarmstrong@spjUSD.org |
| School Website | https://les.sierracountyschools.org/ |
| Grade Span | K-6 |
| County-District-School (CDS) Code | 46701776050629 |

2024-25 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 |

2024-25 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 in which all children achieve 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 one of five Sierra-Plumas Joint Unified School District schools near Sierraville, Calpine, Beckwourth, Chilcoot, and Vinton.

2024-25 School Description and Mission Statement

Our Loyalty Sports Club offers soccer, flag football, volleyball, and basketball as extracurricular sports. Soccer, volleyball, and flag football are fall sports, and basketball is a winter sport. Basketball players participate in a four-day tournament at our site, which our Sports Club hosts. Sierra Valley Little League baseball and softball seasons occur in the spring. Back-to-School Night occurs shortly after school starts every year. It is a time when parents can meet their child's teacher, see the classroom, and learn from the teacher the details of the curriculum and classroom procedures. In December, the students and staff work hard on a holiday performance presented just before the winter break. In the spring, the Science Fair, Art Show, and Taco Feed all occur on the same big night!

Loyalty Elementary School's Mission (Updated Mission created by LES staff, parents, and Site Council in the Spring of 2021): The Mission of Loyalty 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 be able to reach their full potential academically, physically, socially, and emotionally.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 30 |
| Grade 1 | 23 |
| Grade 2 | 32 |
| Grade 3 | 25 |
| Grade 4 | 23 |
| Grade 5 | 30 |
| Grade 6 | 31 |
| Total Enrollment | 194 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 46.4 |
| Male | 53.6 |
| American Indian or Alaska Native | 1.5 |
| Hispanic or Latino | 16.5 |
| Native Hawaiian or Pacific Islander | 1.5 |
| Two or More Races | 6.2 |
| White | 72.2 |
| English Learners | 2.6 |
| Foster Youth | 0.5 |
| Homeless | 7.7 |
| Socioeconomically Disadvantaged | 45.4 |
| Students with Disabilities | 16.5 |

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/Incomplete/NA | 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/Incomplete/NA | 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 |

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.

2022-23 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) | 7.20 | 87.88 | 16.30 | 66.02 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.60 | 2.67 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 12.12 | 1.60 | 6.76 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 4.80 | 19.42 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 1.20 | 5.06 | 14303.80 | 5.15 |
| Total Teaching Positions | 8.20 | 100.00 | 24.70 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 1 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 0.00 | 1 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0 | 40 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 5.80 | 28.5 | 23 |

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The central question regarding 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 meet 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 K-6: Step Up to Writing - Adopted Renewal 2023 3-6: Mystery Writing Supplemental | Yes | 0 |
| Mathematics | K-5: My Math-McGraw Hill- Adopted 2016 6th: Course 1 Common Core- Prentice Hall Adopted 2016 | Yes | 0 |
| Science | TK-5th: Savvas- Elevate Science Adopted 2022 6th: Houghton Mifflin Harcourt Adopted 2022 2nd - 6th: Mystery Science - Supplemental | Yes | 0 |
| History-Social Science | K-5: Savvas - MyWorld Interactive Adopted 2019 6th Grade History-Social Science National Geographic/Cenage Adopted 2019 | Yes | 0 |
| Health | | No | |

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

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

December 2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | X | | Nevada Chiller and Boiler Company replacing all valves and actuators. |
| Interior: Interior Surfaces | | | X | Small tears in wallpaper throughout the 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 | | | |

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 28 | 30 | 32 | 33 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 39 | 34 | 34 | 31 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 106 | 99 | 93.40 | 6.60 | 30.30 |
| Female | 42 | 39 | 92.86 | 7.14 | 41.03 |
| Male | 64 | 60 | 93.75 | 6.25 | 23.33 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 17 | 17 | 100.00 | 0.00 | 23.53 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 11 | 10 | 90.91 | 9.09 | -- |
| White | 77 | 71 | 92.21 | 7.79 | 30.99 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 14 | 12 | 85.71 | 14.29 | 8.33 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 49 | 42 | 85.71 | 14.29 | 14.29 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 24 | 96.00 | 4.00 | 12.50 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 106 | 100 | 94.34 | 5.66 | 34.34 |
| Female | 42 | 39 | 92.86 | 7.14 | 39.47 |
| Male | 64 | 61 | 95.31 | 4.69 | 31.15 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 17 | 17 | 100.00 | 0.00 | 41.18 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 11 | 10 | 90.91 | 9.09 | -- |
| White | 77 | 72 | 93.51 | 6.49 | 30.99 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 14 | 13 | 92.86 | 7.14 | 15.38 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 49 | 43 | 87.76 | 12.24 | 18.60 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 24 | 96.00 | 4.00 | 16.67 |

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 23.33 | 35.71 | 33.04 | 27.27 | 30.29 | 30.73 |

2023-24 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 | 29 | 28 | 96.55 | 3.45 | 35.71 |
| Female | 12 | 11 | 91.67 | 8.33 | 45.45 |
| Male | 17 | 17 | 100.00 | 0.00 | 29.41 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 20 | 19 | 95.00 | 5.00 | 31.58 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 15 | 14 | 93.33 | 6.67 | 14.29 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| 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.

2023-24 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 requires only participation results 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.

2024-25 Opportunities for Parental Involvement

Parent involvement is an integral part of the program at Loyalton Elementary School. Parent participation is encouraged on district-level committees: the 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 sports program (grades TK-6).

Loyalton Elementary School has an open-door policy. After a parent signs in at the office, they may volunteer to help in their child's classroom. Parents wishing to volunteer regularly must have their fingerprints scanned and registered with the district and the Department of Justice. Parents also regularly chaperone field trips at LES.

If you would like information about parent involvement at Loyalton Elementary School, you can contact Staci Armstrong, Principal, at 530-993-4482 ext. 210.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 206 | 200 | 53 | 26.5 |
| Female | 93 | 88 | 25 | 28.4 |
| Male | 113 | 112 | 28 | 25.0 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 34 | 34 | 7 | 20.6 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 17 | 13 | 5 | 38.5 |
| White | 148 | 146 | 39 | 26.7 |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 17 | 17 | 7 | 41.2 |
| Socioeconomically Disadvantaged | 96 | 91 | 30 | 33.0 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 38 | 38 | 14 | 36.8 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0 | 0 | 1.94 | 0 | 0 | 2.57 | 3.17 | 3.6 | 3.28 |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 1.94 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 3.54 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.94 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 2.03 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 17.65 | 0.00 |
| Socioeconomically Disadvantaged | 3.13 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 5.26 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

At Loylton 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

2024-25 School Safety Plan

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 October 2024. 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.

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.

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 9 | 4 | | |
| 1 | 20 | 1 | | |
| 2 | 22 | | 1 | |
| 3 | 22 | | 1 | |
| 4 | 15 | 2 | | |
| 5 | 17 | 1 | 1 | |
| 6 | 17 | 1 | | |
| Other | 11 | 1 | | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 19 | 1 | | |
| 1 | 23 | | 1 | |
| 2 | 16 | 2 | | |
| 3 | 24 | | 1 | |
| 4 | 23 | | 1 | |
| 5 | 15 | 1 | 1 | |
| 6 | 16 | 1 | 1 | |

2023-24 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 | 0 |

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| 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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$9,681 | \$1,252 | \$8,429 | \$71,459 |
| District | N/A | N/A | \$15,391 | \$63,892 |
| Percent Difference - School Site and District | N/A | N/A | -58.5 | 11.2 |
| State | N/A | N/A | \$10,771 | \$78,673 |
| Percent Difference - School Site and State | N/A | N/A | -24.4 | -9.6 |

Fiscal Year 2023-24 Types of Services Funded

Loyalton Elementary for our 2022-23 school year, in coordination with our LCAP, has been budgeted to support students in the following areas: Intervention Coordinator that works with grades 4th-6th grade four days a week and oversees 1st -3rd-grade intervention. Our full-time EL Aide position provides services to our EL students five days a week. We also have funding to support our technology needs for our educational goals, including smartboards in each classroom, a Chromebook ratio of 1 to 1 for students 1st-6th students, and iPads shared in grades TK/K. We also provide support through our technology with Chromebooks with MobyMax, Learning A to Z, and other online intervention support.

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

Our site provides counseling services for our students through TinyEye.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$43,270 | \$50,757 |
| Mid-Range Teacher Salary | \$66,046 | \$75,693 |
| Highest Teacher Salary | \$98,046 | \$105,687 |
| Average Principal Salary (Elementary) | \$120,883 | \$121,443 |
| Average Principal Salary (Middle) | \$0 | \$132,509 |
| Average Principal Salary (High) | \$112,509 | \$133,106 |
| Superintendent Salary | \$156,818 | \$167,660 |
| Percent of Budget for Teacher Salaries | 25% | 26% |
| Percent of Budget for Administrative Salaries | 3% | 6% |

Professional Development

Teachers are given time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here, you'll see how much time we set aside each year 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. SPJUSD focuses on literacy this school year, and we have two monthly professional development sessions facilitated by TNTP. The other two Wednesday professional development times at LES focus on MTSS and PBIS. In addition, PLC grade band teams meet 3 times a year.

During the summer, professional development time was granted to train on the platforms and strategies needed for successful student outcomes. Additionally, all teachers received a professional development day at the beginning of the school year facilitated by Kip Shubert that focused on how educators impact students and how their impact affects student self-esteem and learning.

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

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 39 | 39 | 39 |

Downieville Junior-Senior High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 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 | dvl.sierracountyschools.org |
| Grade Span | 7-12 |
| County-District-School (CDS) Code | 46701774632303 |

2024-25 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 |

2024-25 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 300, 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.

2024-25 School Description and Mission Statement

Downieville Junior-Senior High School is a small community of five 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

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 9 |
| Grade 8 | 1 |
| Grade 9 | 4 |
| Grade 10 | 4 |
| Grade 11 | 3 |
| Grade 12 | 1 |
| Total Enrollment | 22 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 57.1 |
| Male | 42.9 |
| Hispanic or Latino | 19 |
| Two or More Races | 9.5 |
| White | 71.4 |
| English Learners | 14.3 |
| Homeless | 4.8 |
| Socioeconomically Disadvantaged | 52.4 |
| Students with Disabilities | 4.8 |

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) | 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/Incomplete/NA | 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/Incomplete/NA | 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 |

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.

2022-23 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) | 0.40 | 16.14 | 16.30 | 66.02 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.60 | 2.67 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 2.81 | 1.60 | 6.76 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.30 | 80.70 | 4.80 | 19.42 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 1.20 | 5.06 | 14303.80 | 5.15 |
| Total Teaching Positions | 2.80 | 100.00 | 24.70 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 1.70 | 3.70 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 1.70 | 3.70 | 0 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 2.3 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 2.3 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | | 0 | 12.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 3.50 | 0 | 0 |

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

2024-25 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 | Mirrors and Windows- Connecting with Literature- Levels 1-5 and British Tradition (2016) The Norton Reader And Norton Literature- Norton Everyday Use: Rhetoric at Work - Pearson | Yes | 0 |
| Mathematics | Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015 Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015 Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015 Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015 Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015 Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009 Calculus - Calculus Common Core - Pearson, 2015 | Yes | 0 |

| | | | |
|--|--|-----|---|
| | Adopted 2015 Financial Algebra - Advanced Algebra with Financial Applications - South-Western Cengage Learning, 2014 | | |
| Science | 6-8 grades- 2018 Science Dimensions - Houghton Mifflin Harcourt Adopted 2021 Biology - 2018 Science Dimensions Biology- Houghton Mifflin Harcourt Adopted 2021 Earth Science - 2018 Science Dimensions Earth Science- Houghton Mifflin Harcourt Adopted 2021 Physics-2020 Science Dimensions Physics - Houghton Mifflin Harcourt Adopted 2021 Chemistry-2020 Science Dimensions Chemistry- Houghton Mifflin Harcourt Adopted 2021 AP Chemistry- 2017 Klein Organic Chemistry. Third Edition- Houghton Mifflin Harcourt Adopted 2021 | Yes | 0 |
| History-Social Science | World Geography - Glencoe Adopted 2000 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 | Yes | 0 |
| Foreign Language | Advencemos! levels 1-4 Holt McDougal | No | - |
| Health | Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units. | Yes | 0 |
| Note: Cells with N/A values do not require data. | | | |

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | -- | 33 | 32 | 33 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | -- | 18 | 34 | 31 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 13 | 12 | 92.31 | 7.69 | 33.33 |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 13 | 11 | 84.62 | 15.38 | 18.18 |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | -- | -- | 33.04 | 27.27 | 30.29 | 30.73 |

2023-24 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 | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 |

2023-24 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.

2023-24 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 16 |
| 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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 50 |

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.

2023-24 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 requires only participation results 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.

2024-25 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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | -- | -- | -- | 10.0 | 0.0 | 13.3 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | -- | -- | -- | 86.7 | 96.6 | 86.7 | 87.0 | 86.2 | 86.4 |

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 0.0 | 0.0 | 0.0 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | 0.0 | 0.0 | 0.0 |
| Socioeconomically Disadvantaged | -- | -- | -- |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 0.0 | 0.0 | 0.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 26 | 25 | 13 | 52.0 |
| Female | 15 | 14 | 9 | 64.3 |
| Male | 11 | 11 | 4 | 36.4 |
| 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 | 16 | 16 | 9 | 56.3 |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 14 | 13 | 5 | 38.5 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0 | 2.57 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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.

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 | 1 | 1 | | |
| Mathematics | 3 | 4 | | |
| Science | 4 | 4 | | |
| Social Science | 2 | 2 | | |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 3 | | |
| Mathematics | 6 | 3 | | |
| Science | 5 | 3 | | |
| Social Science | 4 | 5 | | |

2023-24 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 | 0 |

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

| 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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$31,628 | \$255 | \$31,372 | \$51,442 |
| District | N/A | N/A | \$15,391 | \$63,892 |
| Percent Difference - School Site and District | N/A | N/A | 68.3 | -21.6 |
| State | N/A | N/A | \$10,771 | \$78,673 |
| Percent Difference - School Site and State | N/A | N/A | 97.8 | -41.9 |

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$43,270 | \$50,757 |
| Mid-Range Teacher Salary | \$66,046 | \$75,693 |
| Highest Teacher Salary | \$98,046 | \$105,687 |
| Average Principal Salary (Elementary) | \$120,883 | \$121,443 |
| Average Principal Salary (Middle) | \$0 | \$132,509 |
| Average Principal Salary (High) | \$112,509 | \$133,106 |
| Superintendent Salary | \$156,818 | \$167,660 |
| Percent of Budget for Teacher Salaries | 25% | 26% |
| Percent of Budget for Administrative Salaries | 3% | 6% |

2023-24 Advanced Placement (AP) Courses

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

| | |
|--|----|
| Percent of Students in AP Courses | 20 |
|--|----|

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 | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 2 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 2 |

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 | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 39 | 38 | 39 |

Loyalton High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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 | Caroline Griffin |
| Email Address | cgriffin@spjUSD.org |
| School Website | https://lhs.sierracountyschools.org |
| Grade Span | 7-12 |
| County-District-School (CDS) Code | 46701774634259 |

2024-25 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 |

2024-25 School Description and Mission Statement

Nestled in the scenic Sierra Valley within the eastern Sierra Nevada mountain region, Loyalton High School is a small rural school serving grades 7-12. The school offers a comprehensive educational experience designed to meet the diverse academic and vocational interests of its students.

Students at Loyalton High School benefit from a variety of courses aligned with college and career pathways, including Advanced Placement (AP) and A-G options, as well as Career and Technical Education (CTE) pathways in Agriscience, Construction, and Mechatronics. Many courses within the Agriscience Pathway are A-G approved. Graduates consistently

2024-25 School Description and Mission Statement

excel in rigorous university programs and enter the workforce equipped with marketable skills.

With its small enrollment, Loyalton High School provides personalized attention and counseling to support each student's academic journey. The dedicated staff fosters student success through a wide range of co-curricular and extracurricular activities. Highlights include an award-winning Agriculture Program and Future Farmers of America (FFA) chapter, which has been recognized with numerous accolades, including:

Outstanding Single Department (2015-2016, 2021-2022, 2022-2023)

Regional Outstanding Young Teacher (2012-2013, 2014-2015)

Star Advisor (2015)

State of California Teacher of Excellence (2021)

State of California Teacher Mentor (2023)

Honorary American Degree (National- in 2023)

In addition to academics, students are encouraged to engage in athletics, clubs, peer conflict mediation, Club Live/Friday Night Live, and peer tutoring, fostering a well-rounded and active school community.

Vision and Mission Statement

Updated in 2022, Loyalton High School's vision and mission are:

"LHS inspires all students to become confident lifelong learners and responsible citizens 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 the community, we encourage students to become knowledgeable, critical thinkers; effective communicators; and healthy individuals who exercise self-discipline and productive, positive citizenship."

Athletic Mission Statement

Loyalton High School athletics emphasize academic success while promoting health, fitness, commitment, teamwork, competition, and good sportsmanship. The program aims to benefit students, the school, and the broader community.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 15 |
| Grade 8 | 24 |
| Grade 9 | 37 |
| Grade 10 | 29 |
| Grade 11 | 26 |
| Grade 12 | 23 |
| Total Enrollment | 154 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 50 |
| Male | 50 |
| American Indian or Alaska Native | 1.3 |
| Black or African American | 1.3 |
| Hispanic or Latino | 14.9 |
| Two or More Races | 1.9 |
| White | 76 |
| English Learners | 2.6 |
| Foster Youth | 0.6 |
| Homeless | 4.5 |
| Socioeconomically Disadvantaged | 35.1 |
| Students with Disabilities | 11.7 |

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) | 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/Incomplete/NA | 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/Incomplete/NA | 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 |

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.

2022-23 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) | 6.60 | 58.14 | 16.30 | 66.02 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.60 | 5.80 | 0.60 | 2.67 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.50 | 5.10 | 1.60 | 6.76 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.20 | 19.79 | 4.80 | 19.42 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 1.20 | 10.99 | 1.20 | 5.06 | 14303.80 | 5.15 |
| Total Teaching Positions | 11.30 | 100.00 | 24.70 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.10 | 0.00 | 0 |
| Misassignments | 4.60 | 4.60 | 0.5 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 4.70 | 4.60 | 0.5 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.30 | 0.00 | 2.2 |
| Total Out-of-Field Teachers | 0.30 | 0.00 | 2.2 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 50.00 | 52.3 | 13 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 10.40 | 6.3 | 0 |

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

2024-25 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, 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|---|-----------------------------|--|
| Reading/Language Arts | <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> | Yes | 0 |
| Mathematics | <p>Grade 7 - Mathematics, CPM, 2013 CPM Mathematics, Course 2</p> <p>Grade 8 - Mathematics, 2013 CPM Mathematics, Course 3.</p> <p>Algebra 1 - CPM Mathematics, 2013</p> <p>Geometry - Geometry Common Core - Pearson, 2015</p> | No | 0 |

| | | | |
|-------------------------------|---|-----|---|
| | <p>Adopted 2015</p> <p>Algebra 2 - Algebra II Common Core - CPM -Pearson</p> <p>Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009</p> <p>Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015</p> | | |
| Science | <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. 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 2022</p> <p>Physics - HMH Science Dimensions National, Physics, Houghton Mifflin Harcourt, 2018. Adopted 2022</p> <p>Agriscience 1 & 2, Agricultural Biology, Veterinary Medical Applications, Animal Science, Ornamental Horticulture - ICEV- Online Curriculum 2024</p> | Yes | 0 |
| 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</p> | Yes | 0 |

| | | | |
|---|--|-----|-----|
| | Adopted 2019 AP Government - American Government, 13th Edition, Wadsworth Cengage Learning, 2013 Adopted 2013 Economics - Impact: California, Principles of Economics. McGraw Hill, 2017 Adopted 2019 AP US History - The American Pageant - Volumes I and II - Houghton Mifflin 2006 Adopted 2006 AP Government - The Lanahan Readings in the American Polity: 5th Edition, 2011 Adopted 2013 | | |
| Foreign Language | Spanish: Senderos Levels 1, 2, 3, & 4 Vista Higher Learning 2023 Adopted 2024 | Yes | 0 |
| Health | Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units. Adopted 2011 Future Focus - Career Choices/Get Focused My10yearplan.com | Yes | N/A |
| Visual and Performing Arts | Color: A Workshop Approach - McGraw Hill, 2005 (classroom set only) Adopted 2008 Living with Art - McGraw Hill, 2008 (classroom set only) Adopted 2008 Floral Design - ICEV- Online Curriculum 2024 | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | N/A |

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

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 | | | | November 2023 |
|--|-----------|-----------|-----------|---|
| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|--|
| 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. Water fountains have been disconnected in gym students use the hydration station. |
| 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 38 | 39 | 32 | 33 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 34 | 32 | 34 | 31 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 67 | 56 | 83.58 | 16.42 | 39.29 |
| Female | 33 | 30 | 90.91 | 9.09 | 50.00 |
| Male | 34 | 26 | 76.47 | 23.53 | 26.92 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 54 | 46 | 85.19 | 14.81 | 43.48 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 31 | 25 | 80.65 | 19.35 | 44.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 67 | 57 | 85.07 | 14.93 | 31.58 |
| Female | 33 | 31 | 93.94 | 6.06 | 32.26 |
| Male | 34 | 26 | 76.47 | 23.53 | 30.77 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 54 | 46 | 85.19 | 14.81 | 30.43 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 31 | 26 | 83.87 | 16.13 | 19.23 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 39.44 | 24.19 | 33.04 | 27.27 | 30.29 | 30.73 |

2023-24 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 | 67 | 62 | 92.54 | 7.46 | 24.19 |
| Female | 30 | 29 | 96.67 | 3.33 | 24.14 |
| Male | 37 | 33 | 89.19 | 10.81 | 24.24 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 54 | 50 | 92.59 | 7.41 | 24.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 26 | 24 | 92.31 | 7.69 | 20.83 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2023-24 Career Technical Education Programs

Loyalton High School 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, U.S. History, AP U.S. History, Government, AP Government, and Economics) courses, as well as all math courses (Algebra 1, Algebra 2, Geometry, Trigonometry/Advanced Math, and AP Calculus), are UC/CSU-aligned except for two (Pre-Algebra and Consumer Math).

We also offer A-G-approved fine art courses: Studio Art, Graphic Art, Filmmaking, Floriculture, and Ceramics, as well as world languages. LHS provides seven AP courses in-person (AP Language & Composition, AP Literature & Composition, AP 2-D Art, AP Calculus, and AP Chemistry), along with additional AP courses online (AP World History, AP Spanish, AP French, and AP Psychology) through our online course provider STRIDES Learning Solutions (Peak/FuelEd). Our AP World Languages courses are offered through Middlebury Online Courses via STRIDES Learning, and our AP U.S. History and AP Government courses are available through UC Scout.

Through the CTE programs at LHS, students engage in activities that link education with career exploration and guidance. Activities associated with our construction program, Agriscience and Engineering Technology (Mechatronics) Pathway, and FFA competitions, meetings, and field days allow students to interact with industry leaders and visit colleges. This year, our

2023-24 Career Technical Education Programs

College & Career Specialist (C&C Specialist) is organizing two college field trips, including visits to career technical education schools and community colleges with CTE certificate programs. These trips provide students with opportunities to explore careers achievable after high school.

The course advisor links the curriculum to current occupational realities, providing insights into the agricultural career landscape. Students also take part in career assessments such as the ASVAB CEP program and I-CEV (online career and instructional courses), where they can earn industry-based certifications in their chosen fields. Additionally, through the North State Together grant, SPJUSD has enhanced its Sierra Strong organization, which focuses on advancing careers in education and healthcare.

Loyalton High School offers a coherent pathway for students to achieve Agriscience Completer status through its diverse agriculture 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 leading to CTE certification and completer status include Advanced Agriscience/Ag. Mechanics, Ag. Leadership, Ag. Business, and Animal Science.

These courses are taught by a highly qualified and credentialed advisor who ensures the agriculture program meets FFA and State Standards. The local CTE Agriculture plan is developed collaboratively with leadership and an advisory panel comprised of industry experts. Every student participates in a Supervised Agricultural Work Experience (SAE) project, tailored to their interests, which promotes essential soft skills such as work ethic, integrity, and dependability.

The LHS agriculture department also integrates classroom learning with practical applications through an on-site "learning landscape area" and Learning Laboratory, located on school district property. Students study the area's animal and plant populations as part of their coursework. Caroline Griffin leads (8/2024 new advisor Mr. Touthulong Vang) the agriculture program and serves as the advisory board director, with local ranching and farming industries actively participating on the advisory board.

Each year, a large percentage of agriscience pathway students earn CTE certificates after completing industry assessments, including:

CTE Tier 1 Certification Benz School of Floral Design (Principles of Floral Design Certification)

CTE Tier 1 Certification Horticulture

YQCA (Youth for the Quality Care of Animals) National Certification, 2024

Program effectiveness and curricular alignment to industry needs are evaluated annually to meet requirements for Ag Incentive Grants, CTEIG, and Perkins funding. The LHS agriculture department meets quarterly with a local industry sector panel to stay current on trends and ensure curricular alignment.

While our construction and woodshop programs do not offer a formal CTE Pathway, they train students in basic woodshop, construction, advanced woodworking, advanced construction, and cabinetry.

Last year, LHS piloted a fledgling CTE program in the Engineering Technology Pathway, which included three courses: Mechatronics 1 (Introductory), Advanced Mechatronics (Concentrator), and a Capstone course planned for future implementation. Due to a reduced FTE allocation this year, the Capstone course could not be launched in 2024-25 but is scheduled for implementation next year. A three-year grant from the California K12 Workforce Alliance supports the development of the Capstone curriculum and equipment acquisition. This pathway will align with post-secondary opportunities at Sierra College.

2023-24 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 68 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 59 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 27 |

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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | .6 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 71 |

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.

2023-24 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 requires only participation results 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 | NA | NA | NA | NA | NA |
| 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.

2024-25 Opportunities for Parental Involvement

Parents play a vital role in the Loyaltan High School learning community. Our staff values and encourages active parental engagement in various school activities and events throughout the year.

Grizzlies Day: Each August, before the school year begins, LHS hosts Grizzlies Day, an open-house-style event where parents and students meet teachers, explore classrooms, and visit activity and club booths to learn about academic, extracurricular, and co-curricular opportunities. This festive event serves as a celebratory kickoff for the new school year. Community organizations also participate, providing information about their services and partnerships with the school.

Back-to-School Night: In September, parents are invited to connect with teachers and staff, gaining insight into their child's educational experience.

Annual Events and Volunteering: Parents contribute significantly through their participation in:

2024-25 Opportunities for Parental Involvement

Local Project Competition - LHS Agriculture Dept all students with their Novice or Advanced SAE (Supervised Agriculture Experience)

Senior Projects: Serving as judges for presentations in May.

Mock Job Interviews: Providing real-world experience for students.

Sporting Events, Fundraisers, and Scholarships: Assisting with logistics and organization.

Four-Year Planning Session: Attending an evening event in May to review and adjust their child's academic plan with staff, tailored to college and career goals.

Committees and Organizations:

School Site Council: A panel of five school staff members and five parent/student representatives.

Booster and Sports Clubs: Parents support school sports programs financially and physically.

Special Education and English Language Learner Panels: Offering insights and support for specialized programs.

Agricultural Advisory Board: Meeting at least three times annually to guide agricultural education programs.

Local Education Foundation: Many parents serve as active members of this nonprofit, supporting educational initiatives (www.sierraschoolsfoundation.org).

WASC Committees: Parents participate in accreditation reviews.

Community Partnerships:

Musica Sierra: A nonprofit that enriches music education through funding instructors, performances, and workshops for students.

Communication and Resources:

School Calendar and Weekly Updates: Found on the LHS website (www.loyaltonhighschool.org), including weekly automated phone calls sent Sunday evenings. Texts of these communications are also posted online alongside quarterly newsletters.

Daily Bulletin: Available through PowerSchool at spjUSD.powerschool.org/public. Parents needing login credentials can contact the school office at (530) 993-4454.

Parents are always welcome to visit classrooms, serve as field trip chaperones, and participate in school activities. Loyalton High School appreciates the partnership with families in creating a strong, supportive learning environment.

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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 10.0 | 0.0 | 8.7 | 10.0 | 0.0 | 13.3 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 90.0 | 95.5 | 91.3 | 86.7 | 96.6 | 86.7 | 87.0 | 86.2 | 86.4 |

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 23 | 21 | 91.3 |
| Female | 14 | 12 | 85.7 |
| Male | -- | -- | -- |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | 19 | 18 | 94.7 |
| English Learners | 0.0 | 0.0 | 0.0 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 159 | 157 | 53 | 33.8 |
| Female | 81 | 79 | 27 | 34.2 |
| Male | 78 | 78 | 26 | 33.3 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 24 | 23 | 5 | 21.7 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 122 | 121 | 42 | 34.7 |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 61 | 59 | 23 | 39.0 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 19 | 18 | 6 | 33.3 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 4.4 | 0 | 0 | 2.57 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 4.40 | 0.00 |
| Female | 6.17 | 0.00 |
| Male | 2.56 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 5.74 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 11.48 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 15.79 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Loyalton High School staff and students benefit from a safe and secure learning environment. The school emphasizes vigilance, with staff actively monitoring campus before, during, and after school hours. Visitors are required to check in at the office, where they undergo screening and receive visitor tags before accessing classrooms. Regular school volunteers follow

2024-25 School Safety Plan

an established screening process to ensure student safety.

The Comprehensive School Safety Plan (CSSP) is reviewed, updated, and approved annually by the Sierra-Plumas Joint Unified School District leadership and the School Site Council. The CSSP aligns with the National Emergency Management System and is reviewed by the Board of Education each year, with input from local community agencies. The most recent updates and board approval occurred in Oct 2024. School faculty and a student representative reviewed the plan during the fall semester.

Key Elements of the CSSP Include:

Emergency Preparedness: Monthly safety drills focus on fire, earthquake, intruder, chemical spills, and other campus dangers.
A.L.I.C.E. Training: Teachers were retrained in A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) protocols in fall 2023 and continue to participate in active shooter scenarios with local law enforcement and emergency medical personnel.

Health and Safety: District personnel review student health records and share relevant health information with staff to ensure special needs are addressed.

Loyalton High School fosters a positive school culture with low suspension rates and proactive behavior interventions. Restorative justice practices, such as the LHS Peace ROARriors Program, focus on conflict mediation and positive peer interactions. This program is guided by PBIS principles: Respect, Open-mindedness, Ambition, and Resilience.

Additionally, Friday Night Live and Club Live provide opportunities for students to engage in positive activities and foster community spirit. At the start of each year, students are paired with "buddies" from other classes who serve as mentors and support throughout the school year.

Through these efforts, Loyalton High School ensures a secure, supportive, and prepared environment for all students and staff.

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 | 9 | 14 | 1 | |
| Mathematics | 8 | 19 | | |
| Science | 10 | 12 | 1 | |
| Social Science | 7 | 16 | | |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 28 | 13 | | |
| Mathematics | 9 | 15 | 1 | |
| Science | 11 | 7 | 2 | |
| Social Science | 7 | 15 | | |

2023-24 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 | 0.1 |

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | .3 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | .22 |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$12,373 | \$1,329 | \$11,044 | \$66,110 |
| District | N/A | N/A | \$15,391 | \$63,892 |
| Percent Difference - School Site and District | N/A | N/A | -32.9 | 3.4 |
| State | N/A | N/A | \$10,771 | \$78,673 |
| Percent Difference - School Site and State | N/A | N/A | 2.5 | -17.4 |

Fiscal Year 2023-24 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 ISP 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

Fiscal Year 2023-24 Types of Services Funded

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 a 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$43,270 | \$50,757 |
| Mid-Range Teacher Salary | \$66,046 | \$75,693 |
| Highest Teacher Salary | \$98,046 | \$105,687 |
| Average Principal Salary (Elementary) | \$120,883 | \$121,443 |
| Average Principal Salary (Middle) | \$0 | \$132,509 |
| Average Principal Salary (High) | \$112,509 | \$133,106 |
| Superintendent Salary | \$156,818 | \$167,660 |
| Percent of Budget for Teacher Salaries | 25% | 26% |
| Percent of Budget for Administrative Salaries | 3% | 6% |

2023-24 Advanced Placement (AP) Courses

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

| | |
|--|-----|
| Percent of Students in AP Courses | .08 |
|--|-----|

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 | 0 |
| English | 1 |
| Fine and Performing Arts | 1 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 1 |
| Social Science | 5 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 8 |

Professional Development

For the 2023-2024 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 summer. 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. The administration makes every effort to encourage and support professional development. Also, our site included: Social Emotional Learning training, Step up to Writing, Literacy leadership team Kate Crist.

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 | 2022-23 | 2023-24 | 2024-25 |
|--|----------------|----------------|----------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 39 | 39 | 39 |

Sierra Pass Continuation School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 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 | Caroline Griffin |
| Email Address | cgriffin@spjUSD.org |
| School Website | www.sierracountyschools.org |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 46701774630034 |

2024-25 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 |

2024-25 School Description and Mission Statement

Sierra Pass Continuation High School is a very small alternative education school located in Sierra County, a 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 of one full time teacher and one full time instructional aide 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

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 1 |
| Grade 12 | 4 |
| Total Enrollment | 5 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 20 |
| Male | 80 |
| White | 100 |
| Homeless | 40 |
| Socioeconomically Disadvantaged | 80 |
| Students with Disabilities | 20 |

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/Incomplete/NA | 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/Incomplete/NA | 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 |

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.

2022-23 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 | 16.30 | 66.02 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.60 | 2.67 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 1.60 | 6.76 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.20 | 100.00 | 4.80 | 19.42 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 1.20 | 5.06 | 14303.80 | 5.15 |
| Total Teaching Positions | 0.20 | 100.00 | 24.70 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 0.00 | 0 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.20 | 0.20 | 0.2 |
| Total Out-of-Field Teachers | 0.20 | 0.20 | 0.2 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| 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) | 0.00 | 0 | 0 |

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

2024-25 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 | <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>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> | Yes | 0 |
| 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> | Yes | 0 |

| | | | |
|-------------------------------|--|-----|-----|
| | <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> | | |
| 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> <p>Biology, American Guidance Services, Inc. (AGS), 2004, Not Adopted</p> <p>Physical Science, American Guidance Services, Inc. (AGS), 2004, Not Adopted</p> | Yes | 0 |
| History-Social Science | <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>World History, American Guidance Services, Inc. (AGS), 2001, Not Adopted</p> <p>World Geography, American Guidance Services, Inc. (AGS), 2001, Not Adopted</p> <p>US History, American Guidance Services, Inc. (AGS), 2005, Not Adopted</p> <p>History of Our Nation, 1865 to Present, American Guidance Services, Inc. (AGS), 2005, Not Adopted</p> <p>US Government, American Guidance Services, Inc. (AGS), 2005, Not Adopted</p> <p>Economics, American Guidance Services, Inc. (AGS), 2005, Not Adopted</p> | Yes | 0 |
| Foreign Language | Avancemos 1, 2 | Yes | 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 |

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

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 2023

| 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 | | 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 | | Ramp needs replacing |

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | -- | -- | 32 | 33 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | -- | -- | 34 | 31 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | | | | |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | | | | |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | | | | |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | | | | |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 |

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | -- | -- | 33.04 | 27.27 | 30.29 | 30.73 |

2023-24 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 | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 |

2023-24 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.

2023-24 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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

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.

2023-24 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 requires only participation results 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 | 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.

2024-25 Opportunities for Parental Involvement

Due to the small size of the school, the parents of Sierra Pass are in close communication and connection with staff. 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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | -- | -- | -- | 10.0 | 0.0 | 13.3 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | -- | -- | -- | 86.7 | 96.6 | 86.7 | 87.0 | 86.2 | 86.4 |

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 0.0 | 0.0 | 0.0 |
| Male | -- | -- | -- |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 0 | 0 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | -- | -- | -- |
| English Learners | 0.0 | 0.0 | 0.0 |
| Foster Youth | 0 | 0 | 0.00 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 0.0 | 0.0 | 0.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism 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 | -- | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | | 0 | 0 | 2.57 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | | 0 | 0 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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.

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 | 0 | 0 |
| Mathematics | 2 | 4 | 0 | 0 |
| Science | 3 | 1 | 0 | 0 |
| Social Science | 2 | 6 | 0 | 0 |

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 | 6 | 1 | | |
| Mathematics | 3 | 2 | | |
| Science | 1 | 2 | | |
| Social Science | 4 | 2 | | |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 1 | | |
| Mathematics | 1 | 2 | | |
| Science | 3 | 1 | | |
| Social Science | 3 | 4 | | |

2023-24 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 | 0 |

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

| 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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$15,509 | \$201 | \$15,308 | \$36,451 |
| District | N/A | N/A | \$15,391 | \$63,892 |
| Percent Difference - School Site and District | N/A | N/A | -0.5 | -54.7 |
| State | N/A | N/A | \$10,771 | \$78,673 |
| Percent Difference - School Site and State | N/A | N/A | 34.8 | -73.4 |

Fiscal Year 2023-24 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 and occurs in-person or via Zoom. 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. Additionally, the students of Sierra Pass engage in music instruction with SEL embedded into each lesson. These lessons are given weekly.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$43,270 | \$50,757 |
| Mid-Range Teacher Salary | \$66,046 | \$75,693 |
| Highest Teacher Salary | \$98,046 | \$105,687 |
| Average Principal Salary (Elementary) | \$120,883 | \$121,443 |
| Average Principal Salary (Middle) | \$0 | \$132,509 |
| Average Principal Salary (High) | \$112,509 | \$133,106 |
| Superintendent Salary | \$156,818 | \$167,660 |
| Percent of Budget for Teacher Salaries | 25% | 26% |
| Percent of Budget for Administrative Salaries | 3% | 6% |

2023-24 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

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 | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

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.

Professional Development

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 | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 39 | 39 | 39 |

COOK MANAGER I

DEFINITION

Under general supervision of school site administrator or designee, the person in this position is responsible for managing the school food service program, participating in cooking, baking and other phases of quantity food preparation in a school cafeteria, ensuring food safety and sanitation of the kitchen, supervising assigned staff; and other related duties as required.

EXAMPLES OF DUTIES

Duties include but are not limited to the following:

- Develops breakfast and lunch menus in accordance with **approved USDA National School Lunch Program** nutritional standards
- **Prepare and maintain various records and reports regarding cafeteria activities, such as menu production records, meal counts, monthly reports, supply requisitions, transport sheets, and eligibility records**
- Orders all food products and kitchen supplies
- Serve as contact person for all food service product vendors and outside agencies
- Responsible for detailed inventory and reconciliation of all products and supplies
- Receives, records, unpacks and organizes incoming products
- Responsible for safe storage of all food and other products
- Communicates with site administrator and district office on all food service program matters, including purchase orders and expenditure reports
- Trains and supervises the work of assigned staff and student workers **in the methods, procedures, and safety of tasks assigned**
- Confers with kitchen staff on planning daily menus and food quantities
- Prepares, **serves, transports, and stores** all types of food, such as vegetables, fruits, meats, soups, salads and desserts; cooks and seasons food according to recipes; mixes ingredients; tests cooked foods to determine if properly cooked and seasoned
- Determines portions of meat, fish and salad for individual servings; may assist in dishing up servings according to menu combinations or individual orders
- Prepares and bakes desserts, muffins, rolls, and other baked products
- Makes salads, sandwiches and hot and cold beverages
- Maintains **food quality and sanitation standards, food preparation, serving, and storage areas in clean, sanitary and safe condition, equipment**; assists in the cleaning of kitchen **facilities serving counters, tables, chairs, food containers, slicers, and other equipment**

- Supervise and participate in the maintenance of proper sanitary conditions including operating dishwasher to clean trays, utensils, plates, dishes, serving equipment, and other equipment and facilities as needed
- Other duties as assigned

MINIMUM QUALIFICATIONS

Knowledge of:

- Interpersonal skills using tact, patience, and courtesy
- Planning, preparing and serving a variety of foods in large quantities in a food service operation
- Safe food preparation
- Accurate recordkeeping, report preparation, and tracking of inventory
- Basic computer software for recipes, inventory, and ordering
- ~~Requires a thorough knowledge of the~~ Techniques of cooking food in a clean, safe environment
- Basic food measurements and safe use of utensils and equipment used in a cafeteria
- Kitchen sanitation and safety practices related to preparation, transportation, serving, and storage of food
- Proper lifting techniques
- Safe chemical handling as it applies to cafeteria cleaning and sanitizing agents
- Proper use of and care for personal protective equipment and devices
- Communicate effectively and manage personnel
- Knowledge of laws pertaining to health and safety of food preparation

Ability to:

- Communicate effectively orally and in writing
- Establish and maintain effective working relationships with students and staff
- Safely operate, clean, and maintain equipment found in school cafeterias
- Prepare, store, transport, and serve food in accordance with health and sanitation regulations
- Understand and follow oral and written directions
- Qualify and maintain a National and/or State food safety training certification
- Plan menus and estimate accurate food quantities
- Cook and prepare food properly, read and understand recipes and related cooking instructions
- Supervise employees and students cafeteria workers, including scheduling and training, give clear and precise verbal and written directions; work cooperatively with others
- Maintain accurate records

Working Conditions:

Large school kitchen, school cafeteria environment; may be subject to heat from ovens, grills, and dishwashers; may be subject to cold from walk-in refrigerators and freezers. Exposure to cleaning and sanitizing chemicals and powered kitchen equipment such as slicers, grinders, mixers, and blenders. May drive a vehicle to transport food to other sites. Intermittent excessive noise.

Physical Abilities:

- **Physical abilities include** Standing and walking for extended periods of time;
- Sitting/squatting,
- Lifting/carrying,
- Reaching/handling,
- Bending/twisting,
- Talking/hearing,
- Near and far visual acuity/depth perception.
- Moderate to heavy lifting 20-40 pounds

License / Certification Required:

- **Valid California Driver's License**
- **California Food Manager Certification**

Experience and Education:

Possess a high school diploma or education equivalent to graduation from high school. Minimum two years experience working in school/public food service environment. Tuberculosis test, physical fitness clearance and fingerprint clearance required

First Reading and Adoption: February 9, 2010

Updated and Adopted: January 14, 2025

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT USD
CLASSIFIED SALARY SCHEDULE

| RANGE | A | B | C | D | E | F | G | H | I | J | K | L | M | N |
|------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Yr 10 | Yr 15 | Yr 20 | Yr 25 | Yr 30 |
| | | 3.00% | 3.00% | 3.00% | 3.00% | 3.00% | 3.00% | 3.00% | 3.00% | 5.00% | 5.00% | 5.00% | 5.00% | 10.00% |
| 1 | | | \$ 16.77 | \$ 17.28 | \$ 17.79 | \$ 18.33 | \$ 18.88 | \$ 19.44 | \$ 20.03 | \$ 21.03 | \$ 22.08 | \$ 23.18 | \$ 24.34 | \$ 26.78 |
| 2 | | \$ 16.53 | \$ 17.02 | \$ 17.54 | \$ 18.06 | \$ 18.60 | \$ 19.16 | \$ 19.74 | \$ 20.33 | \$ 21.34 | \$ 22.41 | \$ 23.53 | \$ 24.71 | \$ 27.18 |
| 3 | | \$ 16.78 | \$ 17.28 | \$ 17.80 | \$ 18.33 | \$ 18.88 | \$ 19.45 | \$ 20.03 | \$ 20.63 | \$ 21.66 | \$ 22.75 | \$ 23.89 | \$ 25.08 | \$ 27.59 |
| 4 | \$ 16.53 | \$ 17.03 | \$ 17.54 | \$ 18.07 | \$ 18.61 | \$ 19.17 | \$ 19.74 | \$ 20.33 | \$ 20.94 | \$ 21.99 | \$ 23.09 | \$ 24.24 | \$ 25.46 | \$ 28.00 |
| 5 | \$ 16.78 | \$ 17.28 | \$ 17.80 | \$ 18.34 | \$ 18.89 | \$ 19.45 | \$ 20.04 | \$ 20.64 | \$ 21.26 | \$ 22.32 | \$ 23.44 | \$ 24.61 | \$ 25.84 | \$ 28.42 |
| 6 | \$ 17.03 | \$ 17.54 | \$ 18.07 | \$ 18.61 | \$ 19.17 | \$ 19.74 | \$ 20.34 | \$ 20.95 | \$ 21.58 | \$ 22.65 | \$ 23.79 | \$ 24.98 | \$ 26.23 | \$ 28.85 |
| 7 | \$ 17.29 | \$ 17.81 | \$ 18.34 | \$ 18.89 | \$ 19.46 | \$ 20.04 | \$ 20.64 | \$ 21.26 | \$ 21.90 | \$ 22.99 | \$ 24.14 | \$ 25.35 | \$ 26.62 | \$ 29.28 |
| 8 | \$ 17.55 | \$ 18.07 | \$ 18.62 | \$ 19.17 | \$ 19.75 | \$ 20.34 | \$ 20.95 | \$ 21.58 | \$ 22.23 | \$ 23.34 | \$ 24.51 | \$ 25.73 | \$ 27.02 | \$ 29.72 |
| 9 | \$ 17.81 | \$ 18.34 | \$ 18.89 | \$ 19.46 | \$ 20.05 | \$ 20.65 | \$ 21.27 | \$ 21.90 | \$ 22.56 | \$ 23.69 | \$ 24.87 | \$ 26.12 | \$ 27.42 | \$ 30.17 |
| 10 | \$ 18.08 | \$ 18.62 | \$ 19.18 | \$ 19.75 | \$ 20.35 | \$ 20.96 | \$ 21.58 | \$ 22.23 | \$ 22.90 | \$ 24.04 | \$ 25.25 | \$ 26.51 | \$ 27.83 | \$ 30.62 |
| 11 | \$ 18.35 | \$ 18.90 | \$ 19.47 | \$ 20.05 | \$ 20.65 | \$ 21.27 | \$ 21.91 | \$ 22.57 | \$ 23.24 | \$ 24.41 | \$ 25.63 | \$ 26.91 | \$ 28.25 | \$ 31.08 |
| 12 | \$ 18.62 | \$ 19.18 | \$ 19.76 | \$ 20.35 | \$ 20.96 | \$ 21.59 | \$ 22.24 | \$ 22.90 | \$ 23.59 | \$ 24.77 | \$ 26.01 | \$ 27.31 | \$ 28.68 | \$ 31.54 |
| 13 | \$ 18.90 | \$ 19.47 | \$ 20.05 | \$ 20.66 | \$ 21.28 | \$ 21.91 | \$ 22.57 | \$ 23.25 | \$ 23.95 | \$ 25.14 | \$ 26.40 | \$ 27.72 | \$ 29.11 | \$ 32.02 |
| 14 | \$ 19.19 | \$ 19.76 | \$ 20.35 | \$ 20.97 | \$ 21.59 | \$ 22.24 | \$ 22.91 | \$ 23.60 | \$ 24.30 | \$ 25.52 | \$ 26.80 | \$ 28.14 | \$ 29.54 | \$ 32.50 |
| 15 | \$ 19.47 | \$ 20.06 | \$ 20.66 | \$ 21.28 | \$ 21.92 | \$ 22.58 | \$ 23.25 | \$ 23.95 | \$ 24.67 | \$ 25.90 | \$ 27.20 | \$ 28.56 | \$ 29.99 | \$ 32.98 |
| 16 | \$ 19.77 | \$ 20.36 | \$ 20.97 | \$ 21.60 | \$ 22.25 | \$ 22.91 | \$ 23.60 | \$ 24.31 | \$ 25.04 | \$ 26.29 | \$ 27.61 | \$ 28.99 | \$ 30.44 | \$ 33.48 |
| 17 | \$ 20.06 | \$ 20.66 | \$ 21.28 | \$ 21.92 | \$ 22.58 | \$ 23.26 | \$ 23.96 | \$ 24.67 | \$ 25.41 | \$ 26.69 | \$ 28.02 | \$ 29.42 | \$ 30.89 | \$ 33.98 |
| 18 | \$ 20.36 | \$ 20.97 | \$ 21.60 | \$ 22.25 | \$ 22.92 | \$ 23.61 | \$ 24.32 | \$ 25.04 | \$ 25.80 | \$ 27.09 | \$ 28.44 | \$ 29.86 | \$ 31.36 | \$ 34.49 |
| 19 | \$ 20.67 | \$ 21.29 | \$ 21.93 | \$ 22.59 | \$ 23.26 | \$ 23.96 | \$ 24.68 | \$ 25.42 | \$ 26.18 | \$ 27.49 | \$ 28.87 | \$ 30.31 | \$ 31.83 | \$ 35.01 |
| 20 | \$ 20.98 | \$ 21.61 | \$ 22.26 | \$ 22.92 | \$ 23.61 | \$ 24.32 | \$ 25.05 | \$ 25.80 | \$ 26.58 | \$ 27.90 | \$ 29.30 | \$ 30.76 | \$ 32.30 | \$ 35.53 |
| 21 | \$ 21.29 | \$ 21.93 | \$ 22.59 | \$ 23.27 | \$ 23.97 | \$ 24.69 | \$ 25.43 | \$ 26.19 | \$ 26.97 | \$ 28.32 | \$ 29.74 | \$ 31.23 | \$ 32.79 | \$ 36.07 |
| 22 | \$ 21.61 | \$ 22.26 | \$ 22.93 | \$ 23.62 | \$ 24.33 | \$ 25.06 | \$ 25.81 | \$ 26.58 | \$ 27.38 | \$ 28.75 | \$ 30.19 | \$ 31.69 | \$ 33.28 | \$ 36.61 |
| 23 | \$ 21.94 | \$ 22.60 | \$ 23.27 | \$ 23.97 | \$ 24.69 | \$ 25.43 | \$ 26.19 | \$ 26.98 | \$ 27.79 | \$ 29.18 | \$ 30.64 | \$ 32.17 | \$ 33.78 | \$ 37.16 |
| 24 | \$ 22.27 | \$ 22.93 | \$ 23.62 | \$ 24.33 | \$ 25.06 | \$ 25.81 | \$ 26.59 | \$ 27.38 | \$ 28.21 | \$ 29.62 | \$ 31.10 | \$ 32.65 | \$ 34.29 | \$ 37.71 |
| 25 | \$ 22.60 | \$ 23.28 | \$ 23.98 | \$ 24.70 | \$ 25.44 | \$ 26.20 | \$ 26.99 | \$ 27.80 | \$ 28.63 | \$ 30.06 | \$ 31.56 | \$ 33.14 | \$ 34.80 | \$ 38.28 |
| 26 | \$ 22.94 | \$ 23.63 | \$ 24.34 | \$ 25.07 | \$ 25.82 | \$ 26.59 | \$ 27.39 | \$ 28.21 | \$ 29.06 | \$ 30.51 | \$ 32.04 | \$ 33.64 | \$ 35.32 | \$ 38.85 |
| 27 | \$ 23.28 | \$ 23.98 | \$ 24.70 | \$ 25.44 | \$ 26.21 | \$ 26.99 | \$ 27.80 | \$ 28.64 | \$ 29.49 | \$ 30.97 | \$ 32.52 | \$ 34.14 | \$ 35.85 | \$ 39.44 |
| 28 | \$ 23.63 | \$ 24.34 | \$ 25.07 | \$ 25.82 | \$ 26.60 | \$ 27.40 | \$ 28.22 | \$ 29.07 | \$ 29.94 | \$ 31.43 | \$ 33.01 | \$ 34.66 | \$ 36.39 | \$ 40.03 |
| 29 | \$ 23.99 | \$ 24.71 | \$ 25.45 | \$ 26.21 | \$ 27.00 | \$ 27.81 | \$ 28.64 | \$ 29.50 | \$ 30.39 | \$ 31.91 | \$ 33.50 | \$ 35.18 | \$ 36.93 | \$ 40.63 |
| 30 | \$ 24.35 | \$ 25.08 | \$ 25.83 | \$ 26.60 | \$ 27.40 | \$ 28.22 | \$ 29.07 | \$ 29.94 | \$ 30.84 | \$ 32.38 | \$ 34.00 | \$ 35.70 | \$ 37.49 | \$ 41.24 |
| DIRECTOR | \$ 47.87 | \$ 50.03 | \$ 51.53 | \$ 53.08 | \$ 54.67 | \$ 56.31 | \$ 58.00 | \$ 59.74 | \$ 61.53 | \$ 64.61 | \$ 67.84 | \$ 71.23 | \$ 74.79 | \$ 82.27 |
| TECH SPEC. | \$ 27.10 | \$ 28.32 | \$ 29.59 | \$ 30.48 | \$ 31.40 | \$ 32.34 | \$ 33.31 | \$ 34.31 | \$ 35.34 | \$ 37.10 | \$ 38.96 | \$ 40.91 | \$ 42.95 | \$ 47.25 |
| EXECUTIVE ASSIST | \$ 26.46 | \$ 27.25 | \$ 28.07 | \$ 28.91 | \$ 29.78 | \$ 30.67 | \$ 31.59 | \$ 32.54 | \$ 33.52 | \$ 35.19 | \$ 36.95 | \$ 38.80 | \$ 40.74 | \$ 44.81 |

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
CLASSIFIED SALARY SCHEDULE

| JOB CLASSIFICATION | RANGE |
|--|--|
| Academic Advisor/Career Tech | 18 |
| Administrative Assistant | 22 |
| Attendance Clerk | 11 Pending Board Approval 1/14/2025 |
| Behavior Attendent | 1 |
| Bilingual Parent Liaison/ELPAC Coord | 14 |
| Bus Driver | 29 |
| Cafeteria Work | 1 |
| Cashier | 1 |
| Classroom Specialist | 27 |
| Clerk Typist | 1 |
| Cook Manager I | 17 Pending Board Approval 1/14/2025 |
| Custodian | 11 |
| Educational Research Technician | 21 |
| Expanded Learning Opportunity Program (ELO-P) Aide | 15 Board Approved 2/13/2024 |
| Expanded Learning Opportunity Program (ELO-P) Instructor | 22 Board Approved 2/13/2024 |
| Foster Youth Services Coordinator | 22 |
| Garden Technician | 4 |
| Instructional Aide | 2 |
| Instructional Aide (SH) | 5 |
| Library Aide | 5 |
| Maintenance Custodian | 16 |
| Noon Supervisor | 1 |
| Plant Maintenance | 23 |
| Safety Aide | 1 Board Approved 8/8/2023 |
| School Secretary - Adult Education | 14 |
| School Secretary - LES | 12 |
| School Secretary - LHS/DVL | 14 |
| School Services Liaison | 14 Board Approved 7/11/2023 |
| Speech/Language Aide | 20 |
| Transportation Aide | 1 |
| Transportation Clerk | 4 |
| Workability Aide | 1 |
| Workability Coordinator | 14 |

**SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
SIERRA COUNTY OFFICE OF EDUCATION**

ORGANIZATION NO. 210.1

ATTENDANCE CLERK

DEFINITION:

The Attendance Clerk reports to and works under the direction of the Superintendent or Designee. Responsibilities include, but are not limited to the following: implementing, coordinating, and assisting in planning and developing programs that deal with increasing student attendance; acting as liaison between the school district, families, probation, and local law enforcement to support students and their families with school attendance and performs related duties as required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Duties include, but are not limited to, the following:

- Provide outreach and support services in an effort to increase student attendance;
- Make phone calls to families regarding student absences;
- Work with Probation to coordinate home visits for severe cases of student absenteeism;
- Support office staff with generating and sending SARB letters;
- Support site secretaries with ISP coordination and documentation;
- Assess and identify interventions for students with attendance concerns;
- Attend SARB, IEP, 504, and SST meetings as needed for students with attendance concerns;
- Prepare and maintain a variety of lists, records, and reports regarding student attendance, tardiness, and truancy;
- Act as liaison between the schools and students, parents, foster parents, and county probation department;
- Support students in adhering to California Education Code for truancy and absenteeism;
- Work closely with students and families to prevent chronic absenteeism;
- Generate attendance reports;
- Survey families, collect data, and maintain a variety of documentation;
- Assess school and district/county-wide problems and situations interfering with student attendance and access to an optimal educational experience;
- Perform related duties as reasonably assigned.

QUALIFICATIONS:

Education and Experience:

- High School Diploma
- Previous professional experience working with families AND/OR performing similar functions and duties

**SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
SIERRA COUNTY OFFICE OF EDUCATION**

ORGANIZATION NO. 210.1

KNOWLEDGE, SKILLS, AND ABILITIES:

- Processes including, but not limited to expulsion, SARB, IEP, 504 and SST meetings;
- California compulsory attendance laws;
- Best practices for improving student attendance;
- Record keeping and reporting requirements needed for evaluation and ongoing program development;
- Ability to communicate effectively verbally and in writing and to speak in public;
- Ability to read, interpret and explain policies, programs and reports;
- Ability to follow oral and written instructions with minimum direction;
- Ability to work independently and make decisions within the framework of established guidelines;
- Ability to analyze and determine appropriate methods and interpret and apply guidelines to accomplish goals;
- Ability to establish priorities and deadlines and plan work with only overall objectives defined;
- Ability to establish effective working relationships with students, school staff, and families;
- Ability to analyze and resolve problems with tact and diplomacy;
- Ability to operate a computer system, and ability to learn district and county online/internal electronic programs;
- Ability to compile and analyze information and prepare reports.

Other Characteristics:

Possession of a valid California Driver's License issued by the California Department of Motor Vehicles and insurance.

Innovative Solutions for Educational Facilities



FRAMEWORK FOR SUCCESS FOR SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

Comprehensive Planning for the Next Decade

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LETTER OF INTEREST

Sean Snider

District Superintendent,
Sierra-Plumas Joint Unified
School District & Sierra
County Office of Education



Dear Mr. Snider,

I am writing to express Dixon SmartSchoolHouse's strong interest in partnering with Sierra-Plumas Joint Unified School District to develop a comprehensive Facilities Master Plan. Our team is uniquely positioned to deliver a strategic, forward-thinking plan that aligns with your district's goals for the next decade.

With decades of experience in educational facility planning across California, we understand the importance of innovative, collaborative problem-solving and have a proven track record of delivering results that meet the highest standards of safety, functionality, and sustainability. Our familiarity with the Office of Public School Construction (OPSC), the Division of the State Architect (DSA), California Department of Education, Title 5, and Title 24 regulations of the Uniform Building Code (UBC) ensures that our work will comply with all necessary requirements while driving meaningful improvements for your district.

We are excited about the opportunity to assist Sierra-Plumas Joint Unified School District in shaping its future through thoughtful and effective facilities planning. Our approach will not only address your immediate needs but also lay the groundwork for long-term success, fostering an environment where students and educators can thrive.

Thank you for considering our proposal. We look forward to the possibility of working together to create a facilities master plan that reflects the vision and values of your district.

Sincerely,

A handwritten signature in black ink that reads "Joe Dixon".

Joe Dixon
President, Dixon SmartSchoolHouse

PROPOSED KEY PERSONNEL



Joe Dixon

Joe Dixon is a revered figure in school facility management, with a career marked by significant achievements and leadership in the field. As the former Assistant Superintendent of Facilities & Governmental Relations for the Santa Ana Unified School District, Joe oversaw the planning of school facilities, ensuring the district's infrastructure met the highest standards of safety and functionality. In his prior role as Executive Director of Facilities at Capistrano Unified School District he led the construction of 31 new schools over 24 years. In 2020 his hard work was recognized with the prestigious James L. Murdoch Lifetime Achievement Award.

Experience Highlights

- James L Murdoch Lifetime Achievement Award - *Awarded to those who displayed a commitment to education and school facilities.*
- Coalition for Adequate School Housing - Past Chair
- School Facility Leadership Academy - Lead Instructor
- CASH Maintenance and Operations Leadership Academy - Lead Instructor
- Santa Ana Unified School District - Asst Superintendent



Jay Dixon

Jay Dixon is a distinguished leader with a background in education, finance, and real estate. As a high school English teacher, Jay witnessed first hand the impact quality facilities have on class experience and student achievement. He has founded and sold 3 small businesses and served multiple districts throughout California as a Bond Program Manager and facility consultant. Notably, Jay served on the DSA Prefabricated Code Committee in 2019, where he played a pivotal role in guiding the development of prefabricated school buildings code updates.

Experience Highlights

- University of Nevada
- Columbia Business School
- Fruitvale School District - Bond Program Manager / Facility Master Plan
- Rosemead School District - Facility Master Plan
- Garvey School District - Facility Needs Assessment / Modernization
- Division of State Architect - DSA Code Committee



Mike Lumaye

Mike LuMaye is a highly experienced professional with over 20 years in construction management, estimating, planning, and project oversight. His career is distinguished by his ability to manage complex projects efficiently, ensuring that they are completed on time and within budget. Mike's dedication to excellence and his deep industry knowledge ensure that the schools he works with are equipped with the infrastructure needed to support student success.

Experience Highlights

- 20+ years Certified General Contractor
- Glendora Unified School District- Facility Needs Assessment / Modernization
- San Jose Charter Academy - Facility Consultant / Modernization



Maria Denney, AIA

Maria Denney, AIA, has dedicated her career to building educational spaces for over 25 years. Her experience as a contractor, construction manager, and a licensed architect, in the State of California, with affiliations in The American Institute of Architects, have given her a breadth of experience to successfully lead a team forward. Maria has helped many school districts in the Bay Area ranging from bond programs including San Francisco, Oakland, and Berkeley. Her strengths include embracing the rigors of community engagement, being fiscally responsible when the client needs outweigh their budgets and exposing the strengths of each member of the team

Experience Highlights

- Led the construction program at Oakland Unified School District with their \$475M Measure J Bond Program
- 25+ years of Experience



Dr. Ken Testa

Dr. Ken Testa, Director of Facilities, brings a wealth of knowledge and hands-on experience in educational facility modernization and bond management. Dr. Testa has successfully led significant bond programs. His strategic approach to project planning, combined with his deep understanding of regulatory requirements, ensures all projects meet safety and compliance standards. Dr. Testa's presence on the team enhances our ability to maintain quality, efficiency, and community-focused outcomes.

Experience Highlights

- Led the \$60 million Measure M bond for Merced City School District
- Experience working with state agencies such as the Division of the State Architect (DSA).



Dr. Allan John Mucerino

Dr. Allan John Mucerino is an accomplished educational leader with a proven track record of providing transformative leadership and support in the areas of school district facilities and bond programs. Over his extensive career, Dr. Mucerino has successfully led initiatives totaling hundreds of millions of dollars in bond measures and facilities upgrades. Dr. Mucerino's expertise lies in strategic planning, stakeholder engagement, and effective execution of large-scale projects to create learning environments that support student success. His leadership emphasizes collaboration with educational boards, community stakeholders, and fiscal management teams to deliver innovative, student-centered facilities. Recognized for his visionary approach, he has consistently transformed school districts into high-performing organizations, ensuring that their facilities meet 21st-century educational needs.

Experience Highlights

- Spearheaded the passage of a \$248 million general obligation bond in 2022, facilitating a comprehensive facilities improvement plan for Alvord Unified School District.
- At Duarte Unified School District developed a facilities master plan to align state funding and bond measures with district priorities.



Dr. Sherine Smith

Dr. Sherine Smith has had a long and illustrious career as a teacher and leader in Orange County school districts. She started her career as a teacher in Capistrano Unified School District in the 1980's and served as a mentor teacher. She went on to serve as the principal at Aliso Viejo Middle School and Capistrano Valley High School. Sherine moved into district office leadership in Capistrano Unified, where she ultimately served as the Deputy Superintendent of Education. As the deputy superintendent, she had direct oversight of all K-12 schools, principals, and programs, including preschools and adult education. Sherine capped her career as the Superintendent of Laguna Beach Unified School District.

Dr. Smith also served in several other leadership and volunteer capacities throughout her career. She belonged to the Rotary Club of Laguna Beach, where she served as Secretary and volunteered at the Friendship Shelter. She taught in several higher education programs, including Chapman, Brandman, and National Universities, and the Orange County Department of Education.

Dr. Smith earned her doctorate in Educational Leadership at the University of Southern California, a Master of Science in Education Leadership from Pepperdine University, and a Bachelor of Arts in History from California State University, Chico. She and her husband Dan have lived in San Clemente for over 35 years.

Experience Highlights

- Served on the Board of Directors of the Schools for Sound Finance organization
- Previous Chair of the Orange County Superintendents' Organization
- California Region 17 Representative for the Association of California School Administrators' State Superintendency Council
- 2016, Orange County Superintendent of the Year

SCOPE OF WORK

Our firm is pleased to submit this proposal for the Sierra-Plumas Joint Unified School District's Facility Master Plan. Below is a detailed overview of how we will address the district's specific requirements, ensuring the successful development of a comprehensive and actionable plan.

1. Enrollment Projections

We will update the district's enrollment projections by analyzing historical data and regional trends. Our projections will help identify growth areas, providing a foundation for future facility planning and ensuring that the district is well-prepared for shifts in student population.

2. Capacity Analysis and Future Facility Needs

Our team will evaluate the current capacity of all district facilities in relation to the updated enrollment projections. We will identify the district's current and future needs for additional facilities, considering growth patterns and instructional delivery methods to ensure alignment with long-term educational goals.

3. Facility Needs Assessment

We will perform a thorough assessment of all district facilities, evaluating the condition of buildings, utility systems, telecommunications infrastructure, safety conditions, and athletic areas. This will include a detailed safety evaluation of all school sites. Our assessment will highlight deficiencies and areas for improvement to ensure a safe, efficient, and conducive learning environment.

4. Superintendent's Facility Advisory Committee Facilitation

Our team will facilitate the Superintendent's Facility Advisory Committee, guiding discussions to develop design standards and building component and system standards. We will offer this service on an hourly basis with a materials cost structure to maintain flexibility and collaboration.

5. Bond Feasibility Survey

We will design and analyze a bond feasibility survey to gauge community support and financial viability for future bond measures. The survey will provide critical insights for potential funding through future local general obligation bonds.

6. Educational Specifications and Classroom Layout Feasibility Study

We will conduct a feasibility study to explore innovative classroom designs that support modern instructional methods and energy efficiency goals. This includes reviewing the grade level appropriateness of classroom layouts and proposing adjustments to enhance learning environments.

7. Joint Use and Community Partnership Policies

Our team will help the district define policies for long-range facilities management, including the exploration of joint use opportunities with governmental and community partners. We will support the development of partnerships that can enhance the district's capacity to serve its students and the wider community.

8. Comprehensive Maintenance Plan and Implementation Strategy

In conjunction with the Facilities Master Plan, we will create a detailed, five-year Comprehensive Maintenance Plan, as a 10 year is not recommended, that outlines the district's short- and long-term needs. We will coordinate the identified scope of work with available funding resources and develop a schedule for the completion of projects to ensure efficient and timely execution.

9. State Grant Funding Application(s)

Our services focus on maximizing state funding for school facility planning, construction, and modernization projects tailored to meet your program's unique needs. We navigate the complex state grant funding process, ensuring your projects are positioned for maximum entitlement and compliance. The pursuit of state funding requires a comprehensive approach across three key phases:

- a. Funding Application Submittal to OPSC:** We manage eligibility updates, project qualification, and the preparation of applications for California Department of Education (CDE) and Division of the State Architect (DSA) reviews and approvals.
- b. OPSC Review:** Addressing Office of Public School Construction (OPSC) comments, revisions, and backlog-related delays while securing State Allocation Board (SAB) funding approvals contingent on bond availability.
- c. District Expenditure Reporting:** Providing support through expenditure audits, documentation, and final closure, ensuring full compliance and record retention.

With our expertise, we streamline this multi-agency process, minimizing delays and optimizing outcomes for your facilities program.

STEP-BY-STEP PROCESS

Step-by-Step Process to Complete the Facility Master Plan

1

Contract Approval and Project Initiation (Month 1)

- **Contract Approved by the Board:** The project officially begins once the contract is approved by the School District Board.
- **Kick-off Meeting:** Host a project initiation meeting with key stakeholders, including district leadership, facilities staff, and the Superintendent's Facility Advisory Committee. Clarify the project scope, goals, timelines, and roles.
- **Data Collection:** Begin gathering all relevant district data, including existing facility documentation, enrollment data, program changes, past assessments, and capital program details. Collect prior OPSC forms (SFP 50-01, 50-02, 50-03) for baseline and updates, as applicable.

2

Facility Condition Assessment and Initial State Grant Review (Month 1–2)

- **Site Visits and Inspections:** Conduct detailed site visits and inspections of all district facilities. Evaluate building conditions, utility systems, telecommunications, safety, and athletic facilities.
- **Assessment Documentation:** Document the current condition of each facility, identifying deficiencies and areas needing repair, renovation, or replacement.
- **Preliminary Cost Estimates:** Provide initial cost estimates for addressing deficiencies identified during the assessments.
- **Eligibility Analysis:** Research and analyze collected documents and data to determine eligibility for state grant funding programs, including modernization, new construction, financial hardship, Career Technical Education (CTE), and facility hardship programs.

3

Development of Educational Specifications and State Funding Strategy (Month 2–3)

- **Define Educational Goals:** Collaborate with the district's instructional team to define educational specifications that align with grade-level needs, instructional methods, and energy efficiency goals.
- **Classroom Layout Feasibility Study:** Assess and propose classroom designs supporting these educational goals.
- **Preliminary Designs:** Present initial classroom and facility layout concepts for review by district stakeholders.
- **School Facilities Age Summary (SFAS):** Develop and update the SFAS for modernization by school, incorporating age-based eligibility requirements.
- **Modernization Eligibility Estimate:** Analyze potential state funding modernization eligibility using multi-year iterations to project the highest grant entitlement.
- **District Education on Compliance:** Provide training on compliance requirements, including CTEAC, Title 5, mandatory contractor prequalification, CMU DIR, and other applicable regulations.

4

Funding Source Research, Bond Feasibility, and Grant Preparation (Month 3–4)

- **Research Funding Sources:** Identify potential funding options, including state and federal grants, joint-use agreements, and other financial opportunities.
- **Bond Feasibility Survey:** Administer a bond feasibility survey to assess community support and financial capacity for future bond measures.
- **State Grant Funding Documentation:** Prepare and coordinate state funding application forms and related documents, ensuring alignment with project requirements and eligibility.
- **Eligibility Preparation:** Guide the effort to prepare and process eligibility approval with OPSC, including modernization and new construction grants.
- **Resource Gathering:** Obtain resources from prior state funding consultants to enhance eligibility determination and applications.

5

Project Prioritization and Application Submission (Month 4–5)

- **Prioritize Facility Improvements:** Based on the facility assessments and funding eligibility, prioritize projects according to urgency, safety, and alignment with longterm educational goals.
- **Grant Application Strategy:** Recommend and develop projects for state funding applications, including potential reimbursements and strategies for modernization or new construction eligibility.
- **Grant Estimate Preparation:** Develop funding estimates, considering multi-year eligibility iterations and potential reimbursement opportunities.
- **Application Submission:** Coordinate the submission of grant applications to OPSC, review comments, and revise applications as necessary.
- **CDE and DSA Coordination:** Ensure application alignment with CDE and DSA requirements and facilitate their review and approvals.

6

Comprehensive 5 Year Maintenance Plan and Final Steps (Month 5–6)

- **Maintenance Plan Development:** Create a detailed 5-year maintenance plan for all district facilities, incorporating findings from state grant eligibility and prioritization.
- **Final Application Revisions:** Address agency comments, finalize grant applications, and ensure all required documents are submitted for state funding consideration.
- **Stakeholder Engagement:** Facilitate meetings with the Superintendent's Facility Advisory Committee and other stakeholders to review project plans, funding strategies, and design standards.
- **Final Plan Review and Submission:** Present the Facility Master Plan, including educational specifications, funding alignment, and maintenance strategy, for approval by the district leadership and Board.

POST-FACILITY MASTER PLAN (FMP) SERVICES

Partners For School Districts



1. Identify and Administer Funding Strategies

- Assist in developing bond measures or other local funding initiatives.
- Explore public-private partnerships and joint use agreements to secure additional resources.
- Recommend debt financing or lease-leaseback agreements for capital projects.



2. Develop Procurement Methodology

- Create a phased project implementation plan based on funding availability and cash flow.
- Develop a procurement strategy that aligns with district policies and regulations.
- Recommend value engineering strategies to optimize costs without sacrificing quality.



3. Assist with Hiring Professional Services

- Facilitate the hiring process for architects, engineers, and other professional service providers.
- Provide a shortlist of vetted vendors and consultants with proven experience in school construction and renovation.
- Assist with drafting Request for Qualifications (RFQ), Request for Proposals (RFPs), and evaluating proposals.



4. Oversee Procurement and Execution of Projects

- Manage procurement processes for construction services and equipment purchases.
- Act as the district's representative to oversee the bidding, contracting, and execution phases of each project.
- Monitor adherence to project timelines, budgets, and quality standards.



5. Compliance with California Environmental Quality Act (CEQA)

- Recommend steps to ensure all projects comply with CEQA regulations.
- Assist in preparing environmental impact reports or securing necessary exemptions.
- Coordinate with local and state agencies for environmental approvals.



6. Construction Project Oversight and Management

- Provide owner's representation throughout the construction phase to ensure projects are built according to the district's standards and specifications.
- Conduct regular site inspections and project meetings to monitor progress and resolve issues.
- Manage change orders, budget updates, and schedule adjustments.



7. Cost Estimating and Budget Management

- Provide detailed cost estimates for individual projects.
- Track actual costs against budgets to avoid overruns.
- Recommend cost-saving alternatives during the construction phase, if needed.



8. Permitting and Regulatory Compliance

- Assist with obtaining necessary construction permits from local, state, and federal authorities.
- Ensure compliance with building codes, accessibility standards (ADA), and other regulations.
- Recommend documentation for future facility audits.



9. Post-Construction Evaluation and Reporting

- Conduct post-construction evaluations to ensure all work has been completed to district standards.
- Provide punch-list management, ensuring all final repairs and adjustments are made.
- Submit final reports documenting project outcomes, costs, and lessons learned.

10. Energy Efficiency and Sustainability Initiatives



- Work with your energy services company and recommend ways to enhance energy efficiency across district facilities.
- Explore renewable energy options (solar, wind, etc.) to reduce long-term operational costs.
- Assist with obtaining LEED certification for sustainable building practices including tax credits.

11. Technology and Infrastructure Upgrades



- Plan for future technology upgrades, including IT infrastructure, telecommunications, and classroom technology enhancements.
- Integrate technology considerations into new construction or renovation projects.
- Explore options for smart building technology to optimize energy use and maintenance.

12. Safety and Security Enhancements



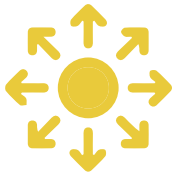
- Recommend upgrades to security systems, including surveillance cameras, access control, and emergency response systems.
- Incorporate safety features into new construction and renovations, such as improved fire suppression systems and secure entrances.

13. Public Communication and Stakeholder Engagement



- Assist with communicating progress and outcomes to the public, parents, and other stakeholders.
- Help the district hold community forums or publish reports on project milestones and financial transparency.

14. Future Facility Planning and Expansion



- Provide ongoing consultation as the district's needs evolve.
- Assist with long-term facility planning for future enrollment growth and program changes.
- Recommend additional phases or expansions based on changing needs.

STATEMENT OF UNDERSTANDING

Dixon SmartSchoolHouse fully understands the scope and objectives outlined in the School Facility Program (SFP) and Prop 2 for the development of a comprehensive Facilities Master Plan. Our team recognizes that the Facilities Master Plan is a critical document that will guide the district's facility planning and improvements over the next ten years, addressing both immediate needs and longterm goals.

We understand that the plan must incorporate a wide range of services, including but not limited to, facilities assessment, space planning, conceptual design, cost estimation, and cost-benefit analysis. The plan will need to reflect the district's current and future needs, considering enrollment projections, site safety evaluations, and identification of potential funding sources. Additionally, we acknowledge the importance of facilitating the Superintendent's Facility Advisory Committee to develop design standards and building and system component standards and aligning our work with all applicable state regulations, including those set by the Office of Public School Construction (OPSC), California Department of Education (CDE), California Geological Society (CGS), and the Division of the State Architect (DSA).

Our approach will be thorough, collaborative, and tailored to the specific requirements of Sierra-Plumas Joint Unified School District, ensuring that the final Facilities Master Plan not only meets but exceeds your expectations. We are committed to delivering a strategic roadmap that will enable the district to prioritize investments and make informed decisions to support the educational mission of the district.

Dixon SmartSchoolHouse is prepared to dedicate the necessary resources and expertise to fulfill this project successfully and to contribute to the long-term success of Sierra-Plumas Joint Unified School District.

Conflicts of Interest

Dixon SmartSchoolHouse is committed to maintaining the highest standards of integrity, transparency, and professionalism in all our engagements. We have conducted a comprehensive review of our recent, current, and anticipated contractual obligations to identify any potential conflicts of interest that may affect our ability to provide services for the Sierra-Plumas Joint Unified School District's Facilities Master Plan project.

Based on this review, Dixon SmartSchoolHouse does not have any recent, current, or anticipated contractual obligations that would pose a conflict of interest with our ability to provide the services for the Sierra-Plumas Joint Unified School District. We adhere to all ethical and legal standards regarding conflicts of interest and are committed to full transparency and accountability in all our dealings.

Should any potential conflict of interest arise during the course of this project, we will promptly disclose it to the District and take all necessary measures to resolve it appropriately.

Non-Collusion

Dixon SmartSchoolHouse warrants that our proposal in response to the request for proposals for the Sierra-Plumas Joint Unified School District's Facilities Master Plan is made independently and without any prior understanding, agreement, or connection with the District, or any other person, firm, or corporation submitting a separate response for this project. Our proposal is, in all respects, fair and made without any form of collusion, fraud, or other illegal actions.

We are fully committed to maintaining the highest standards of integrity and transparency throughout the proposal process.

Thank you for considering Dixon SmartSchoolHouse for this important project. We look forward to the opportunity to collaborate with Sierra-Plumas Joint Unified School District and contribute to the success of this Facilities Master Plan.

Exceptions Statement

After a thorough experience Dixon SmartSchoolHouse advises implementing the terms and conditions:

- 1. Timeline Adjustments:** Given the comprehensive scope of services required, we may need slight adjustments to the proposed timeline, particularly in the scheduling of deliverables, to ensure the highest quality of work.
- 2. Liability Cap:** We propose adding a cap to our liability in proportion to the contract value to balance risk appropriately between the parties.
- 3. Intellectual Property Rights:** We request clarification and potential adjustments concerning the ownership and use of intellectual property created during this project, ensuring that both parties retain fair use rights post-completion.

These exceptions are offered with the intent to maintain a productive and collaborative relationship with Sierra-Plumas Joint Unified School District while ensuring that our engagement is equitable and aligned with industry standards. We are open to further discussions to reach a mutually beneficial agreement.

Should you require any additional information or clarification on these points, we are more than willing to engage in further dialogue.

Contract Terms and Conditions

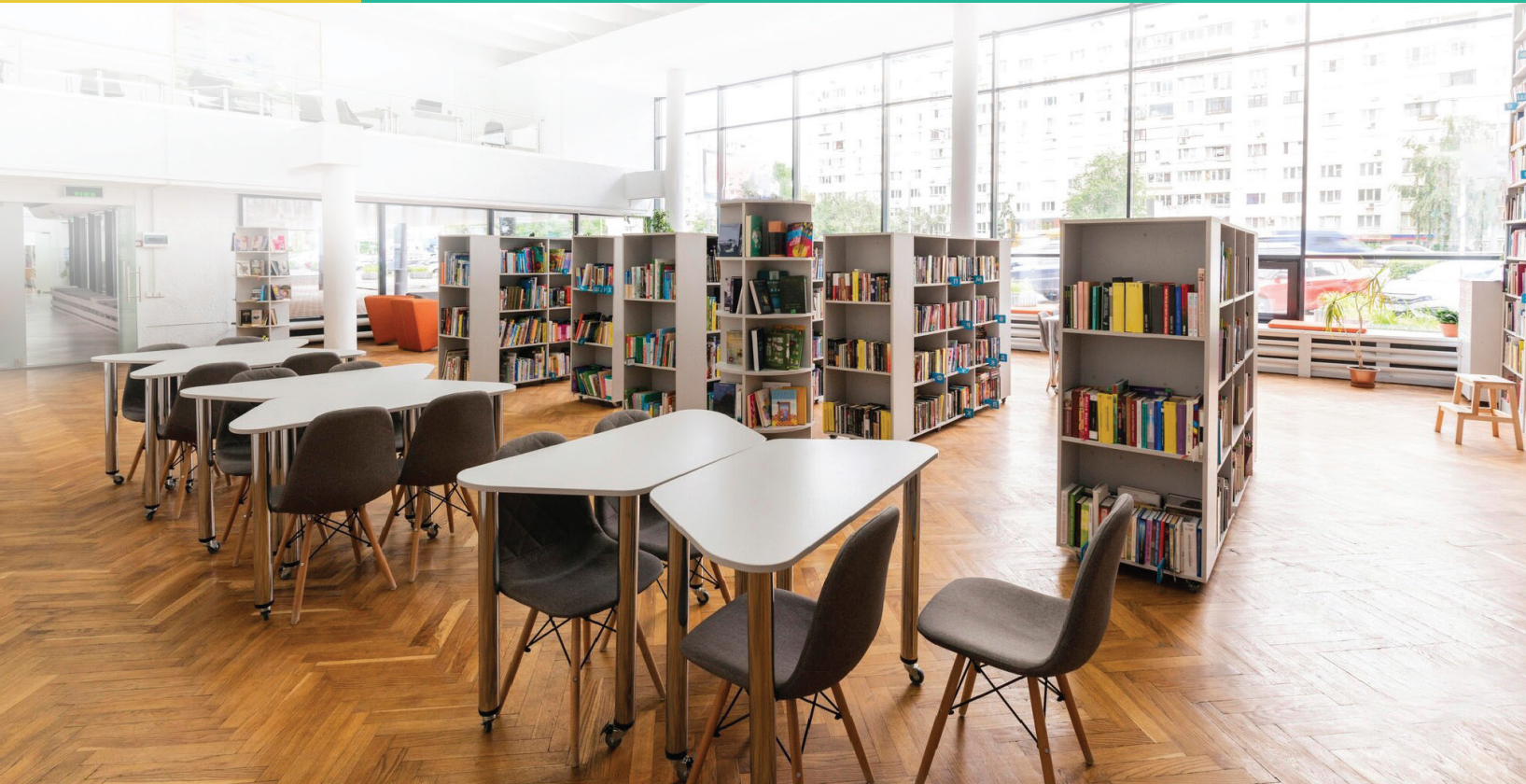
The initial term of the agreement between Dixon SmartSchoolHouse and Sierra-Plumas Joint Unified School District shall commence upon the date of execution and shall continue for a period necessary to complete the scope of work and anticipated to be within 6 months from the commencement date.

The term may be extended upon mutual agreement by both parties in writing, should additional time be required to fulfill any outstanding services or obligations under the agreement. Such extension will be subject to the same terms and conditions as the original agreement, unless otherwise agreed upon in writing.

Either party may terminate this agreement prior to the completion of the term, with or without cause, by providing 30 days written notice to the other party. In the event of such termination, Dixon SmartSchoolHouse shall be compensated for all services rendered and costs incurred up to the effective date of termination.



FIRM SPECIALIZATION



At Dixon SmartSchoolHouse, we are dedicated to providing exceptional facilities planning and consulting services tailored specifically to the unique needs of educational institutions. With decades of experience in school facility management, we understand the importance of creating safe, efficient, and sustainable environments for learning.

OUR EXPERTISE

Specializing in Educational Facilities Planning and Development



SERVICES OFFERED

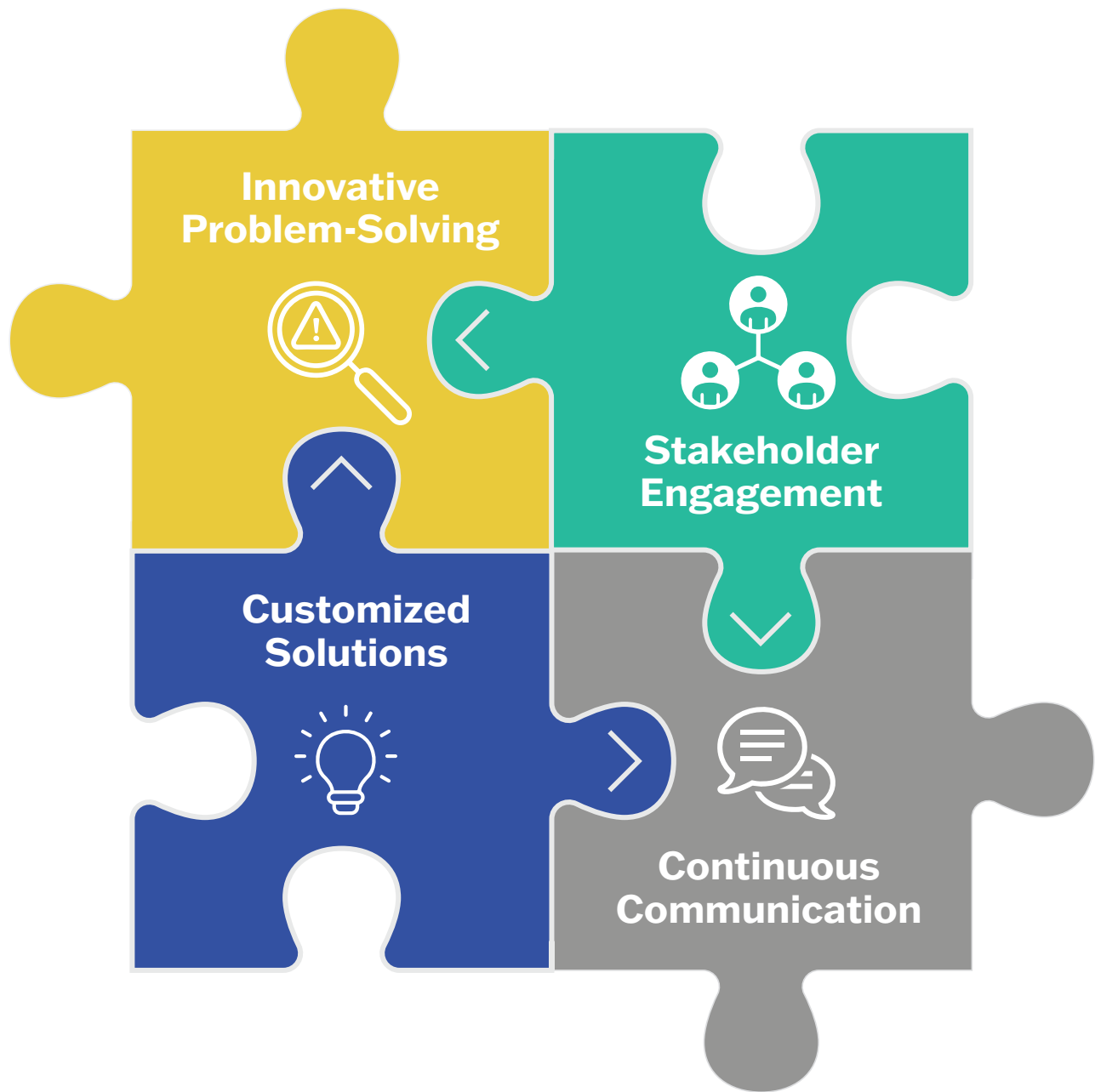
Comprehensive Services to Meet Your Needs

- ↓ Facility Assessments
- ↓ Long-Term Facilities Management Strategies
- ↓ Safety Evaluations
- ↓ Enrollment Projections
- ↓ Potential Funding Sources
- ↓ Conceptual & Detailed Design
- ✓ Project Implementation & Oversight



OUR APPROACH

A Collaborative and Innovative Approach



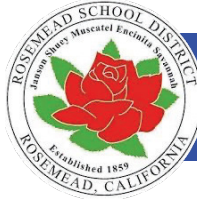


RECENT PORTFOLIO

Proven Success in Educational Environments



Facility Master Plan & Bond Program Management



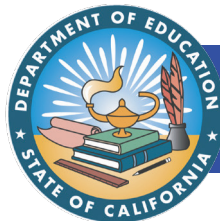
Facility Master Plan



Facility Needs Assessment



Facility Management



Rebuilding of Schools Destroyed by Fire (Berry Creek and Grizzly Flats)

CLIENT TESTIMONIALS

What Our Clients Say



SUPPORTED GOALS

“During a transition time in my district, Dixon helped raise leaders by supporting and teaching, not taking over. He collaborated with the cabinet and supported me, personally in **bringing the team together around common goals.**”

— Renee Hill
Superintendent, Riverside USD



A PIVOTAL FORCE

“**A pivotal force** in our District’s facilities program...”

— Steve Martinez
Superintendent, Twin Rivers USD



REACHING MILESTONES

“I so appreciate your **willingness to work with us to make certain we have a good understanding** of the whole process. (especially me!) I look forward to the next milestones in our project.”

— Mary Westendorf
ED.D.Superintendent, Fruitvale School District



CONTACT US



Ready to Transform Your School Facilities?



 Joe Dixon  Joe@DixonSSH.com

DIXONSSH.COM

**Joe Dixon, President of
Dixon SmartSchoolHouse**



LET'S BUILD A BETTER FUTURE TOGETHER

Partners for Schools



DIXONSSH.COM

LETTER OF REFERENCE

Hello,

During a transition time in my district, Dixon helped raise leaders by supporting and teaching, not taking over. He collaborated with the cabinet and supported me, personally in bringing the team together around common goals.

Sincerely,

Renee Hill
Superintendent, Riverside USD

LETTER OF REFERENCE

Good Morning Joe and Jay,

I just wanted to thank you for presenting at our Board Meeting last Tuesday. Your presentation and accompanying documents were very thorough and well done. I so appreciate your willingness to work with us to make certain we have a good understanding of the whole process. (Especially me!) I look forward to the next milestones in our project.

Thank you,

Mary Westendorf, ED.D.
Superintendent, Fruitvale School District

LETTER OF REFERENCE

Greetings,

A pivotal force in our District's facilities program. His instrumental role in garnering support for our bond campaign was a game-changer. Since the successful passage of both bonds, he has played a crucial role in guiding and mentoring our new leadership team. Thanks to his expertise, we have effectively launched our planned Board project.

Moreover, Joe has worked directly with our Cabinet team members and me, taking the lead on high-profile District facility initiatives. His ability to navigate complex and nuanced challenges has been exceptional.

Without reservation, I highly recommend Joe for any facilities-related project or matter. His skill set and dedication make him an invaluable asset in the field.

Regards,

Steve Martinez
Superintendent, Twin Rivers USD

CONFLICTS OF INTEREST

Dixon SmartSchoolHouse is committed to maintaining the highest standards of integrity, transparency, and professionalism in all our engagements. We have conducted a comprehensive review of our recent, current, and anticipated contractual obligations to identify any potential conflicts of interest that may affect our ability to provide services for the Sierra-Plumas Joint Unified School District's Facilities Master Plan project.

Based on this review, Dixon SmartSchoolHouse does not have any recent, current, or anticipated contractual obligations that would pose a conflict of interest with our ability to provide the services for the Sierra-Plumas Joint Unified School District. We adhere to all ethical and legal standards regarding conflicts of interest and are committed to full transparency and accountability in all our dealings.

Should any potential conflict of interest arise during the course of this project, we will promptly disclose it to the District and take all necessary measures to resolve it appropriately.

NON-COLLUSION

Dixon SmartSchoolHouse warrants that our proposal in response to the request for proposals for the Sierra-Plumas Joint Unified School District's Facilities Master Plan is made independently and without any prior understanding, agreement, or connection with the District, or any other person, firm, or corporation submitting a separate response for this project. Our proposal is, in all respects, fair and made without any form of collusion, fraud, or other illegal actions.

We are fully committed to maintaining the highest standards of integrity and transparency throughout the proposal process.

Thank you for considering Dixon SmartSchoolHouse for this important project. We look forward to the opportunity to collaborate with Sierra-Plumas Joint Unified School District and contribute to the success of this Facilities Master Plan.

PROPOSAL



SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT PROJECT

DURATION:

4 - 6 MONTHS

TIMELINE

| TASK | INVESTMENT |
|---|---------------------------------------|
| Facility Master Plan (per scope of work) State Funding Application Submittal | \$39,750 2% of applied eligibility |

ADDITIONAL SERVICES

- Project Certification
- Identify Potential Funding Strategies
- Application and Monitoring of Funding
- Strategize Cash Flow and Procurement Methodology
- Assist with hiring professional services (architect, engineer, strategists...etc)
- Oversee procurement and execution of projects
- Recommend steps to comply with the California Environmental Quality Act (CEQA)
- Attend Committee and Community Meetings

**Contact for Proposal*

Contract Terms and Conditions

The initial term of the agreement between Dixon SmartSchoolHouse and Sierra-Plumas Joint Unified School District shall commence upon the date of execution and shall continue for a period necessary to complete the scope of work outlined in the Request for Proposals, anticipated to be within 6 months from the commencement date.

The term may be extended upon mutual agreement by both parties in writing, should additional time be required to fulfill any outstanding services or obligations under the agreement. Such extension will be subject to the same terms and conditions as the original agreement, unless otherwise agreed upon in writing.

Either party may terminate this agreement prior to the completion of the term, with or without cause, by providing 30 days written notice to the other party. In the event of such termination, Dixon SmartSchoolHouse shall be compensated for all services rendered and costs incurred up to the effective date of termination.

CSBA POLICY GUIDE SHEET – December 17, 2024 *First Reading*

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 0510 - School Accountability Report Card

Policy updated to reflect that when 15 percent or more of a school's students speak a single primary language other than English, the school accountability report card (SARC) is required to be translated into that other language. Additionally, policy updated to reflect that the SARC is required to be provided in an understandable and uniform format and, to the extent practicable, provided in a language that parents/guardians can understand.

Board Policy 1114 - District-Sponsored Social Media

Policy updated to align with current terms, language, and practice related to the use of social media. Additionally, policy updated to expand the Governing Board's philosophical statement to recognize the value of sharing district information with families and the community, and the requirement to ensure that content posted by the district on an official district social media account is accessible to individuals with disabilities. In addition, policy updated to clarify that an official district social media account does not create an open public forum or otherwise guarantee an individual's right to free speech even if one or more features on the account permit interaction with and between members of the public. Policy also updated to expand instances where students or staff are subject to discipline to include engaging with an official district social media account in a manner that violates board policies and administrative regulations.

Board Policy 4040 - Employee Use of Technology

Policy updated to provide guidance related to the appropriate use of artificial intelligence (AI) by employees. Additionally, policy updated to expand the Governing Board's philosophical statement related to the recognition that technological resources enhance employee performance to include the enrichment of curriculum and the enhancement of student learning. In addition, policy updated to include "software as a service" and "AI apps" in the definition of "district technology," specify the prohibited and permitted uses of technology, and provide for professional development in the appropriate use of technology resources. Policy also updated to (1) add material related to the regular review of current guidance regarding cybersecurity, data privacy, and digital media awareness and incorporate recommended practices into the districts processes and procedures, and (2) provide that employees may access their mobile or other communications device if there is a need to seek emergency assistance, assess the safety of a situation, or communicate with a person to confirm their safety.

Board Policy 5144.1 - Suspension and Expulsion/Due Process

Policy updated to reflect **NEW LAW (SB 274, 2023)** which (1) extends the prohibition from suspending a student for disruption or willful defiance, formerly applicable to students in grades K-8, to all students, with the prohibition being effective until July 1, 2029, and (2) prohibits a district from suspending or expelling a student solely on the fact that they are truant, tardy, or otherwise absent from school activities. Additionally, policy updated to clarify that no preschool student may be expelled or unenrolled except in accordance with law and as specified in administrative regulation, and to reflect **NEW LAW (SB 114, 2023)** which defines numerically significant subgroups to include long-term English learners.

Board Policy 5147 - Dropout Prevention

Policy updated to include parents/guardians and school staff in collaborative efforts to develop strategies to support student attendance. Additionally, policy updated to reflect **NEW LAW (SB 153, 2024)** which enables the district to implement attendance recovery programs in order to make up lost instructional time and offset absences, and that any attendance recovery program be provided as a voluntary, limited-term option for a classroom-based, regular education program for students in grades Transitional Kindergarten-12. In addition, policy updated to expand the strategies to support students at risk of dropping out of school to include attendance recovery programs; expanded school and/or community support services such as a school nurse, school social worker, school counselor, school psychologist, or other student support personnel for case management and counseling; tracking student attendance and identifying students with attendance problems as early as possible so the school may provide appropriate support services and interventions; creating small, personalized learning communities to facilitate monitoring and support; or offering courses or programs that connect schoolwork with college and career success, including career technical education. Policy also updated to reflect the 2024-25 Federal Program Monitoring Instrument which requires that documentation be maintained for students who transfer from or otherwise withdraw from a school in the district.

Board Policy 6112 - School Day

Policy updated to reflect **NEW LAW (SB 291, 2023)** and **NEW LAW (SB 153, 2024)** which require districts that maintain any of grades K-6 to provide at least one or more periods of recess that total at least 30 minutes on regular instructional days and 15 minutes on early release days. Additionally, policy updated to add availability of equipment to the list of considerations when the Superintendent or designee is establishing the instructional schedule for secondary schools in order to account for sufficient technology and other equipment that is integral to the instructional program.

Board Policy 6142.92 - Mathematics Instruction

Policy updated to incorporate the, "2023 Mathematics Framework for California Public Schools: Kindergarten through Grade 12," including the framework's goal of removing barriers to students' mathematics success and ensuring access and opportunity for all students to receive high level mathematics instruction.

Board Policy 6152.1 - Placement in Mathematics Courses

Policy updated to incorporate the, "2023 Mathematics Framework for California Public Schools: Kindergarten through Grade 12," including the encouragement for districts to offer alternative pathways of courses designed in a manner that provides maximum opportunities for students to access advanced mathematics courses during high school.

Board Policy 6163.4 - Student Use of Technology

Policy updated to provide guidance related to the appropriate use of artificial intelligence (AI). Additionally, policy updated to expand the Governing Board's philosophical statement to include the effective use of technology; promotion of digital citizenship; access to the latest digital tools; the alignment of technological resources with district goals, objectives and academic standards; and the use of technology to augment Board adopted instructional materials. In addition, policy updated to include "software as a service" and "AI apps" in the definition of "district technology," and provide that student use of technology be in accordance with district policies on academic honesty, data privacy, nondiscrimination, and copyright laws. Policy also updated to add material related to the regular review of current guidance regarding cybersecurity, data privacy, and digital media awareness and incorporate recommended practices into the districts processes and procedures.

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Philosophy, Goals, Objectives and Comprehensive Plans

Policy 0510: School Accountability Report Card

CSBA NOTE: The following optional policy may be revised to reflect district practice. Code 35256 requires the Governing Board to annually issue a school accountability report card (SARC) for each school site, reporting all conditions listed in Education Code 33126 and 41409.3. The goal of the SARC is to provide data by which parents/guardians can make meaningful comparisons between schools, thus enabling them to make informed decisions regarding which school they wish their children to attend.

In addition, pursuant to 20 USC 6311, any district that receives Title I, Part A funding is required to prepare and disseminate an annual report card which includes specified information. Districts are authorized, pursuant to 20 USC 6311, to incorporate the information required to be in the annual report card into the SARC, rather than issuing a separate district-level report card. For more information on requirements for schools that receive Title I funding, see BP/AR 6171 - Title I Programs.

The Governing Board recognizes its responsibility to inform parents/guardians and the community about the conditions, needs, and progress at each district school and to provide data by which parents/guardians can make meaningful comparisons between schools. The process of gathering and analyzing data also provides opportunities for school and district staff to review achievements and identify areas for improvement.

The Board shall annually issue a school accountability report card (SARC) for each school site. (Education Code 35256)

CSBA NOTE: Education Code 33126.1 requires that the California Department of Education (CDE) develop a standardized template for use by districts in creating their SARCs. This template is posted on CDE's website. The template lists the specific legal requirements and definitions, including federal Title I requirements for district report cards pursuant to 20 USC 6311, as well as references to help access the data.

In preparing the district's report cards, the Superintendent or designee may choose to use or adapt the model template provided by the California Department of Education. If the model template is not used, the Superintendent or designee shall ensure that data is reported in a manner that is consistent with input from the definitions for school conditions as provided in the template. At least every three years, the Board shall compare the content of the district's SARCs to the state's model template, recognizing that variances are allowed by law as necessary to meet local needs. (Education Code 33126.1, 35256)

The Board shall annually approve the SARCs for all segments of the school community, district schools and shall evaluate the data contained in the SARCs as part of the Board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

The Superintendent or designee shall develop strategies for communicating the information contained in the ~~cards~~SARCs to all stakeholders, including opportunities for staff and the community to discuss their content.

Notification and Dissemination of SARCs

CSBA NOTE: Education Code 35256 requires districts to notify parents/guardians ~~that~~ about the availability of the SARC and to provide a paper copy of the SARC upon request. Pursuant to Education Code 35256 and 35258, districts are required to make the SARC available, in both hard copy and on their website as applicable, by February 1 of each year; some county offices of education make SARCs for district schools within the county available on their websites. Districts are not required to submit their SARCs to CDE, but are required by Education Code 33126.1 to ensure that CDE has the district's

current SARC website address for linkage from CDE's website. Districts may submit SARCs by utilizing CDE's online electronic SARC template available on myCDEconnect accounts, which submits the entirety of the SARC to CDE. Districts may also elect not to use the template and instead use a myCDEconnect account to upload an accurate URL where the SARC has been posted on the school or district website. Both methods of submission fulfill the requirement pursuant to Education Code 33126.1.

Additionally, 20 USC 6311 requires districts receiving Title I, Part A funds to disseminate the Title I report card information to all district schools and to all parents/guardians of students attending those schools. Pursuant to 20 USC 6311, the district's Title I report card must be concise; presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and be accessible to the public, including posting the report card on the district's website. Districts without a website may publicize the report card by providing the information to the public in another manner as determined by the district. CDE recommends that all parents/guardians be notified of the availability of the full report and be provided information as to how they can access the full report on the Internet or request a paper copy, and that districts make copies of the SARC available in the school office and at public forums, such as parent information nights.

Annually, on or before February 1 of each year, the Superintendent or designee shall publicize the issuance of the SARCs, make the SARCs available on the district's website, and notify parents/guardians that a hard copy shall be provided upon request. (Education Code 33126, 35256, 35258)

CSBA NOTE: Pursuant to Education Code 48985, when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students must also be written in the primary language and may be answered by the parent/guardian in English or the primary language. In addition, 20 USC 6311 and 6312 require that districts receiving Title I funds provide parent/guardian notices in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians understand.

Additionally, when 15 percent or more of a school's students speak a single primary language other than English, the SARC shall be translated into that other language. (Education Code 48985)

In addition, the SARC shall be provided in an understandable and uniform format and, to the extent practicable, provided in a language that parents/guardians can understand. (Education Code 33126, 35256; 20 USC 6311)

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 1114: District-Sponsored Social Media

CSBA NOTE: The following optional policy is for use by districts that have created an official district (i.e., district-sponsored) social media account. "Social media" is defined in the accompanying administrative regulation as an online platform for collaboration, interaction, or active participation, or that allows users to post content, including social networking sites such as Instagram, TikTok, Facebook, X/Twitter, SnapChat, YouTube, LinkedIn, etc.

District strategies for effective use of online social media may be incorporated into the district's comprehensive communications plan; see BP 1100 - Communication With The Public.

~~The The Governing Board of Education~~ recognizes the value of ~~technology such as~~ social media ~~platforms in promoting~~to share district information with families and the community and promote community involvement and collaboration ~~in district decisions~~. The purpose of any official district social media ~~platform~~account shall be to further the district's vision and mission, to support student learning and staff professional development, and to enhance communication and engagement with students, ~~parents/guardians~~families, staff, and community members.

The Superintendent or designee shall ensure that the content posted by the district on an official district social media account is accessible to individuals with disabilities.

CSBA NOTE: To minimize liability to the district, it is important to clearly define the official social media accounts which the district sponsors and to specify the standards, guidelines, and protocols for their use. Board policies and administrative regulations do not apply to personal social media accounts that may be created by students, staff members, or other individuals which may sometimes include discussion of district-related issues but are not sponsored by the district.

The Superintendent or designee shall develop content guidelines and protocols for official district social media ~~platforms~~accounts to ensure ~~the public access~~, appropriate and responsible use ~~of these resources~~, and compliance with law, ~~Board~~board policy, and administrative regulation.

Guidelines for Content

CSBA NOTE: Social media platforms typically allow users to post or reply to content posted on users' accounts, which is or can be made viewable to other users and even the public. This may create a "limited public forum," which grants individuals certain freedom of speech rights and limits the district's ability to remove comments or posts. Any removal of content by the district should be based on viewpoint-neutral considerations to protect against possible legal challenges. This may include, but is not limited to, removing content that constitutes discrimination, harassment, or bullying, as specified in the accompanying administrative regulation, or that is unrelated to the purpose of the account. Additionally, in order to help maintain the district's ability to remove content, users should be informed of the purpose of the account(s) and the limited nature of the discussion. District staff should regularly monitor all such accounts so that materials are removed as permitted by law. See the accompanying administrative regulation for language regarding removal of posts and monitoring of accounts. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to ensure that any provisions related to removal of posts or discipline of students or staff are consistent with law.

Official district social media ~~platforms~~accounts shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. ~~By creating these official sites and allowing for public comment, the Board does not intend~~intended to create a limited ~~an open~~ public forum or otherwise guarantee an individual's right to free speech ~~on any of the official district social media accounts even if one or more features on the account that permit interaction with and between members of the public are enabled.~~

The Superintendent or designee shall ensure that the limited purpose of ~~the~~ official district social media ~~platforms~~ accounts is clearly communicated to users. Each ~~site~~ account shall contain a statement ~~that specifies specifying the site's purposes along with a statement of the account, that users are expected to use the site account shall only be used for those such purposes. Each site shall also contain a statement that users are personally responsible for the content of their posts., and any other user expectations or conditions as specified in the accompanying administrative regulation.~~

Official district social media ~~platforms~~ accounts may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

CSBA NOTE: Staff and students who post prohibited content on official district social media accounts are subject to discipline in accordance with board policies and administrative regulations. Pursuant to Education Code 48900(r), a student may be subject to suspension or expulsion if the student engages in an act of bullying by means of an electronic act as defined in Education Code 32261; see AR 5144.1 - Suspension and Expulsion/Due Process. Pursuant to Education Code 32261, an "electronic act" includes, but is not limited to, posts on a social networking site.

When staff and students misuse the district's technological resources, they also may be subject to cancellation of user privileges in accordance with the district's Acceptable Use Agreement; see BP/E 4040 - Employee Use of Technology and BP/E 6163.4 - Student Use of Technology.

Staff or students who post prohibited content or otherwise engage with an official district social media account in a manner that violates board policies and administrative regulations shall be subject to discipline in accordance with ~~districts such applicable~~ policies and ~~administrative~~ regulations ~~4040, 6163.4 and 5131.~~

Users of official district social media ~~platforms~~ accounts, and anyone who posts, replies, or otherwise leaves a digital footprint on an official district social media account, should be aware of the public nature and accessibility of social media and that such information posted or left on an official district social media account may be considered a public record subject to disclosure under the Public Records Act. ~~The Board expects users to conduct themselves in a respectful, courteous, and professional manner.~~

Privacy

~~The~~ To the extent practicable, the Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media ~~platforms.~~

Board policy pertaining accounts.

As it pertains to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, as specified official district social media accounts shall operate in BP accordance with Board Policy 1113 - District and School Web Sites, shall also apply to official district social media platforms.

Websites.

Social media ~~and networking sites~~ and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Personnel (All Staff)

Policy 4040: Employee Use Of Technology

CSBA NOTE: This policy addresses employee use of technology, including artificial intelligence (AI), and may be modified to reflect district practice. The U.S. Department of Education, Office of Educational Technology's, "Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations," provides information related to the opportunities for using AI to improve education, the challenges in doing so, and recommendations to guide further policy development. Districts are encouraged to continue to monitor the development of new technologies, including AI.

~~The Board of Education~~ The Governing Board recognizes that technological resources enhance employee performance by offering effective tools to assist in providing a quality instructional program; facilitating communications with parents/guardians, students, and the community; supporting district and school operations; ~~and~~ improving access to and exchange of information. ~~The Board expects all employees to learn to use the available technological resources that will assist them in the performance of their job responsibilities. As needed, employees shall receive professional development in the appropriate use of these resources.~~

~~Employees shall be responsible for the appropriate use of technology and shall use district technology primarily for purposes related to their employment.~~

~~;~~ enriching curriculum; and enhancing student learning.

~~District technology~~ includes, but is not limited to, ~~computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and hardware, software, or future technological innovations~~ software as a service provided or paid for by the district, whether accessed on or off site or through district-owned or personally owned equipment or devices.

~~The,~~ including tablets and laptops; computer servers, wireless access points (routers), and wireless computer networking technology (wi-fi); the Internet; email; applications (apps), including artificial intelligence (AI) apps; telephones, cellular or mobile telephones, smartphones, smart devices, and wearable technology; or any wireless communication device, including radios.

Employees shall review the prohibited and permitted uses of technology as specified in Board Policy 5131.9 - Academic Honesty, be responsible for the appropriate use of technology, and use district technology primarily for purposes related to their employment consistent with board policies and administrative regulations.

CSBA NOTE: The following optional paragraphs address employee use of technology, particularly AI applications, are permissive as they relate to such use, and should be modified to reflect district practice.

An employee may use technology, including AI apps, to assist the employee in the performance of the employee's professional duties, including, but not limited to, the following specific tasks: developing syllabi, creating curriculum, reviewing student work, suggesting instructional strategies, and researching academic content or instructional techniques. Any employee using technology, including AI, shall review and be responsible for any final product or document; not share confidential student records with a third party, such as an AI app, except as permitted by law; use the technology in accordance with Board Policy 6162.6 - Use of Copyrighted Materials, and in a manner otherwise consistent with law, board policies, and administrative regulations. If an employee is unsure about the appropriate use of technology, the employee shall confer with the Superintendent or designee ~~may~~ before using.

As determined by the Superintendent or designee, employees shall receive professional development in the appropriate use of these resources, including in the use of AI apps.

CSBA NOTE: The following paragraph is optional and may be revised to reflect district practice. It is recommended that districts develop an "Acceptable Use Agreement" containing rules for the use of district technology, which should be signed by each employee. See the accompanying Exhibit for an example of an "Acceptable Use Agreement" for employees.

The Superintendent or designee shall establish an Acceptable Use Agreement which outlines employee obligations and responsibilities related to the use of district technology, including the use of AI apps. Upon employment and whenever significant changes are made to the district's Acceptable Use Agreement, employees shall be required to acknowledge in writing that they have read and agreed to the Acceptable Use Agreement.

CSBA NOTE: The following paragraphs may be revised to reflect district practice. To qualify for federal universal service discounts for Internet access, Internet services, or internal connections (E- rate discounts), districts are mandated by 47 USC 254 to adopt an Internet safety policy that includes, but is not limited to, provisions addressing access by minors to "inappropriate matter" on the Internet; see BP 6163.4 - Student Use Of Technology. Consistent with those requirements, the following paragraph provides that employees shall not use district technology to access inappropriate matter. "Inappropriate matter" is not defined in the law and the determination of what matter is considered inappropriate is, to an extent, a local decision to be made by the district. Penal Code 313 provides a definition of "harmful matter" as specified below. Districts that have adopted their own definition should revise the following paragraphs as appropriate.

Employees shall not use district technology to access, post, submit, publish, ~~or~~ display, or otherwise engage with harmful or inappropriate matter that is threatening, obscene, disruptive, sexually explicit, or unethical or that promotes any activity prohibited by law, Boardboard policy, or administrative regulations.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

CSBA NOTE: 47 USC 254 mandates that the district's Internet safety policy for E-rate discounts include the operation and enforcement of a "technology protection measure" that protects against Internet access to visual depictions that are obscene, child pornography, or harmful to minors. Similarly, as a condition of using federal Student Support and Academic Achievement Grants (20 USC 7101-7122) for the purpose of purchasing computers with Internet access or paying for direct costs associated with Internet access, 20 USC 7131 mandates that districts adopt an Internet safety policy that includes the operation of a technology protection measure that protects against access to visual depictions that are obscene or child pornography. Although these requirements focus on measures designed to protect students using district technology, they also require policy that affects Internet access by adults; see BP 6163.4 - Student Use Of Technology. The following paragraph is for use by districts that desire to use E-rate or federal technology funding sources and may be adapted by other districts that choose to install technology protection measures

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose. (20 USC ~~6777~~7131; 47 USC 254)

CSBA NOTE: Government Code 11549.3 authorizes districts, at district expense, to request the Military Department, in consultation with the California Cybersecurity Integration Center, to perform an independent security assessment of the district or individual district school. It is recommended that districts consult with the California Office of Emergency Services (OES) and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats. For more information, see OES' website.

The Superintendent or designee shall regularly review current guidance regarding cybersecurity, data privacy, and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, the monitoring and response to cyberattacks, ensuring data privacy, and managing suspicious and/or threatening digital media content, in accordance with Board Policy 3580 - District Records.

CSBA NOTE: The following optional paragraphs may be revised to reflect district practice.

Although 20 USC 7131 and 47 USC 254 require districts receiving Student Support and Academic Achievement Grants or E-rate discounts to enforce the operation of technology protection measures, the legislation clarifies that nothing in the Children's Internet Protection Act shall be construed to require the tracking of individual students' or adults' Internet use. Thus, it is recommended that districts consult with CSBA's District and County Office of Education Legal Services or district legal counsel before tracking Internet use through personally identifiable web monitoring software or other means.

In City of Ontario v. Quon, the U.S. Supreme Court held that a search of an employee's pager messages was reasonable because the search was motivated by a legitimate work-related purpose and was not excessive in scope. In addition, the city had adopted a policy stating that employees should have no expectation of privacy or confidentiality when using city equipment. The following paragraph, which may be modified to reflect district practice, includes a statement that employees should have no expectation of privacy when using district technology.

The Superintendent or designee shall annually notify employees in writing that they have no reasonable expectation of privacy in the use of any ~~equipment or other technological resources provided by or maintained by the district, including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, even when provided their own password.~~ district technology, as defined above, even when using their personal devices. To ensure proper use, the Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent and for any reason allowed by law.

CSBA NOTE: In City of San Jose v. Superior Court, the California Supreme Court held that a government employee's communications about public business are not excluded from a request under the California Public Records Act (CPRA) simply because they have been sent or received on a personal account or personal device. Thus, employees should be aware that if they use personal accounts or devices to communicate about district business, they may be required to temporarily provide the district with access to their personal accounts or devices. Alternatively, employees may search their personal communications using reasonable effort, sign a sworn declaration regarding the nature of their search, and provide any responsive communications to the district as directed. The court observed that the CPRA requires districts to use "reasonable effort" to locate existing records in response to a public records request, but that such searches need not be extraordinary or intrusive. For further information, see CSBA's, "Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications."

In addition, employees shall be notified that records, including communications, maintained on any personal ~~device or messages sent or received on a personal device that is being~~ accounts or devices used to conduct district business ~~may be~~ subject to disclosure, at the district's request, and pursuant to a subpoena or other lawful request ~~in accordance with law.~~

Employees shall report any security problem or misuse of district technology to the Superintendent or designee.

Inappropriate use of district technology may result in a cancellation of the employee's user privileges, disciplinary action, and/or legal action in accordance with law, ~~Board~~board policy, and administrative regulation.

CSBA NOTE: Labor Code 1139 prohibits an employer from preventing any employee from accessing the employee's mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to confirm the person's safety.

Employees may access their mobile or other communications device if there is a need to seek emergency assistance, assess the safety of a situation, or communicate with a person to confirm the person's safety. (Labor Code 1139)

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 5144.1: Suspension And Expulsion/Due Process

CSBA NOTE: Education Code 35291 requires the Governing Board to prescribe rules and regulations for maintaining discipline in the schools under its jurisdiction. Education Code 48918 mandates the setting of rules and regulations for student expulsion as specified in this Board policy and the accompanying administrative regulation.

While recognizing that suspension or expulsion of students is sometimes necessary, legislative, administrative, regulatory, civic, and educational leaders are united in the belief that instructional time should be used for student learning purposes and that school discipline should be imposed in a way that, as much as possible, does not exclude students from school or limit their ability or opportunity to learn. The U.S. Department of Education's (USDOE) March 2023, "Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates," states that unfair student discipline can result in a negative school climate, and an array of serious educational, economic, social, and emotional problems, including school avoidance and diminished educational engagement, decreased academic achievement, increased behavior problems, an increased likelihood of repeating a grade or dropping out, and involvement with the juvenile justice system. Consequently, USDOE recommends districts ensure the fair administration of student discipline in ways that treat students with dignity and respect while using a continuum of supports to increase student success and promote positive and supportive school environments that support students and keep them in the classroom learning as much as possible. Additionally, USDOE recommends schools to adopt a coordinated system of whole school evidence-based intervention practices that are more effective than exclusionary discipline in addressing student behavior and improving school climate and safety, such as positive behavioral interventions and supports; trauma-informed practices; social and emotional wellbeing; and restorative practices.

Pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless the student has been subjected to other means of correction which have failed to bring about proper conduct. Such other means of correction include, but are not limited to, conferences between school personnel, the student, and the student's parent/guardian; use of study, guidance, or other intervention teams to develop a plan to address the behavior in partnership with the student; referral for behavioral supports; and participation in restorative justice programs. Additionally, pursuant to Education Code 48900.5, as amended by AB 1165 (Ch. 22, Statutes of 2023), districts are encouraged 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, as well as the victim, to engage in a restorative justice practice suitable to address the needs of both the victim and the perpetrator, as specified in the accompanying administrative regulation. For further information about specific disciplinary strategies, including alternatives to class or school removals, see BP/AR 5144 - Discipline.

Education Code 48900.5 authorizes a district to document in a student's records the alternative means of correction used to address the student's behavior. Furthermore, when a student is being suspended by the Superintendent, principal, or designee, Education Code 48911 requires that the student be informed, during the informal conference that precedes the suspension, of the other means of correction that were attempted before the suspension.

Pursuant to Education Code 48913.5, when a student in any of grades 1-12 has been suspended for two or more school days, the student's parent/guardian, or other person holding the right to make educational decisions for the student, may request homework that the student would otherwise have been assigned, and the student's teacher is required to provide such homework; see BP 6154 - Homework/Makeup Work.

The Board of Education~~The Governing Board~~ desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their

welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

CSBA NOTE: Pursuant to Education Code 48900(s), a student may be subject to discipline only when the violation is related to a school activity or school attendance as specified below. A student may also be disciplined for a violation committed away from school if it is related to a school activity or to school attendance. For example, Education Code 48900 defines bullying by means of an electronic act as including an act that originates off campus; see the accompanying administrative regulation and BP/AR 5131.2 - Bullying. Another example is the hostile school environment which a victim may suffer from sexual harassment that occurs off campus; see BP/AR 5145.7 - Sexual Harassment.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: -(Education Code 48900(s))

1. While on school grounds
-
2. While going to or coming from school
-
3. During the lunch period, whether on or off the school campus
-
4. During, going to, or coming from a school-sponsored activity

CSBA NOTE: The following paragraph addresses the problem of unlawful discrimination in the administration of student discipline. In their joint March 2023 publication, "Resource on Confronting Racial Discrimination in Student Discipline," the USDOE Office for Civil Rights and Department of Justice, Civil Rights Division noted that, based on decades of enforcement activity, discrimination based on race, color, and national origin in student discipline continues to be a significant concern and that disparities by race have persisted in the application of student discipline in schools.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

CSBA NOTE: Education Code 48900.5 requires districts to use other means of correction instead of suspension, except when a student commits certain enumerated offenses. The following section reflects legislative intent regarding appropriate use of suspension as a means of disciplining students and may be modified to reflect district practice.

Except when a student's act violates Education Code 48900(a)-(e), as listed in ~~items~~Items #1-5 under "Grounds for Suspension and Expulsion: -Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. -(Education Code 48900.5, 48900.6)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

CSBA NOTE: Education Code 48900(k), as amended by SB 274 (Ch. 597, Statutes of 2023), extends the prohibition from suspending a student for disruption or willful defiance, formerly applicable to students in grades K-8, to all students. Suspension of a student in grades 6-12 for disruption or willful defiance is prohibited until July 1, 2029. However, teachers may still suspend a student from class for willful defiance pursuant to Education Code section 48910. As part of the other means of correction specified in Education Code 48900.5, employees may also refer students for timely in-school interventions or supports for disruption or willful defiance.

Pursuant to Education Code 48900, if a student is referred on this basis, school administrators, are required to inform the referring employee within five business days, verbally or in writing, of the actions taken and, if none, the rationale for not providing any timely in-school interventions or supports. See "Suspension from Class by a Teacher" in the accompanying administrative regulation.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. -(Education Code 48900)

CSBA NOTE: Pursuant to Education Code 48900(w), as amended by SB 274, a student may not be suspended or expelled based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

Students shall not be suspended or expelled ~~for~~based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

CSBA NOTE: As an alternative to off-campus suspension, Education Code 48911.1 authorizes a supervised suspension classroom program for students who pose no imminent danger to anyone at school and who have not been recommended for expulsion, as specified below.

The following optional section is for use by districts implementing a supervised suspension classroom program. Such districts may continue to claim funding apportionments for students so assigned, provided they meet specific criteria which are set forth under "On-Campus Suspension" in the accompanying administrative regulation. A district does not receive funding for off-campus suspensions.

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. -(Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: -(Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
-
2. Selling or otherwise furnishing a firearm
-

3. Brandishing a knife at another person
-
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
-
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
-
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: -(Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
-
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

CSBA NOTE: Pursuant to Education Code 48917, the Board may suspend the enforcement of an expulsion order as long as a student satisfies specific criteria. See "Decision to Suspend Expulsion Order" in the accompanying administrative regulation for criteria. In addition, the Attorney General opined, in 80 Ops.Cal.Atty.Gen. 85 (1997), that the enforcement of an expulsion order may be suspended even in those cases where the student has committed an offense for which expulsion is required by law. CSBA's District and County Office of Education Legal Services or district legal counsel should be consulted as appropriate.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. -(Education Code 48917)

No student shall be expelled for disruption or willful defiance. -(Education Code 48900)

CSBA NOTE: The following paragraph is for use by districts that contract with the California Department of Education (CDE) to operate a California State Preschool Program. Education Code 8489.1 prohibits the expulsion or disenrollment of a child in a preschool program unless the district has taken specified steps, the child's continued enrollment would present a serious safety threat to the child or other enrolled children, and the district refers the child's parents/guardians to other appropriate placements. For further details regarding the steps the district must take prior to expelling a child, see AR 5148.3 - Preschool/Early Childhood Education.

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in AR Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording ~~them~~ the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. -(Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

CSBA NOTE: Education Code 48900.8 and 48916.1 require the district to maintain data related to suspensions and expulsions as provided below. Pursuant to Education Code 48916.1, the Superintendent of Public Instruction may require submission of such data as part of the Federal Program Monitoring process. In addition, 20 USC 7961 requires districts to submit to CDE a description of the circumstances surrounding any expulsions based on bringing or possessing a firearm on campus, including the name of the school, the number of students expelled, and the type of firearms involved.

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

CSBA NOTE: Pursuant to Education Code 52060, districts are required to address school climate in the local control and accountability plan, as measured by student suspension and expulsion rates and other local measures for each school and each numerically significant student subgroup. Education Code 52052, as amended by SB 114 (Ch. 48, Statutes of 2023), defines numerically significant subgroups to include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

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 5147: Dropout Prevention

~~Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Sierra Plumas Joint Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.~~

~~The Board of Education recognizes that regular school attendance is critical to student learning and achievement. The Board desires to provide a learning environment that engages students, helps them become self-motivated, encourages regular attendance, and enables them to meet district standards and to graduate.~~

~~The Superintendent or designee shall develop strategies to identify and serve students at all grade levels who are at risk of dropping out of school. Students may be identified on the basis of indicators such as frequent absenteeism, truancy, or tardiness; below-grade-level achievement; or personal, social, health, or economic concerns that may make a student more likely to drop out of school.~~

~~The school site council at each school shall develop a comprehensive school plan for student retention in accordance with law, Board policy, and administrative regulation. The plan shall be designed to help reduce student absenteeism and dropout rates and to improve student achievement.~~

Outreach Consultants

~~The Superintendent or designee shall ensure that eligible schools have outreach consultants to help meet the needs of at-risk students.~~

~~Priority shall be given to placing outreach consultants in schools that have at least 50 percent of students eligible for the federal free and reduced-price lunch program and that are eligible for Title I funds pursuant to 20 USC 6301-6322. (Education Code 41506)~~

~~Outreach consultants shall: (Education Code 52890)~~

- ~~1. If hired after January 1, 2004, possess a Dropout Prevention Specialist Certificate from a California State University or enroll in a Dropout Prevention Specialist Certificate program within 90 days of the date of hire~~
- ~~2. Demonstrate knowledge of local alternative educational programs and employ those programs to respond to the differential needs and unique learning styles of students~~
- ~~3. Demonstrate knowledge of local community agencies and community programs to recruit those agencies and programs to assist in the physical or psychological remediation of students~~
- ~~4. Utilize local school programs, options, and opportunities to assist students in locating, securing, or retaining employment~~
- ~~5. Utilize techniques that enhance interpersonal communication, self-understanding, self-disclosure, and depth-level sharing~~
- ~~6. Employ appropriate methods to create circumstances necessary so that change is permitted and encouraged in individuals, programs, and institutions~~
- ~~7. Be responsible for supervising, instructing, conducting negotiations with, and advising students and adults~~

CSBA NOTE: The following optional policy may be modified to reflect district practice.

The Governing Board expects all students to remain in school until graduation in order to acquire critical knowledge and skills and be prepared for postsecondary education and/or employment. The Superintendent or designee shall identify factors that impede student success in school and shall implement integrated, systemic support and strategies that address dropout prevention and promote timely intervention and recovery.

CSBA NOTE: The California Department of Education (CDE) has identified strategies that have a positive effect in encouraging students to regularly attend school, which can be found on CDE's webpage, "School Attendance Improvement Strategies." Some of these practices include identifying and responding to grade level and student subgroup patterns of chronic absence and truancy; improving communication with parents/guardians, including using bilingual aides and sending out attendance emails in the language used by parents/guardians; positive reinforcement for improved attendance such as prizes for individuals or classes with the most improved attendance; and personalizing relationships between students and school support staff and/or teachers, including establishing homeroom classes for secondary students for all years of high school.

The Superintendent or designee, in collaboration with parents/guardians, school staff, and community agencies and organizations as appropriate, shall develop districtwide and schoolwide strategies that support regular school attendance for all students. Dropout prevention strategies shall include efforts to provide a safe and positive learning environment that engages and motivates students, encourages students' connectedness to the schools, offers meaningful educational opportunities, and promotes student health and well-being.

CSBA NOTE: Pursuant to Education Code 46211, as added by SB 153 (Ch. 38, Statutes of 2024), a district may, beginning July 1, 2025, implement attendance recovery programs for students in grades TK-12 to make up lost instructional time and offset absences, including chronic absenteeism for up to 10 days of attendance in a school year or the number of absences a student accrued in that school year, whichever is less. A student's participation in an attendance recovery program is optional and may not be punitive. Attendance recovery programs may be operated before or after school, on weekends, or during intersessional periods. A district that operates attendance recovery programs must offer access to the programs throughout the school year, including at least once during each term, such as a trimester or quarter.

Students participating in an attendance recovery program may generate average daily attendance (ADA) for the school year in which the program is operated, and that otherwise meets the requirements of Education Code 46211. Districts are required to report ADA accrued through participation in an attendance recovery program to CDE separately from ADA generated during the school day in classroom-based programs. It is recommended that districts with questions about attendance recovery programs consult CSBA's District and County Office of Education Legal Services or district counsel.

In order to make up lost instructional time and offset absences, the district may implement attendance recovery programs. Any attendance recovery program shall be provided as a voluntary, limited-term option for a classroom-based, regular education program for students in grades TK-12 in accordance with Education Code 46211.

In addition, the Superintendent or designee shall develop strategies to provide targeted support to individual students who are at risk of dropping out of school. Students may be identified based on indicators such as chronic absenteeism, truancy, or tardiness; below-grade-level academic achievement as evidenced by student assessment results and/or teacher evaluations; and personal, social, health, or economic circumstances that may affect student performance and behavior in school.

Strategies to support students at risk of dropping out of school may include, but are not limited to:

1. Meetings and/or home visits with the student and parent/guardian to identify and address barriers to the student's success and inform them of the state's compulsory education law

2. Individualized instruction that responds to the needs and unique learning styles of students

CSBA NOTE: Pursuant to Education Code 46211, as added by SB 153, a district may implement attendance recovery programs for students to make up lost instructional time and offset absences, including chronic absenteeism.

3. Supplemental instruction during or outside the school day that is designed to help students overcome academic deficiencies, including attendance recovery programs

4. Enrollment in alternative or specialized educational programs

5. Assistance locating employment or work-based learning opportunities which link classroom learning with real- world experiences

6. Academic guidance and personal counseling services

7. Referral to a student success team, school attendance review board, or other team that addresses persistent attendance problems

CSBA NOTE: A student assistance program (SAP) is an integrated effort to intervene with students for non- academic barriers to learning by connecting education, programs, and school and community services to create a network of supports for students through referral and facilitation of appropriate services. Non- academic barriers to learning include substance abuse; mental health issues including depression or suicidal thoughts or behavior, self-injury, stress and anxiety, or grief; emotional or social issues; school adjustment problems; trauma generated at school or home; attendance and dropout problems; physical and sexual abuse, or violence; gender issues; teen pregnancy and parenting; family issues, including dissolution, homelessness or displacement, family member mental health and substance use disorders, and relationship difficulties; parent or other family member incarceration; military deployment; or delinquency and involvement with the juvenile justice system. CDE's publication, "SAP Bulletin 11: Nine Components of SAPs," provides for recommended minimum requirements needed to reduce barriers to learning and ensure student success, including a board policy defining the school's role in creating a safe, disciplined, and drug-free learning community; staff development; program awareness; an internal referral process; a problem solving team and case management; SAP evaluation; educational student support groups; cooperation and collaboration with community agencies and resources; and integration with other school-based programs.

For resources related to the implementation of SAPs, see CDE's, "Student Assistance Programs" and "School Attendance Improvement Strategies" webpages.

8. Referral to school and/or community support services, such as a student assistance program; substance abuse program; health services or school nurse; school social worker or social services; school counselor, school psychologist or other student support personnel for case management and counseling; and other resources

9. Continued monitoring of student attendance, including tracking student attendance and identifying students with attendance problems as early as possible, so the school may provide appropriate support services and interventions

10. Employment of qualified outreach consultants to perform duties related to dropout identification, prevention, intervention, and recovery as assigned

CSBA NOTE: Items #11-12 reflect recommendations from the Institute of Education Sciences' publication, "Preventing Dropout in Secondary Schools," to create small communities to facilitate monitoring and support, and to engage students by offering programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.

11. Creating small, personalized learning communities to facilitate monitoring and support

12. Offering courses or programs that connect schoolwork with college and career success, including career technical education

CSBA NOTE: Education Code 52060 requires districts to develop a local control and accountability plan (LCAP) which includes goals and actions aligned with specified state priorities, including student engagement; see BP/AR 0460 - Local Control And Accountability Plan. Pursuant to Education Code 52060, student engagement should be measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates, as applicable, and any additional metrics developed and selected by the district. Actions identified to address other state priorities, such as school climate and student achievement, may also contribute to dropout prevention.

The strategies may be incorporated into the district's local control and accountability plan and linked to district goals for student engagement, school climate, and student achievement.

The Superintendent or designee shall ensure that employees are trained to support at-risk students and are prepared to implement intervention strategies or to make appropriate referrals to support services.

When a student leaves school prior to the end of a school year, or when a student successfully completed the prior school year but did not begin attending the next grade or school that the student was expected to attend or had pre-registered to attend, the Superintendent or designee shall make efforts to determine whether the student has dropped out or has transferred to another educational setting. The Superintendent or designee may contact the student's parents/guardians to verify school enrollment and, if necessary, shall implement intervention and recovery efforts.

CSBA NOTE: Pursuant to 20 USC 6311, a district that receives Title I Funds is required to include high school graduation rates, including a four-year adjusted cohort graduate rate, on its annual report card. CDE monitors district programs and operations for compliance with these requirements through its Federal Program Monitoring (FPM) process. The FPM process includes a review of a district's written policies and procedures to maintain required documentation for students who transfer or withdraw from a district school, including the exit reasons and documentation to support the exit reasons. The following paragraph reflects the Adjusted Cohort Graduation Rate 2024-25 FPM instrument.

The Superintendent or designee shall maintain required documentation for students who transfer from or otherwise withdraw from a school in the district. (20 USC 6311)

CSBA NOTE: The following optional paragraph reflects indicators specified in Education Code 52060, as measures of student engagement for purposes of the LCAP, and may be revised to reflect district practice and the grade levels offered by the district.

Using data submitted by districts through the California Longitudinal Pupil Achievement Data System (CalPADS), CDE calculates four-year graduation and dropout rates for districts, schools, and counties.

Pursuant to Education Code 60900.2, as added by AB 1340 (Ch. 576, Statutes of 2023), and contingent upon an appropriation, CDE is required to post a report on its website that allows the public to view statewide-level four- and five-year cohort graduation rates for students with disabilities, disaggregated by disability.

The Superintendent or designee shall annually report to the Board on measures of student engagement, including school attendance rates, chronic absenteeism rates, middle school and high school dropout rates, and high school graduation rates. The Board shall monitor district progress in increasing student retention in school and may require revisions in district plans and strategies as needed.

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Instruction

Policy 6112: School Day

CSBA NOTE: The following optional policy may be revised to reflect district practice. California law specifies the minimum length of the school day for elementary and secondary schools, which are reflected in the accompanying administrative regulation. In its, "Frequently Asked Questions," about attendance accounting and instructional time for independent study, the California Department of Education has clarified that the same minimum school day requirements apply to independent study as for students attending in-person instruction; for more information regarding instructional minutes as they relate to independent study, see BP/AR 6158 - Independent Study.

The Governing Board shall fix the length of the school day in accordance with law. (Education Code 46100)

At each school, the length of the school day shall be the same for all students, except as otherwise permitted by law. For any student with a disability, the length of the school day shall be as specified in the student's individualized education program or Section 504 plan.

CSBA NOTE: The following two paragraphs are for use by districts that maintain any of grades K-6. Pursuant to Education Code 49056, as added by SB 291 (Ch. 863, Statutes of 2023) and amended by SB 153 (Ch. 38, Statutes of 2024), districts that maintain any of grades K-6 are required to provide recess as specified below, except that for any student with a disability, recess is required to be in accordance with the student's individualized education program or Section 504 plan. SB 153 clarifies that the recess requirements specified below do not apply to (1) students in grades 7-12, even if the school also serves students in grades K-6, or (2) students in grade 6 where grade 6 is part of a middle school program or part of a program that serves some or all of students in grades 6-12 if the students receive physical education as specified in Education Code 51222. For information regarding the prohibition against denying a student recess, see BP 5144 - Discipline.

Unless there is a field trip or other educational program, the daily schedule for elementary schools-grades K-6 shall include at least one ~~period or more periods~~ of recess of at least ~~20~~30 minutes, ~~during which~~ on regular instructional days and 15 minutes on early release days. During this time, students shall be provided supervised opportunities, outdoors when weather and air quality permit unless space is not sufficient in which case recess may be held indoors, to engage in unstructured physical activity, play, organized games, and/or social engagement with peers, and may be provided a snack. (Education Code 49056)

Educational Program means the entire school-sponsored offering for students, including in-class and out-of-class activities. (Education Code 49056)

CSBA NOTE: The remainder of this policy only applies to districts that maintain secondary schools and may be modified to reflect district practice.

In establishing the daily instructional schedule for each secondary school, the Superintendent or designee shall give consideration to course requirements and curricular demands, availability of school facilities and equipment, and applicable legal requirements.

The Board encourages flexibility in scheduling so as to provide longer time blocks or class periods when appropriate and desirable to support student learning, provide more intensive study of core academic subjects or extended exploration of complex topics, and reduce transition time between classes.

Prior to implementing a block or alternative schedule that will allow secondary students to attend school for fewer school days than the total number of school days for which the school is in session, the Board shall consult in good faith, in an effort to reach agreement with the certificated and classified

employees of the school, parents/guardians of the students who would be affected by the change, and the community at large.- Such consultation shall include at least one public hearing for which the Board shall give adequate notice to the employees and to the parents/guardians of affected students. (Education Code 46162)

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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Instruction

Policy 6142.92: Mathematics Instruction

CSBA NOTE: The following optional policy may be revised to reflect district practice and the grade levels offered by the district. Education Code 51210 and 51220 require that mathematics, including mathematical concepts and understandings, operational skills, and problem solving, be included in the course of study offered in grades 1-12; see AR 6143 - Courses Of Study. In addition, Education Code 51224.5 specifies that the adopted course of study for grades 7-12 must include algebra, and that, as part of the two courses in mathematics required for high school graduation pursuant to Education Code 51225.3, students must complete coursework that meets or exceeds the rigor of the content standards for Algebra I or Mathematics I adopted by the State Board of Education (SBE); see BP 6146.1 - High School Graduation Requirements.

Pursuant to Education Code 51002, SBE adopts curriculum frameworks for specified subjects, including mathematics, to offer guidance for the implementation of content standards for those subjects. The, "2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve," is designed to help educators align classroom teaching with California's math content standards, and provides guidelines and selected research-based approaches for implementing instruction to ensure optimal benefits for all students.

~~The Board of Education~~ The Governing Board desires to offer a rigorous mathematics program that progressively develops the knowledge and skills students will need to succeed in college and career. The district's mathematics program shall be designed to teach mathematical concepts in the context of real-world situations and to help students gain a strong conceptual understanding, a high degree of procedural skill and fluency, and ability to apply mathematics to solve problems.

CSBA NOTE: The, "2023 Mathematics Framework for California Public Schools," aims to remove structural barriers to students' mathematics success and ensure access and opportunity for all students to receive high level mathematics instruction.

The district's mathematics program shall also incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning through lessons that are relevant to students. Instructional resources adopted for use in district schools shall provide guidance to support a diverse student population, including students who are English learners, at-promise, advanced learners, and students with learning disabilities.

CSBA NOTE: The Common Core State Standards (CCSS) for mathematics are based on three principles: (1) focus, placing strong emphasis on the concepts in the standards so that students have sufficient time to think about, practice, and integrate new ideas, (2) coherence, linking topics across grade levels and establishing connections with other topics, and (3) rigor, requiring that conceptual understanding, procedural skills and fluency, and applications be pursued with equal intensity.

For each grade level, the Board shall adopt academic standards for mathematics that meet or exceed the Common Core State Standards. The Superintendent or designee shall develop or select curricula that are aligned with these standards and the state curriculum framework.

CSBA NOTE: The CCSS for mathematics include two types of standards: (1) mathematical practice standards, which are identical for each grade level, and (2) mathematical content standards, which are different at each grade level. The eight practice standards are grouped into four categories as reflected in Items #1-4 below.

The district's mathematics program shall address the following standards for mathematical practices which are the basis for mathematics instruction and learning:

1. Overarching habits of mind of a productive mathematical thinker: Making sense of problems and persevering in solving them; attending to precision
2. Reasoning and explaining: Reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others
3. Modeling and using tools: Modeling with mathematics; using appropriate tools strategically
4. Seeing structure and generalizing: Looking for and making use of structure; looking for and expressing regularity in repeated reasoning

In addition, the district's mathematics program shall be aligned with grade-level standards for mathematics content.

CSBA NOTE: The following paragraph is for districts that offer grades K-8, reflect the mathematics content standards of the CCSS, and may be revised to reflect district practice.

For grades K-8, mathematics content shall address, at appropriate grade levels, counting and cardinality, operations and algebraic thinking, number and operations in base ten, fractions, measurement and data, geometry, ratios and proportional relationships, functions, expression and equations, the number system, and statistics and probability. Students shall learn the concepts and skills that prepare them for the rigor of higher mathematics.

CSBA NOTE: The following paragraph is for use by districts that maintain secondary grades. The, "Mathematics Framework for California Public Schools," recognizes that schools are free to organize mathematics pathways in different ways but encourages districts to consider offering two potential pathways to enable students who would like to reach Calculus by the end of high school to do so. The California Department of Education's guidance recommends flexibility so that choices made by students during their first two years do not limit their later choices. Additionally, the CCSS provide for two advanced courses: (1) Advanced Placement Statistics and Probability and (2) Calculus.

The district may revise the following paragraph to reflect the pathway(s) used in the district and/or the grade levels at which higher mathematics are offered.

For higher mathematics, the district shall offer ~~a pathway~~alternative pathways of courses through which students shall be taught concepts that address number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

Any pathway offered by the district shall be designed in a manner that provides maximum opportunities for students to access advanced mathematics courses during high school.

CSBA NOTE: Education Code 51224.7 requires any district maintaining grade 9 to have a policy in place regarding placement of students in mathematics courses. See BP 6152.1 - Placement In Mathematics Courses for language fulfilling this mandate.

The Superintendent or designee shall ~~develop protocols to~~ ensure that students are appropriately placed in mathematics courses and are not ~~unnecessarily~~ required to repeat a course that they have successfully completed in an earlier grade level.

Placement decisions shall be based on consistent protocols and multiple academic measures.

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

CSBA NOTE: As a condition of receiving funds for instructional materials from any state source, Education Code 60119 requires the Governing Board to annually hold a public hearing to determine whether each student in the district has sufficient standards-aligned textbooks or instructional materials in mathematics and other specified subjects to use in class and to take home. For a definition of "sufficiency" for this purpose and a sample Board resolution, see BP/E 6161.1 - Selection And Evaluation Of Instructional Materials.

The Superintendent or designee shall ensure that students have access to sufficient instructional materials, including manipulatives and technology, to support a balanced, standards-aligned mathematics program.

The Superintendent or designee shall provide the Board with data from state and district mathematics assessments and program evaluations to enable the Board to monitor program effectiveness.

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Board Policy Manual
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Instruction

Policy 6152.1: Placement In Mathematics Courses

CSBA NOTE: Pursuant to Education Code 51224.7, the Governing Board of a district that serves students entering grade 9 is mandated to develop and, at a regularly scheduled public Board meeting, adopt a fair, objective, and transparent mathematics placement policy with specified components. Although not required, districts serving students who are transitioning between elementary and middle or junior high schools are encouraged to adopt and implement policy to address the transition from elementary to secondary mathematics courses.

Pursuant to Education Code 51225.3, high school graduation requirements include the completion of at least two mathematics courses in grades 9-12. Pursuant to Education Code 51224.5, one of those two courses must meet or exceed state content standards for Algebra I or Mathematics I. While the completion of Algebra I or Mathematics I coursework prior to 9th grade would satisfy this requirement, it does not exempt a student from the requirement to complete two mathematics courses in grades 9-12. See BP 6142.92 - Mathematics Instruction and BP 6146.1 - High School Graduation Requirements.

According to a report by the Lawyers' Committee for Civil Rights of San Francisco Bay Area, "Held Back: Addressing Misplacement of 9th Grade Students in Bay Area School Math Classes," many districts place students who have successfully completed Algebra I in 8th grade into Algebra I class again in 9th grade. In adding Education Code 51224.7, the legislature declared that placement in appropriate mathematics courses is critically important for a student's middle and high school years, and that misplacement in the sequence of mathematics courses creates barriers for educational success, especially for students of color. This is compounded by the fact that the University of California (UC) and California State University (CSU) systems require at least three years of mathematics for freshman admission.

The Board of Education~~The Governing Board~~ believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or fulfilling careers. District students shall be provided an opportunity to complete a sequence of mathematics courses recommended for admission into the University of California (UC) and California State University (CSU) systems.

CSBA NOTE: The "Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve," recognizes that schools are free to organize mathematics pathways in different ways but encourages districts to consider offering two potential pathways to enable students who would like to reach Calculus by the end of high school to do so. The California Department of Education's guidance recommends flexibility so that choices made by students during their first two years do not limit their later choices.

The district shall offer alternative pathways of courses designed in a manner that provides maximum opportunities for students to access advanced mathematics courses during high school.

CSBA NOTE: The following paragraph may be revised to reflect district practice. For nonunified districts, Education Code 51224.7 mandates that the policy address the consistency of mathematics placement policies between elementary and high school districts.

The Superintendent or designee shall work with district teachers, counselors, and administrators and the representatives of feeder schools to develop a well-articulated sequence of mathematics courses and consistent protocols for placing students in mathematics courses offered at district high schools.

CSBA NOTE: Education Code 51224.7 mandates that the district's policy includes the following statement. Also see the accompanying administrative regulation for further information regarding placement protocols.

Such placement protocols shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, statewide mathematics assessments, including state interim and summative assessments; placement tests that are aligned to state-adopted content standards in mathematics; classroom assignment and grades; and report cards. (Education Code 51224.7)

CSBA NOTE: CSBA's 2019 Governance Brief, "Disproportionality in Math Placement," explains that the practice of having 9th grade students repeat Algebra I disproportionately affects students of color and from low-income families, and could therefore be found to be discriminatory. For more information about the prohibition against discrimination in district programs and activities, see BP 0410 - Nondiscrimination In District Programs And Activities.

District staff shall implement the placement protocols uniformly and without regard to students' socioeconomic background or any characteristic specified in BP Board Policy 0410 - Nondiscrimination ~~in~~ District Programs ~~and~~ And Activities, including, but not limited to, race, sex, gender, nationality, and ethnicity.

CSBA NOTE: Education Code 51224.7 mandates that the district's policy includes at least one placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress.

The placement protocols shall provide for at least one reevaluation within the first month of the school year to ensure that students are appropriately placed in mathematics courses and shall specify the criteria the district will use to make this determination. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

CSBA NOTE: Education Code 51224.7 mandates that the district's policy offers a clear and timely recourse for any student and the student's parent/guardian who question the student's placement. See the accompanying administrative regulation for additional language implementing this requirement.

If a student or parent/guardian questions the student's placement, ~~he/she~~ the student or the student's parent/guardian may appeal the decision to the Superintendent or designee. The decision of the Superintendent or designee shall be final.

The Superintendent or designee shall ensure that all teachers, counselors, and other district staff responsible for determining students' placement in mathematics courses receive training on the placement protocols.

CSBA NOTE: To ensure that students who are qualified to progress in mathematics courses based on their performance on district-selected objective academic measures are not unlawfully or inappropriately held back, Education Code 51224.7 mandates that the policy includes a requirement for an annual examination of aggregate student placement data, which must be reported to the Board. In addition, pursuant to Education Code 52060, districts must annually review their progress toward the student achievement goals in their local control and accountability plan using measures that include, as applicable, the percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC and CSU systems.

The Board and the Superintendent or designee shall annually review student data related to placement in mathematics courses offered at district high schools to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not being held back in a disproportionate manner on the basis of any subjective or discriminatory basis, and shall develop strategies for removing any identified barriers to students' access to mathematics courses. The Superintendent or designee shall also report on the percentage of district students who have successfully completed mathematics courses that satisfy the requirements for entrance to the ~~University of California and the California State University~~ UC and CSU systems.

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Instruction

Policy 6163.4: Student Use Of Technology

CSBA NOTE: This policy addresses student use of technology, including artificial intelligence (AI), and may be modified to reflect district practice. The U.S. Department of Education's (USDOE), "2024 National Education Technology Plan," provides actionable recommendations to advance the effective use of technology to support teaching and learning and aims to close the digital divide by ensuring that all students can equitably access the latest digital tools and technology. Additionally, the USDOE Office of Educational Technology's, "Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations," provides information related to the opportunities for using AI to improve education, the challenges in doing so, and recommendations to guide further policy development. Districts are encouraged to continue to monitor the development of new technologies, including AI.

The Board of EducationThe Governing Board believes that effective use of technology is integral to the education and development of students. In order to promote digital citizenship, the Board recognizes that students must have access to the latest digital tools and receive instruction that allows students to positively engage with technology in ways that respect human rights and avoids Internet dangers. Technological resources provided to students, including technology based on artificial intelligence (AI), shall be aligned to district goals, objectives, and academic standards. The use of technology shall augment the use of Board adopted instructional materials.

The Board intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. ~~All students using these resources shall receive instruction in their proper and appropriate use.~~

Students shall be allowed to use such technology, including AI technology, in accordance with district policies, including, but not limited to, policies on academic honesty, data privacy, nondiscrimination, and copyright protections. All students using these resources shall receive instruction in the proper and appropriate use of technology. Such instruction shall incorporate students' responsibilities regarding academic honesty, honoring copyright provisions, assessing the reliability and accuracy of information, protecting personal data, and the potential for biases and errors in artificially generated content.

District technology includes, but is not limited to, computer hardware, software, or software as a service provided or paid for by the district, whether accessed on or off site or through district-owned or personally owned equipment or devices, including tablets and laptops; computer servers, wireless access points (routers), and wireless computer networking technology (wi-fi); the Internet; email; applications (apps), including AI apps; telephones, cellular telephones, smartphones, smart devices, and wearable technology; or any wireless communication device, including radios.

Teachers, administrators, and/or library media specialists are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

CSBA NOTE: The following optional paragraphs may be revised to reflect district practice. It is recommended that districts develop an "Acceptable Use Agreement" containing rules for the use of district technology, which students and their parents/guardians should be required to sign. See the accompanying Exhibit for an example of an "Acceptable Use Agreement" for students.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district technology, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with this ~~Board~~board policy and the district's ~~Student Network Responsibility Contract~~.

~~District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district owned or personally owned equipment or devices.~~

Acceptable Use Agreement.

Before a student is authorized to use district technology, the student and ~~his/her~~ the student's parent/guardian shall sign and return the ~~Student Network Responsibility Contract~~. Acceptable Use Agreement. In that agreement, the student and parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless the district and district staff for any damages or costs incurred.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. If the district chooses to monitor student use of district equipment or other technological resources, it is recommended that the district adopt an express, written policy and notify students of the policy through the "Acceptable Use Agreement."

Searches of students' personally owned devices (e.g., cell phones, computers, other communications devices) may be subject to the Fourth Amendment of the U.S. Constitution which prohibits unreasonable search and seizure. In New Jersey v. T.L.O., the U.S. Supreme Court held that the legality of a search of a student's belongings depends on whether the search is "reasonable." The "reasonableness" of a search depends on two factors: (1) whether there is individualized suspicion that the search will turn up evidence of a student's violation of the law or school rules and (2) whether the search is reasonably related to the objectives of the search and not excessively intrusive in light of the student's age, gender, and/or the nature of the infraction. See BP 5145.12 - Search And Seizure.

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that ~~their~~ the use of district technology, ~~including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications as defined above,~~ is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in the use of ~~the~~ district technology. Students' personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

CSBA NOTE: The following optional paragraph is for use by districts that have adopted a program, pursuant to Education Code 49073.6, to gather or maintain information from students' social media activity that pertains directly to school safety or student safety. Districts that choose to adopt such a program must comply with specified notification and program requirements; see BP/AR 5125 - Student Records.

The Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any district student in accordance with Education Code 49073.6 and BP/AR Board Policy/Administrative Regulation 5125 - Student Records.

Whenever a student is found to have violated Board policy or the district's ~~Student Network Responsibility Contract~~ Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using district technology and to help ensure that the district adapts to changing technologies and circumstances.

Internet Safety

CSBA NOTE: 20 USC 7131 mandates that districts adopt an Internet safety policy as a condition of receiving federal Student Support and Academic Achievement Grants (20 USC 7101-7122) for the purpose of purchasing computers with Internet access or paying for direct costs associated with accessing the Internet. 47 USC 254 mandates that districts adopt an Internet safety policy in order to qualify for federal universal service discounts for Internet access (E-rate discounts). This mandate applies to districts that receive E-rate discounts for Internet access, Internet services, or internal connections, but not to districts that receive discounts for telecommunications services only.

Both 20 USC 7131 and 47 USC 254 require that the district's policy include the operation and enforcement of a "technology protection measure" that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors. As part of the funding application process, a district is required to certify that it has the required policy in place and is enforcing the operation of the technology protection measure.

The following paragraph is mandated for districts that use E-rate discounts or Student Support and Academic Achievement Grants and may be adapted by other districts that choose to install technology protection measures.

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC ~~6777~~1131; 47 USC 254; 47 CFR 54.520)

CSBA NOTE: Districts receiving E-rate discounts for Internet access, Internet services, or internal connections are also mandated by 47 USC 254 to adopt policy that addresses (1) access by minors to "inappropriate matter" on the Internet, (2) safety and security of minors when using email, chat rooms, and other forms of direct electronic communication, (3) unauthorized access, including "hacking" and other unlawful online activities by minors, (4) unauthorized disclosure, use, and dissemination of personal identification information regarding minors, (5) measures designed to restrict minors' access to harmful materials, and (6) education of students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms as well as cyberbullying awareness and response.

The remainder of this section addresses these mandates and may be revised to reflect district practice. Districts that do not receive E-rate discounts may choose to use or adapt this material at their discretion.

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

CSBA NOTE: "Inappropriate matter" is not defined in the law and the determination of what matter is considered inappropriate for minors is a local decision to be made by the district. Penal Code 313 provides a definition of "harmful matter" as specified below. Districts that have adopted their own definition should revise the following paragraph as appropriate.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

The district's ~~Student Network Responsibility Contract~~ Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is

threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs

2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking"

CSBA NOTE: Penal Code 653.2 makes it a crime for a person to distribute another person's personal identification information electronically with the intent to cause harassment by a third party or to threaten a person's safety or that of a person's family (e.g., placing a person's picture or address online so that the person receives harassing messages).

3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

CSBA NOTE: Government Code 11549.3 authorizes districts, at district expense, to request the Military Department, in consultation with the California Cybersecurity Integration Center, to perform an independent security assessment of the district or individual district school. Districts are encouraged to consult with the California Office of Emergency Services (OES) and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats. For more information see OES' website.

The Superintendent or designee shall regularly review current guidance regarding cybersecurity, data privacy, and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, the monitoring and response to cyberattacks, ensuring data privacy, and monitoring suspicious and/or threatening digital media content, in accordance with Board Policy 5125 - Student Records.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one's own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: September 8, 2015
revised: ??, 2024

CSBA POLICY GUIDE SHEET – January 14, 2025 *First Reading*

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 153, 2024)** which (1) requires Learning Recovery Emergency Funds received by districts to be included in the local control and accountability plan (LCAP) or annual update to the LCAP for the period July 1, 2025 to June 30, 2028, (2) extends the date to July 1, 2027 by which an Individuals with Disabilities Education Act Addendum is required to be completed by identified districts, (3) provides that if the Governing Board is unable to review local indicator data due to an emergency specified in law, the local indicator data is required to be reviewed at the next Board meeting, and a resolution describing the emergency event and the date on which the local indicator data was reviewed is required to be adopted and submitted to the California Department of Education. Additionally, policy updated to reflect **NEW LAW (SB 114, 2023)** which requires districts that receive local control funding formula equity multiplier funding to include specific goals in the LCAP for each school generating such funding. In addition, policy updated to clarify that the District English Learner Advisory Committee may serve as the district's LCAP English Learner Parent Advisory Committee.

Board Policy 1250 – Visitors/Outsiders

Policy updated to (1) emphasize in the philosophical statement that visitation by parents/guardians and community members be consistent with the policy, the accompanying administrative regulation and procedures established by the Superintendent or designee, (2) clarify that visits during school hours are required to be arranged with the principal or designee, and (3) delete options regarding required registration when entering school buildings or grounds, in keeping with the removal of the distinction between visitors and outsiders throughout the policy and accompanying administrative regulation, and instead require everyone but staff and students to register upon arrival. Additionally, policy updated to change from being permissive to required (1) the provision of a visible means of identification for anyone who is not a student or staff member, (2) for any visitor who is in a school building or on school grounds, to behave in an orderly manner, and (3) the principal or designee's request that any individual who is causing a disruption to immediately leave school grounds. In addition, policy updated to add that the principal report to the Superintendent or designee anytime a request by a registered sex offender to enter the school campus or grounds is received.

Board Policy 3100 - Budget

Policy updated to clarify that regardless of the option chosen for budget advisory committees, representation of Governing Board members on the committee may not comprise a majority of the Board, since having a quorum participate in any committee would in essence create a Board meeting when the committee meets. Additionally, policy updated to reference **NEW LAW (AB 176, 2024)** which provides that (1) attendance generated through an attendance recovery program will be excluded from the average daily attendance of the district, and (2) when a school is between base year eligibility determinations, any current or newly enrolled students who are eligible for free or reduced-priced meals may be included for purposes of the local control funding formula (LCFF). In addition, policy updated to reflect **NEW LAW (SB 114, 2023)** which requires districts that receive LCFF equity multiplier funding to include specific goals in the local control and accountability plan, and reference **NEW LAW (SB 153, 2024)** which provides that if a school which is otherwise eligible to receive LCFF equity multiplier funds is closed in the year in which the funds are to be allocated, that school is instead deemed to be ineligible, and any unspent funds provided are required to be returned to the California Department of Education. Policy also updated to clarify that the Board may approve a plan for meeting the district's long-term obligations to fund contributions to other defined pension plans such as the California State Teachers Retirement System in addition to the California Public Employees' Retirement System.

Board Policy 3280 – Sale of Lease of District-Owned Real Property

Policy updated to delete provision that until July 1, 2024, the Governing Board may elect not to appoint a district advisory committee for the sale or lease of surplus property that has not previously operated, or was not constructed to be operated, as an early childhood education facility or a school for elementary or secondary instruction, as this exception has expired. Additionally, policy updated to add that before taking any action to dispose of surplus real property, the Board is required to declare, at a regular meeting supported by written findings that, under the Surplus Land Act, the land is either surplus land or exempt surplus land. In addition, policy updated to reflect **NEW LAW (AB 480, 2023)** which provides that the Board may decide not to make such a declaration if the district provides notice and opportunity for public comment, as specified. In addition, policy updated to reflect **NEW GUIDELINES** which require the Board to provide the Department of Housing and Community Development (HCD) a copy of the Board’s declarations and findings supporting the Board’s determination that the property is exempt surplus land at least 30 days prior to disposing of the exempt surplus land, and **NEW LAW (SB 229, 2023)** which provides that if the district has received notification from HCD, the Board may not pursue a final action to ratify or approve the proposed disposal of surplus land unless the Board holds an open and public meeting to review and consider the substance of the notice. Policy also updated to delete the provision which authorized the proceeds from the sale or lease of property purchased entirely with local funds to be used for any general fund purpose, as that authorization has expired.

Board Policy 3320 – Claims and Actions Against the District

Policy updated to incorporate material from the accompanying administrative regulation, as the majority of the content is related to Governing Board actions and therefore more appropriately placed in Board policy. Additionally, policy updated to reference **NEW LAW (AB 452, 2023)** which provides that there are no time limits for the commencement of actions for the recovery of damages for claims of childhood sexual assault that occurred on or after January 1, 2024, including plaintiffs who are 40 years of age or older who file certificates of merit by the plaintiff’s attorney and by a licensed mental health practitioner selected by the plaintiff setting forth the facts which support the declaration, and in conjunction with **NEW LAW (SB 558, 2023)**, that the statute of limitations for acts of childhood sexual assault that occurred on or before December 31, 2023 is what was set forth in law on December 31, 2023. In addition, policy updated to (1) generalize and thereby make timeless the language regarding the monetary limit for a limited civil case, (2) require the Board, when a claim is presented late and is not accompanied by an application to present a late claim, to give written notice as specified to avoid potentially waiving certain legal defenses, and (3) clarify that the written notice indicating that a claim was not presented timely and is being returned without further action be done in accordance with a specified Government Code section. Policy also updated to reflect the legal change of the term “Roster of Public Agencies” to “Registry of Public Agencies”, and to provide more detail regarding the information that is required to be filed with the Secretary of State and County Clerk.

Board Policy 3515.5 – Sex Offender Notification

Policy updated to clarify that a district employee to whom sex offender information is disclosed by a law enforcement entity may only disclose the information when authorized by the law enforcement entity and in the manner authorized. Additionally, policy updated to include the purposes for which a registered sex offender’s electronic mail address or username used for instant messaging or social networking or other internet identifier may be used by the district police/security department or released to another law enforcement entity.

Board Policy 3540 - Transportation

Policy updated to incorporate expanded learning opportunities in the philosophical statement, and reflect **NEW LAW (SB 88, 2023)** which (1) requires the district to obtain specified attestations from any private entity with which it contracts to provide student transportation, (2) provides for requirements for vehicles used to provide student transportation for compensation, and (3) adds qualification requirements for drivers who provide transportation to students.

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

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. Additionally, Education Code 52064.4, as added by SB 153 (Ch. 38, Statutes of 2024), requires, for the period July 1, 2025 to June 30, 2028, all Learning Recovery Emergency Funds received to be included, as specified, in the LCAP or annual update. This requirement will be reflected in the template and instructions that accompany the template adopted by SBE at its November 2024 meeting. 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. (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)

An "unduplicated student" is a student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth, as defined in Education Code 42238.01. (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 students experiencing homelessness, when there are at least 30 students in the subgroup or at least 15 foster youth, students experiencing homelessness, or long-term English learners. (Education Code 52052)

CSBA NOTE: The following paragraph is for use by districts that receive LCFF equity multiplier funding. Pursuant to Education Code 42238.024 and 52064, as added and amended by SB 114, districts that receive LCFF equity multiplier funding are required to include specific goals in the LCAP for each school generating such funding.

Pursuant to Education Code 42238.024, as amended by SB 153, if a school which is otherwise eligible to receive LCFF equity multiplier funds is closed in the year in which the funds are to be allocated, that school is instead deemed to be ineligible, and any unspent funds provided are required to be returned to CDE.

The LCAP shall also include focused goals, as specified in Education Code 52064, for each school generating local control funding formula (LCFF) equity multiplier funds.

CSBA NOTE: Pursuant to Education Code 52064.3, as amended by SB 153, the date upon which an Individuals with Disabilities Education Act (IDEA) Addendum 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 has been extended to July 1, 2027. Such identified districts must comply with the requirements specified in the following paragraph.

Beginning July 1, ~~2025~~2027, 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~~2027, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, ~~2028~~2030, whichever occurs first. The IDEA ~~addendum~~Addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update, 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, such as the 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 a ~~local control funding formula~~LCFF 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 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, which shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students 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~~ Learner Parent Advisory Committee, which shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

Beginning July 1, 2024, unless

The District English Learner Advisory Committee (DELAC) may serve as the district's LCAP English Learner Parent Advisory Committee, as specified in Administrative Regulation 6174 - Education for English Learners.

CSBA NOTE: The following paragraph is for districts serving middle and/or high school students. Education Code 52063 requires 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.

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)

The Superintendent or designee shall present the LCAP and the annual update to each of these committee(s) before 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 gather data and information needed for effective and meaningful development of the 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 consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, 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 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 Board Policy 3100 - Budget. (Education Code 52062)

Adoption 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)

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.

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 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 LCAP and the annual update so that they can be approved. (Education Code 52071)

CSBA NOTE: Pursuant to Education Code 52064.5, as amended by SB 153, if the Board is unable to review local indicator data (data adopted by SBE to measure district and school site performance in regard to specified state priorities), due to any emergency specified in Education Code 46392, the Board is required to review such data at its next Board meeting, adopt a resolution describing the emergency event and the date on which the local indicator data was reviewed, and submit the resolution to CDE.

If the Board is unable to review local indicator data due to any emergency specified in Education Code 46392, the local indicator data shall be reviewed at the next Board meeting, and a resolution describing the emergency event and the date on which the local indicator data was reviewed shall be adopted and submitted to CDE. (Education Code 52064.5)

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)

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

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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 1250: Visitors/Outsiders

The ~~Governing Board of Education~~ believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program; consistent with this Board policy, the accompanying administrative regulation, and any procedures established by the Superintendent or designee.

CSBA NOTE: In Reeves v. Rocklin Unified School District, a California Court of Appeal affirmed the district's authority to establish reasonable regulations for student safety and protection against disruptions on school campuses.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours ~~should~~shall be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time.

CSBA NOTE: Penal Code 627.2 requires "outsiders" to register upon entering school grounds during school hours. Additionally, Education Code 32212 authorizes the Governing Board to adopt policy to control classroom interruptions consistent with local circumstances; see AR 6116 - Classroom Interruptions. In addition, Education Code 35160 authorizes the Board to act in any manner not inconsistent with law. Therefore, in order to ensure the safety of students and staff, a district may, in accordance with Education Code 32212, 35160 and Penal Code 627.2, require all visitors, including parents/guardians to register upon entering school campus and to comply with other reasonable requirements. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when requiring such registration.

The Attorney General has opined, in 95 Ops.Cal.Atty.Gen. 509 (1996), that the Board may restrict media representatives' access in the same manner as access by the general public, such as by requiring registration or accompaniment by a staff member when on school grounds. Therefore, if a district has developed a policy requiring all visitors to register upon entering school grounds, then media may be subject to the same requirements; see BP 1112 - Media Relations.

Any person who is not a student or staff member shall register immediately as a visitor upon entering any school building or grounds when school is in session.

The principal or designee ~~may~~shall provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

CSBA NOTE: Pursuant to Education Code 35160, the Board is responsible for maintaining order in schools under its jurisdiction. Therefore, in accordance with law, the district may authorize school administrators to direct disruptive individuals to leave school grounds; see AR 3515.2 - Disruptions. Penal Code 626.7 provides that a person who is directed to leave the campus and fails to leave, or later reenters without following the school's posted registration requirements, may be guilty of a misdemeanor.

The following optional paragraph should be modified to reflect district practice.

Any visitor who is in a school building or on school grounds when school is in session shall behave in an orderly manner while on school grounds and by utilizing the district's complaint ~~processes~~process if they have concerns with any district program or employee. In accordance with Penal Code 626.7 and Administrative Regulation 3515.2 - Disruptions, the principal or designee ~~may~~shall request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

CSBA NOTE: Pursuant to Penal Code 626.81, registered sex offenders are prohibited from school buildings and grounds except for lawful business and with written permission. Penal Code 626.81 requires that the written permission indicate the date(s) for which permission is granted. It also authorizes the principal to grant permission to a registered sex offender who is not the parent/guardian of a student at the school to volunteer at the school, provided that the principal notify the parent/guardian of each student at the school at least 14 days prior to the first date for which written permission is granted ; see AR 1240-Volunteer Assistance and BP/AR 3515.5 - Sex Offender Notification.

In addition, pursuant to Education Code 49091.10 and 51101, parents/guardians, including those who are required to register as sex offenders, have a prescribed right to be involved in the education of their children. Thus, the district must adopt measures that are effective in maintaining a safe school environment while avoiding a violation of the statutory rights of such parents/guardians.

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds- in accordance with Board Policy and Administrative Regulation 3515.5 - Sex Offender Notification. The principal shall ~~indicate on~~report to the written Superintendent or designee anytime such a request is received and notify the Superintendent or designee if permission ~~the date(s) and times for which permission has been~~is granted or denied. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity.-

The principal ~~also shall report to~~indicate on the Superintendent or designee anytime he/she gives such written permission- the date(s) and times for which permission has been granted. (Penal Code 626.81)

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Business and Noninstructional Operations**Policy 3100: Budget**

The Governing Board of Education recognizes its critical responsibility for adopting a sound budget each fiscal year which is aligned with and reflects the county/district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The county/district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the county/district.

The county/district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified county/district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed county/district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

CSBA NOTE: Education Code 42103 and 42127 require the district to hold a public hearing prior to adoption of the budget. A public hearing on the district's local control and accountability plan (LCAP) must occur at the same meeting as the public hearing on the proposed budget. See the accompanying administrative regulation and BP 0460 - Local Control and Accountability Plan for requirements pertaining to the public hearing.

Pursuant to Education Code 52064.1, districts are required to develop a local control funding formula (LCFF) budget overview for parents/guardians with specified information, based on a template created by the Superintendent of Public Instruction (SPI). The budget overview must be developed in conjunction with, and attached as a cover to, the LCAP and annual update to the LCAP. The adoption, review, approval, and posting of the budget overview are subject to the same requirements as for the LCAP, including the requirement for a public hearing.

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127. The hearing shall occur at the same meeting as the public hearing on the district's LCAP and the local control funding formula (LCFF) budget overview for parents/guardians. (Education Code 42103, 42127, 52062, 52064.1)

The Board shall adopt the county/district budget at a public meeting held after the date of the public hearing, but on or before July 1 of each year. The Board shall adopt the budget following its adoption of the LCAP, or annual update to the LCAP, and the LCFF budget overview for parents/guardians. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127, 52062)

CSBA NOTE: Pursuant to Education Code 42126, the district budget must be in a format prescribed by the SPI. The SPI has established a requirement that districts use the Standardized Account Code Structure (SACS). SACS ensures that districts meet state and federal reporting guidelines and comply with generally accepted accounting principles prescribed by the Governmental Accounting Standards Board (GASB). The California Department of Education's (CDE), "California School Accounting Manual" provides guidance regarding coding of revenues and expenditures.

The budget that is presented at the public hearing as well as the budget formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of

Public Instruction (SPI). (Education Code 42126, 42127)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

CSBA NOTE: Education Code 42127 requires the district to file the adopted budget with the County Superintendent of Schools as described below. If the district fails to submit a budget by July 1, the County Superintendent will, at district expense, develop a budget by September 15 and transmit that budget to the Governing Board.

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file the adopted district budget with the County Superintendent of Schools. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

CSBA NOTE: Pursuant to Education Code 42127, on or before September 15, the County Superintendent must approve, conditionally approve, or disapprove the district's adopted budget. Education Code 42127 requires that this determination be based on a consideration of whether the district's adopted budget complies with state standards and criteria, will allow the district to meet its current and multiyear financial obligations, includes the expenditures necessary to implement the LCAP or annual update to the LCAP, satisfies all conditions established by the County Superintendent in the case of a conditionally approved budget, and complies with the requirements pertaining to ending fund balances that exceed the state minimum recommended reserve.

Education Code 42127 also requires the County Superintendent to consider other studies, reports, evaluations, or audits that may indicate that the district is in fiscal distress; see the Fiscal Crisis and Management Assistance Team's, "Fiscal Oversight Guide" and BP 3460 - Financial Reports and Accountability.

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to the County Superintendent's recommendations at a regular public meeting on or before October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

Budget Advisory Committee

CSBA NOTE: The following optional section is for use by districts that choose to establish a budget advisory committee to provide input during the budget development process. The committee may be appointed by the Superintendent or designee (Option 1), by the Board (Option 2), or may be a Board subcommittee composed exclusively of Board members (Option 3). Regardless of whether the district chooses Option 1, 2, or 3, representation of Board members on the committee should be less than a majority of the Board, since having a quorum participate in any committee would in essence create a Board meeting when the committee meets. Committees established by Board action are subject to the Brown Act; see BP/AR 1220 - Citizen Advisory Committees. Districts should delete or modify the following options as appropriate. See the accompanying administrative regulation for optional language regarding the committee's composition and duties.

This committee is different from the budget review committee that is required pursuant to Education Code 42127 and 42127.1 if the County Superintendent disapproves the district's budget; see the accompanying administrative regulation.

OPTION 1: (Budget advisory committee appointed by the Superintendent)

The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

OPTION 1 ENDS HERE

OPTION 2: (Budget advisory committee appointed by the Board)

The Board may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

OPTION 2 ENDS HERE

OPTION 3: (Budget advisory committee is a Board subcommittee)

The Board may establish a budget subcommittee composed exclusively of Board members.

OPTION 3 ENDS HERE

Board representation on any budget advisory committee shall not comprise a majority of the Board.

The committee shall submit recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board.

Budget Criteria and Standards

CSBA NOTE: Pursuant to Education Code 46211, as amended by AB 176 (Ch. 998, Statutes of 2024), attendance generated through an attendance recovery program will be excluded from the average daily attendance (ADA) of the school district.

The county/district budget shall be developed in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, LCFF revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. In addition, the Superintendent or designee shall provide the supplemental information specified in 5 CCR 15451, which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33129, 42127.01; 5 CCR 15440-15451)

CSBA NOTE: The following paragraph is for use by districts that receive supplemental and concentration funding within the LCFF based on the number and concentration of "unduplicated students", students who are eligible for free or reduced-price meals, English learners, and foster youth, pursuant to Education Code 42238.02 and 42238.03. 5. CCR 15496 addresses the method of determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year. Pursuant to 5 CCR 15496, the district's LCAP must include evidence demonstrating how LCFF funding apportioned on the basis of unduplicated students is used to support such students; see AR 0460 - Local Control and Accountability Plan.

Pursuant to Education Code 42238.01, as amended by AB 176, when a school is between base year eligibility determinations, any current or newly enrolled students who are eligible for free or reduced-priced meals may be included for purposes of the LCFF.

The county/district budget shall provide for increased or improved 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 in accordance with 5 CCR 15496. Unduplicated students are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

CSBA NOTE: The following paragraph is for use by districts that receive LCFF equity multiplier funding. Pursuant to Education Code 42238.024 and 52064, as added and amended by SB 114 (Ch. 48, Statutes of 2023), districts that receive LCFF equity multiplier funding are required to include specific goals in the LCAP for each school generating such funding. Pursuant to Education Code 42238.024, as amended by SB 153 (Ch. 38, Statutes of 2024), if a school which is otherwise eligible to receive LCFF equity multiplier funds is closed in the year in which the funds are to be allocated, that school is instead deemed to be ineligible, and any unspent funds provided are required to be returned to CDE.

Additionally, the district budget shall provide for increased or improved services for each school which generates LCFF equity multiplier funding. (Education Code 42238.024, 52064)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other

factors necessary to ensure that the budget is a realistic plan for county/district revenues and expenditures.

Fund Balance

CSBA NOTE: The following section should be revised to reflect district practice. GASB Statement 54 addresses the way fund balances (i.e., the gross differences between assets and liabilities reflected on the balance sheet) in governmental funds are reported in external financial reports. Fund balances must be classified as nonspendable, restricted, committed, assigned, and unassigned in accordance with GASB 54 definitions. For more information regarding reporting and accounting of district funds, see AR 3460 - Financial Reports and Accountability. Pursuant to GASB 54, the Board has sole authority to specify purposes of funds classified as "committed" and also must express, or delegate the authority to express, intended purposes of resources that result in the "assigned" fund balance. The Board may modify the following section to reflect its fund balance policy or may adopt a formal resolution containing the required components.

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. Nonspendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact
2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law

CSBA NOTE: For purposes of the committed fund balance, GASB 54 requires that the Board commit funds no later than the end of the reporting period. CDE's, "New Requirements for Reporting Fund Balance in Governmental Funds," clarifies that for districts the end of the reporting period is June 30.

3. Committed fund balance includes amounts constrained to specific purposes by the Board

For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. Assigned fund balance includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent shall have discretion to further delegate the authority to assign funds.

5. Unassigned fund balance includes amounts that are available for any purpose

When multiple types of funds are available for an expenditure, the county/district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

CSBA NOTE: Although not required by GASB 54, the Government Finance Officers Association (GFOA) recommends that public agencies adopt a minimum fund balance policy that establishes an appropriate level of unrestricted fund balance that will be maintained in the general fund. GFOA's, "Best Practice: Fund Balance Guidelines for the General Fund," describes a variety of factors that should be considered when developing a minimum fund balance policy, such as the predictability of its revenue and volatility of its expenditures, perceived exposure to significant one-time outlays, potential drain upon the general fund from other funds as well as the availability of resources in other funds, potential impact on bond ratings and the corresponding increased cost of borrowed funds, and portion of unrestricted fund balance already committed or assigned for a specific purpose.

The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the county/district against unforeseen circumstances.

CSBA NOTE: GFOA recommends that the minimum fund policy address both the circumstances under which the unrestricted fund balance can be spent down and the procedure for replenishing deficiencies. The district may revise the following optional paragraph to specify the rate at which the district will attempt to recover the fund balance.

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Reserve Balance

CSBA NOTE: 5 CCR 15450 establishes a minimum local reserve balance for economic uncertainties based on the district's ADA. The minimum reserve balance is the greater of five percent or \$80,000 for districts with 0-300 ADA; the greater of four percent or \$80,000 for districts with 301-1,000 ADA; three percent for districts with 1,001- 30,000 ADA; two percent for districts with 30,001-250,000 ADA; and one percent for districts with over 250,000 ADA. The following paragraph may be revised to reflect the minimum reserve applicable to the district's ADA.

The district budget shall include a minimum reserve balance for economic uncertainties that is consistent with the percentage or amount specified in 5 CCR 15450.

CSBA NOTE: Education Code 42127.01 establishes, under certain conditions, a maximum amount of local reserve balance for economic uncertainties. Pursuant to Education Code 42127.01, if the amount of monies in the state Public School System Stabilization Account is three percent or more of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district's combined assigned or unassigned ending general fund balance must not exceed 10 percent of those funds in the immediately following fiscal year.

Basic aid districts, as described in Education Code 42238.02, and districts with 2,500 or less ADA are exempted from this requirement and may delete the following paragraph. Other districts may also be exempted from this requirement by the County Superintendent for up to two consecutive fiscal years within a three-year period upon providing documentation of extraordinary fiscal circumstances, such as multiyear infrastructure or technology projects, that substantiate the need for a reserve in excess of the limit specified in Education Code 42127.01.

In any year following the fiscal year in which the district is notified by the SPI that the amount of monies in the state Public School System Stabilization Account equals or exceeds three percent of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district budget shall not contain a combined assigned or unassigned ending general fund balance that is in excess of 10 percent of these funds, unless the requirement is waived in accordance with Education Code 42127.01. (Education Code 42127.01)

Long-Term Financial Obligations

The county/district's current-year budget and multiyear projections shall include adequate provisions for addressing the county/district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

CSBA NOTE: The following paragraph is optional. Government Code 21710-21716 establish the California Employers' Pension Prefunding Trust Program and related Trust Fund, allowing districts that provide a defined benefit pension plan to their employees to prefund required pension contributions to the California Public Employees' Retirement System (CalPERS). Districts may elect to participate in the Prefunding Trust Program for the purpose of investing payments toward their required CalPERS pension contributions.

The Board may approve a plan for meeting the district's long-term obligations to fund contributions to the California Public Employees' Retirement System (CalPERS) or other defined pension plans such as the California State Teachers Retirement System which, to the extent possible, minimizes significant increases in annual general fund expenditures towards pension obligations. The plan may include prefunding required pension contributions through the California Employers' Pension Prefunding Trust Program pursuant to Government Code 21710-21716.

CSBA NOTE: The following two optional paragraphs are for use by districts that provide "other postemployment benefits" (OPEBs), such as medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits to retired employees or Board members, and should be revised to reflect district practice; see BP/AR 4154/4254/4354 - Health and Welfare Benefits and BB 9250 - Remuneration, Reimbursement and Other Benefits. CSBA recommends that districts adopt a specific funding strategy for addressing their OPEB obligations. The district may pay the premiums as they fall due ("pay-as-you-go"), but in such a case the district would then accrue a deficit with respect to future retirees which can be expected to grow as a result of an increasing retiree population and increases in benefit costs. Therefore, it is recommended that the district prefund the debt, to the extent possible, using a method and level to be determined by the Board. For example, the district may contribute a set amount or percentage of the actuarially determined "annual required contributions" to an irrevocable trust or designated fund each year.

GASB Statement 75 requires districts that do not provide OPEB through a trust to report the total unfunded liability (i.e., OPEBs that are not prefunded) in the district's financial statements; see AR 3460 - Financial Reports and Accountability.

CSBA's OPEB Solutions Program provides access to a trusted source of analysis and a GASB 75-compliant trust to prefund future obligations. See CSBA's website for further information.

The Board shall approve a plan for meeting the county/district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the county/district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the county/district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the county/district and maintains flexibility to adjust for changing budgetary considerations.

The Superintendent or designee shall annually present a report to the Board on the estimated accrued but unfunded cost of OPEBs. As a separate agenda item at the same meeting, the Board shall disclose whether ~~or not~~ it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

CSBA NOTE: The following optional paragraph is for use by districts that are self-insured for workers' compensation claims, either individually or as part of a joint powers agency. See AR 3460 - Financial Reports and Accountability for provisions related to reporting the estimated accrued but unfunded cost of workers' compensation claims based on an actuarial report.

The Superintendent or designee shall annually present a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims and the actuarial reports upon which the estimated costs are based. As a separate agenda item at the same meeting, the Board shall disclose whether it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

CSBA NOTE: The following section is optional and should be revised to reflect district practice.

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the funding made available by that Budget Act. (Education Code 42127)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the county/district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, county/district income declines, increased revenues or unanticipated savings are made available to the county/district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

SIERRA COUNTY OFFICE OF EDUCATION
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Board Policy Manual
Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Business and Noninstructional Operations

Policy 3280: Sale Or Lease Of District-Owned Real Property

CSBA NOTE: The following optional policy and accompanying administrative regulation detail the procedures that govern the district's sale or lease of surplus real property, and may be revised to reflect district practice.

Education Code 17455 authorizes the sale, or lease for up to 99 years, of any district real property together with any personal property located thereon without approval of the voters within the district. To do so, the property must not or will not be needed by the district and the district must follow the procedures specified in Education Code 17387-17391.

Pursuant to Education Code 33050, a district may request the State Board of Education to waive the statutory bid procedures specified in Education Code 17387-17391, in order to sell surplus real property through a request for proposal process.

Pursuant to Education Code 17219, when the district has not used a previously used site for school purposes within the preceding five years, or has not used a newly acquired site within five years of acquisition for any of grades K-8 or seven years of acquisition for any of grades 7-12, the State Allocation Board (SAB) is authorized to charge an "unused site fee" in accordance with Education Code 17219-17224. For further information regarding non-use payments, see the Office of Public School Construction's, "Unused Site Program Handbook."

Additionally, the Surplus Land Act (Government Code 54220-54234) requires local agencies, including school districts, prior to disposing of certain land, to offer to sell or lease such land to certain entities for affordable housing, parks and recreation, and other specified uses.

Due to the complexities surrounding the disposal of surplus real property, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel before initiating the process to sell or lease surplus real property.

The Board of EducationThe Governing Board believes that district facilities and resources should be utilized in an economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space for the effective delivery of instruction.

CSBA NOTE: Pursuant to Education Code 17387-17391, before surplus real property is sold or leased, the Governing Board must appoint an advisory committee to advise the Board on the disposition of such property. Education Code 17388 and 17391 establish exceptions from this requirement, which are listed in Items #1-3 below.

Education Code 17389 requires that the advisory committee be representative of specific groups within the community and be composed of not less than seven or more than 11 members, commonly referred to as a "7-11 Committee". See the accompanying administrative regulation for further information on the composition and duties of this committee.

Prior to the sale or lease of any surplus real property, the Board shall appoint a district advisory committee to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. -The Board may elect not to appoint a district advisory committee for any of the following: -(Education Code 17388, 17391)-

1. A rental of property for a period of time not exceeding 30 days
2. A lease or rental of surplus property to a private educational institution for the purpose of offering summer school
3. A sale, lease, or rental of surplus property to be used for teacher or other employee housing

4. ~~Until July 1, 2024, a sale or lease of surplus property that has not previously operated, or was not constructed to be operated, as an early childhood education facility or a school for elementary or secondary instruction~~

CSBA NOTE: Pursuant to Government Code 65402, if the county or city has adopted a general plan which is applicable in the area where the district property is located, the district must notify the county or city planning agency of the location, purpose, and extent of the proposed disposition of district property. The planning agency is required to report back to the district within 40 days, indicating whether the proposed disposition conforms with the general plan. If objections are not raised within 40 days, the lack of response is deemed to be a finding that the district's proposed disposition of the property is in conformity with the local planning agency's adopted general plan. Even if the planning agency disapproves of the location, purpose, or extent of the proposed disposition, the district may overrule the disapproval.

In addition, to ensure that the proposed disposition of the property conforms with any general plan adopted by the local planning agency that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. -(Government Code 65402)

CSBA NOTE: When proposing the sale or lease of surplus property, the district must also comply with the California Environmental Quality Act (CEQA) (Public Resources Code 21000-21177), when applicable. Pursuant to 14 CCR 15061, the sale or lease of property is exempt from detailed CEQA review if there is no possibility that the sale or lease will have a significant environmental effect. In such cases, the district must adopt a notice of exemption in accordance with 14 CCR 15062.

The Board shall determine whether the sale or lease of the surplus property is subject to review under the California Environmental Quality Act. -(Public Resources Code 21000-21177; 14 CCR 15061-15062)

CSBA NOTE: Pursuant to Government Code 54956.8, the Board may hold a closed session for real property negotiations, including the sale or lease of property by the district. 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, which are (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. See BB 9321 - Closed Session.

The Board may meet in closed session with its real property negotiator prior to the sale or lease of real property by the district in order to grant its negotiator authority regarding the minimum price or rent and terms of the sale or lease. -(Government Code 54956.8)

CSBA NOTE: Pursuant to Government Code 54221, the Board must first declare land to be either (1) surplus land or (2) exempt surplus land under the Surplus Land Act before taking any action to dispose of the land. If land is determined to be "exempt surplus land", certain requirements set forth in the Surplus Land Act (Government Code 54220-54234) do not apply, except for providing notice of the property's availability for sale or lease to specified public entities.

The declaration of whether land is surplus land or exempt surplus land may be done by way of a resolution, which is separate from the resolution adopted to order the sale or lease of surplus property, described below in "Resolution of Intention to Sell or Lease."

Before taking action to dispose of any land, the Board shall declare, at a regular meeting, supported by written findings that, under the Surplus Land Act, the land is either (1) surplus land or (2) exempt surplus land. (Government Code 54221)

CSBA NOTE: Pursuant to Government Code 54221, as amended by AB 480 (Ch. 788, Statutes of 2023), the Board is not required to make a resolution of intent to sell or lease described below at a public meeting for certain exempt surplus land if the district provides notice and opportunity for public comment as described below. Additionally, the Board is required to provide the Department of Housing and Community Development (HCD) notice as specified in its August 2024, "Updated Surplus Land Act Guidelines." For more information regarding land that is defined as "exempt surplus land", see the accompanying administrative regulation.

However, if the land involved is exempt surplus land as specified in Government Code 54221(f)(1), the Board, at its discretion, may decide not to make such a declaration. Instead of the declaration, the Board may identify the land as exempt surplus land in a notice that is published and available for public comment and to the entities identified in Government Code 54222 at least 30 days before the exemption takes effect. (Government Code 54221)

Additionally, at least 30 days prior to disposing of exempt surplus land, the district shall provide the Department of Housing and Community Development (HCD) a copy of the Board's declarations and findings supporting the Board's determination that the land is exempt surplus land using the form prescribed by HCD. (Government Code 54221)

CSBA NOTE: If the Board determines that under the Surplus Land Act the land involved is not exempt surplus land, then certain requirements must be followed in order to dispose of the property. Pursuant to Government Code 54230.5, before agreeing to terms for the disposition of surplus land, districts are required to provide HCD with a description of the notices of availability sent to public entities, summary of negotiations conducted with any responding public entities, and a copy of any restrictions to be recorded against the property as required by the Surplus Land Act. Pursuant to Government Code 54230.7, as added by SB 229 (Ch. 774, Statutes of 2023), districts disposing of surplus land that received a notification of violation from HCD are required to hold an open and public meeting to review and consider the substance of the notice of violation and may not take final action to ratify or approve the proposed disposal until a public meeting is held; see BB 9323.2-E(1) - Actions by the Board.

If the district has received notification from HCD that the district has violated the Surplus Land Act pursuant to Government Code 54230.5, the Board shall not pursue a final action to ratify or approve the proposed disposal of surplus land unless the Board holds an open and public meeting in compliance with Government Code 54230.7 to review and consider the substance of the notice.

CSBA NOTE: When a district is selling any surplus property or leasing it with an option to purchase, Education Code 17464 and Government Code 54222 of the Surplus Land Act list the public entities that must be given priority to lease or purchase the property and the types of notice that the district must provide such entities before disposing of the property.

Pursuant to Education Code 17464, the notice is required to be mailed to specified public entities and a general notice published once each week for three successive weeks in a regularly published newspaper, with at least five days intervening between the publication dates. If a public entity(ies) desiring to purchase or lease the property responds to the notice within 60 days after the third publication, the district is required to negotiate with the public entity in an effort to arrive at a mutually satisfactory price or lease payment during that 60-day period.

Additionally, pursuant to Government Code 54222 and 54223 of the Surplus Land Act, a public entity interested in leasing or purchasing the land is required to respond within sixty days after the notice is sent and is entitled to a negotiation period of ninety days.

Under certain circumstances, districts may also need to comply with the Naylor Act (Education Code 17485- 17500), which requires that priority be given to public agencies when disposing of any district property that includes a playground, playing field, or land particularly suited for outdoor recreational or open-space purposes.

Under certain conditions, the district may grant priority to licensed child care providers pursuant to Education Code 17458 or may sell surplus property for less than fair market value to public entities for recreational purposes pursuant to Education Code 17230.

When selling or leasing district real property, the Board shall comply with applicable procedures and give priority to specified public agencies as required by law. -(Education Code 17230, 17464, 17485-~~17499~~17500; Government Code ~~54222~~54221-54234)

Resolution of Intention to Sell or Lease

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds

vote of all of its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. -(Education Code 17466)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. -(Education Code 17469)

CSBA NOTE: Education Code 17470 requires districts to take reasonable steps to notify the former owner of the property of the public meeting at which bids will be considered. However, the Board is not required to accord the former owner the right to purchase the property at the tentatively accepted highest bid price nor to offer to sell the property to the former owner at the tentatively accepted highest bid price.

At least 60 days prior to the public meeting, the Superintendent or designee shall take reasonable steps to provide written notification of the public meeting, by certified mail, to the former owner from whom the district acquired the property. -(Education Code 17470)

Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. -Before accepting a written proposal, the Board shall call for oral bids in accordance with law. -(Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. -(Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. -(Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. -Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. -(Education Code 17475-17478)

Use of Proceeds

CSBA NOTE: Pursuant to Education Code 17462, the proceeds derived from the sale of surplus property or lease with an option to purchase must generally be used for one-time expenditures for capital outlay or maintenance, with specified exceptions. The law does not place limitations on the use of proceeds for a lease of surplus property that does not include an option to purchase.

The Superintendent or designee shall ensure that the proceeds from the sale or lease with an option to purchase of surplus district property are used for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses. -(Education Code 17462; 2 CCR 1700)

Proceeds from a sale of surplus district property shall generally be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. -Proceeds from a lease of district property with an option to purchase may be deposited into a restricted fund for the routine repair of district facilities, as defined by the State Allocation Board (SAB-), for up to a five-year

period. (Education Code 17462)

CSBA NOTE: Pursuant to Education Code 17462, proceeds from the sale or lease with an option to purchase may be deposited in the district's general fund when the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements. Thus, districts may not apply to the state for new construction or modernization funding during that time period unless certain conditions specified in Education Code 17462 are satisfied.

However, if the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and renovation of school sites or in the district's general fund. ~~(Education Code 17462)~~

~~In addition, until July 1, 2024, if district surplus property was purchased entirely with local funds, the proceeds from the sale or lease of the property, together with any personal property located on the property, may be deposited into the general fund of the district and may be used for any one-time general fund purpose. Before exercising this authority, the Board shall: (Education Code 17463.7) (Education Code 17462)~~

- ~~1. Submit to SAB documents certifying that the sale of real property does not violate the provisions of a local bond act and the real property is not suitable to meet projected school construction needs for the next 10 years~~
- ~~2. At a public meeting, adopt a plan for expending one-time resources from the sale or lease of the property which identifies the source and intended use of the surplus property proceeds and describes the reasons that the expenditure will not result in ongoing fiscal obligations for the district~~

CSBA NOTE: Pursuant to Education Code 17462.3, if the district is selling real property purchased, improved, or modernized with funds received from a state school facilities funding program within the previous 10 years, the district is required to return those funds to SAB under specified conditions. The district must notify OPSC of the sale by submitting Form SAB 308, available on OPSC's website.

Whenever the district sells real property that was purchased, improved, or modernized with funds that were received from a state school facilities funding program within the previous 10 years, the district shall notify OPSC within 90 calendar days of the sale of the property if the proceeds from the sale are not used for capital outlay and the property is not sold to a charter school, another school district, a county office of education, or an agency that will use the property exclusively for the delivery of child care and development services. If SAB subsequently makes a finding that the sale is subject to Education Code 17462.3, the district shall return the funds to the SAB within 90 calendar days of the finding. (2 CCR 1702)

SIERRA COUNTY OFFICE OF EDUCATION
 SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Business and Noninstructional Operations**Policy 3320: Claims And Actions Against The District**

CSBA NOTE: The following optional policy reflects the claims procedure in the Government Claims Act pursuant to Government Code 810-996.6. The Government Claims Act sets forth prelitigation requirements and deadlines for claims against public entities, including school districts. In City of Stockton v. Superior Court, the California Supreme Court held that the claim requirements in Government Code 900-915.4 also apply to claims for breach of contract. For any cause of action that is excepted from the Government Claims Act pursuant to Government Code 905 but has its claim presentation procedure specified in another statute or regulation, such as childhood sexual assault, a claim must be presented in accordance with that statute or regulation. For any cause of action that is excepted from the Government Claims Act pursuant to Government Code 905 but is not governed by any procedure in another statute or regulation, the district may establish its own claim presentation procedure in accordance with Government Code 935.

Government Code 905 specifies certain types of claims which are exempted from the procedures in the Government Claims Act. Pursuant to Government Code 935, a district is authorized to establish its own claims processing procedures for those exempted claims. A local claims requirement must be similar to and be no more restrictive than those established by the Government Claims Act. For example, the district's procedures may not allow a longer time for the Governing Board to take action on a claim than the timeline provided for claims under the Government Claims Act. The following policy may be revised to reflect district practice.

Because a district's insurance carrier or joint powers authority (JPA) may require the district to comply with certain claims management conditions as part of the district's contractual coverage obligation, it is strongly recommended that, prior to adoption by the Board, this Board policy be reviewed for consistency with any applicable conditions of coverage. A district's failure to follow those contractual conditions may result in a loss of coverage benefits.

It is recommended that the district consult CSBA's District and County Office of Education Legal services or district legal counsel, as necessary, if questions arise regarding the proper procedure to follow for a claim against the district, and the district's insurance carrier and legal counsel for questions regarding conditions of coverage from an insurance carrier or JPA.

The Board of EducationThe Governing Board desires to conduct district operations in a manner that minimizes risk, protects district resources, and promotes the health and safety of students, staff, and the public. Any and all claims for money or damages against the district shall be presented to and acted upon in accordance with the Government Claims Act or other applicable state or district procedures, as well as the district's joint powers authority (JPA) agreement or other insurance coverage.

CSBA NOTE: The following optional paragraph is for use by districts that choose to establish their own claims procedures for certain types of claims pursuant to Government Code 935.

Any claim for money or damages not governed by the Government Claims Act (Government Code 810-996.6) or specifically excepted by Government Code 905 shall be presented and acted upon in accordance with district-established procedures consistent with the manner and time limitations specified in this Board policy. (Government Code 935)

CSBA NOTE: Pursuant to Government Code 935, claims procedures established by the district may include a requirement that a claim be presented and acted upon in accordance with such procedures as a prerequisite to the filing of a lawsuit against the district. The following paragraph extends this requirement to claims filed under other statutes and may be revised to reflect district practice.

Unless otherwise provided by statelaw, a written claim shall be presented to and acted upon by the Board in accordance with such procedures prior to filing a lawsuit against the district for money or federal-law or regulation. (Government Code 935)damages.

Upon notice to the district of a claim, the Superintendent or designee shall take all necessary steps to protect the district's rights under any applicable contractual agreements, including the right to indemnification from its insurance or other coverage provider.

Roster
Time Limitations

CSBA NOTE: Items #1-4 below reflect timelines for presenting claims in relation to different causes of action, pursuant to the Government Claims Act and other applicable statutes.

The following time limitations apply to the presentation of claims for money or damages against the district:

1. Claims relating to a cause of action for death or for injury to a person, personal property, or growing crops shall be presented to the Board not later than six months after the accrual of the cause of action (Government Code 911.2)
2. Claims relating to any other cause of action subject to the Government Claims Act shall be filed not later than one year after the accrual of the cause of action (Government Code 911.2)

CSBA NOTE: Claims for childhood sexual assault are governed by the timelines and procedures specified in Code of Civil Procedure 340.1 and 340.11. For claims of childhood sexual assault that occurred on or after January 1, 2024, Code of Civil Procedure 340.1, as amended by AB 452 (Ch. 655, Statutes of 2023), provides that there are no time limits for the commencement of actions for the recovery of damages for such assaults, including plaintiffs who are 40 years of age or older who file certificates of merit by the plaintiff's attorney and by a licensed mental health practitioner selected by the plaintiff setting forth the facts which support the declaration. For claims of childhood sexual assault that occurred on or before December 31, 2023, Code of Civil Procedures 340.1, as amended by AB 452, and Code of Civil Procedure 340.11, as added by SB 558 (Ch. 877, Statutes of 2023), provide that the statute of limitations is 22 years from the date the plaintiff attains age 18 or within five years of the date the plaintiff discovers or reasonably should have discovered that psychological injury or illness occurring after age 18 was caused by sexual assault, with claims by plaintiffs who are 40 years of age or older only permitted if the person or district knew or had reason to know, or was otherwise on notice, of any misconduct that creates a risk of childhood sexual assault by an employee, volunteer, representative, or agent or designee, or the person or district failed to take reasonable steps or to implement reasonable safeguards to avoid acts of childhood sexual assault.

3. Claims relating to childhood sexual assault and other causes of action which are specifically excepted from the Government Claims Act by Government Code 905, that are subject to a claims presentation procedure in another statute or regulation, shall be presented to the Board in accordance with the applicable governing statute or regulation (Government Code 905)

CSBA NOTE: Optional Item #4 below is for use by any district whose Board has chosen to exercise the authority in Government Code 935 to establish its own procedure for the presentation of claims which are excluded from the Government Claims Act by Government Code 905 and which are not governed by any other applicable statute or regulation. Pursuant to Government Code 935, the district's procedure cannot require a shorter time for presentation of a claim than the time specified in Government Code 911.2. However, the Board has the discretion to adopt a more flexible time limitation and may increase the amount of time allowed for filing such claims. If the Board adopts a more flexible time limitation, Item #4 should be revised accordingly.

4. Claims relating to any cause of action which is specifically excepted from the Government Claims Act by Government Code 905 but is not governed by any other claim presentation statute or regulation shall be presented to the Board within the time limits specified in Items #1 and 2 above, depending on the applicable cause of action (Government Code 911.2, 935)

Receipt of Claims

A claim shall be deemed presented and received when delivered to the district office or deposited in a post office, mailbox, sub-post office, substation, mail chute, or other similar facility maintained by the U.S. government, in a sealed envelope properly addressed to the district office with postage paid, or when otherwise actually received in the district office or by the Board secretary or clerk. (Government Code 915, 915.2)

CSBA NOTE: Government Code 915 authorizes a claim, amendment to a claim, or application for a late claim to be submitted through electronic means, if so authorized by a Board resolution. In practice, such electronic means involve online completion of a fillable form and/or transmission by email. The following paragraph may be revised to specify the electronic means authorized by the district. If the Board has not adopted a resolution authorizing electronic submission, the district should delete the following paragraph.

Pursuant to Government Code 915.4, if the Board authorizes electronic submission, then any notice required of the district in response to a claim, amendment, or application for a late claim is required to be sent to the electronic address from which the district received the claim or application, unless the claimant or applicant specified an alternative electronic address for that purpose.

For more information regarding district notice requirements, see "Notice of Claim Insufficiency," "Late Claims," and "Action on Claims", below.

A claim may be submitted electronically in the manner specified by the Superintendent or designee. (Government Code 915, 915.2)

CSBA NOTE: In most circumstances, a district's insurance provider or JPA is responsible for claims management, including investigating, defending, and managing a district's response to a claim presented under the Government Claims Act. The following paragraph requires the Superintendent or designee to immediately forward any claims received to the district's JPA or insurance provider in order to help ensure compliance with any conditions of coverage.

Upon receipt of a claim against the district pursuant to the Government Claims Act, the Superintendent or designee shall promptly provide written notice to the district's JPA or insurance carrier in accordance with the applicable conditions of coverage.

Review of Contents of the Claim

CSBA NOTE: Most JPAs and insurance carriers provide a claim form. The person submitting the claim need not use the claim form provided by the district but, pursuant to Government Code 910 and 910.2, the claim must contain a signature and all the information listed below.

The Superintendent or designee shall review any claim received to ensure that the claim contains all of the following information as specified in Government Code 910 and 910.2:

1. The name and post office address of the claimant
2. The post office address to which the person presenting the claim desires notices to be sent
3. The date, place, and other circumstances of the occurrence or transaction which gave rise to the claim asserted
4. A general description of the indebtedness, obligation, injury, damage, or loss incurred insofar as it may be known at the time of presentation of the claim
5. The name(s) of the district employee(s) causing the injury, damage, or loss, if known
6. The amount claimed if it totals less than \$10,000, including the estimated amount of any prospective injury, damage, or loss, insofar as it may be known at the time of the claim, together with the basis of computation of the amount claimed

If the amount claimed exceeds \$10,000, the dollar amount shall not be included in the claim and the claimant shall indicate whether the claim is a limited civil case as specified in Code of Civil Procedure 85 and 86.

7. The signature of the claimant or the person acting on the claimant's behalf

Notice of Claim Insufficiency

CSBA NOTE: Pursuant to Government Code 910.8, if a claim is found insufficient, the district is required to notify the claimant of the defects or omission in the claim. Government Code 915.4 authorizes such notice to be personally delivered or mailed or, if the Board has adopted a resolution authorizing electronic submission of claims, then any notice of claim insufficiency is required to be sent to the electronic address from which the claim was sent unless the claimant specifies an alternative electronic address for that purpose; see "Receipt of Claims", above. Pursuant to Government Code 911, if the district, or the JPA or insurance carrier acting on the district's behalf, fails to give notice that the claim is insufficient, as specified below, then the district may not later raise that issue as a defense to the claim.

If a claim is found insufficient or not to satisfy the form requirements under Government Code 910 and 910.2, the Board or its designee shall, within 20 days of receipt of the claim, provide a notice in the manner specified in Government Code 915.4 that states the particular defects or omission in the claim. (Government Code 910.8)

CSBA NOTE: Districts should investigate the background of each claim thoroughly, be cautious before rejecting a claim because of insufficiency of information, and consult CSBA's District and County Office of Education Legal Services or district legal counsel, and/or the district's JPA or insurance provider, as appropriate. In *Stockett v. Association of California Water Agencies Joint Powers Insurance Authority*, the California Supreme Court held that a claim is sufficient, and may not be barred, so long as enough information is disclosed to allow the district to adequately conduct an investigation of the claim's merits, even if the claim was not indicated in the claimant's initial notice.

The Board shall not act upon the claim until at least 15 days after such notice is given. (Government Code 910.8)

Amendment to Claims

Within the time limits provided in "Time Limitations" above or prior to final action by the Board, whichever is later, a claim may be amended if, as amended, it relates to the same transaction or occurrence which gave rise to the original claim. (Government Code 910.6)

Late Claims

When a claim that is required to be presented not later than six months after the accrual of the cause of action, as specified in "Time Limitations" above, is not presented within that time, an application to present a late claim may be presented to the Board, in the manner specified in Government Code 915 and 915.2, within a reasonable time not to exceed one year after the accrual of the cause of action. The application shall include the proposed claim and shall state the reason for the delay in presenting the claim. (Government Code 911.4)

CSBA NOTE: Pursuant to Government Code 911.3, when a claim is presented late and is not accompanied by an application to present a late claim, the Board or designee may, at any time within 45 days after the claim is presented, give written notice to the person presenting the claim that the claim was not filed timely and that it is being returned without further action. In such circumstances, the Board or designee should notify the claimant that "no action" was taken because the claim was presented late, as taking formal action to "reject" the claim could indicate that the Board had accepted the filing of the late claim and potentially waiver certain legal defenses.

Although districts are not required to provide this notice, failing to do so may prevent the district from relying on the claim's untimeliness as a defense in future litigation. Because of this, the language in the following paragraph has been drafted to require provision of the notice whenever an untimely claim is received. Districts that do not wish to notify claimants that their claim is untimely, and therefore risk the waiver of their untimeliness defense, may modify the language accordingly.

If the claim is presented late and is not accompanied by an application to present a late claim, the Board or its designee shall, within 45 days, give written notice, in the manner specified in Government Code 911.3, that the claim was not presented timely and that it is being returned without further action. (Government Code 911.3)

The Board shall grant or deny the application to present a late claim within 45 days after it is presented.

This 45-day period may be extended by written agreement of the claimant and the Board provided that such agreement is made before the expiration of the 45-day period. (Government Code 911.6)

The Board shall grant the application to present a late claim where one or more of the following conditions are applicable: (Government Code 911.6)

1. The failure to present the claim was through mistake, inadvertence, surprise, or excusable neglect and the district was not prejudiced in its defense regarding the claim by the claimant's failure to present the claim within the time limit
2. The person who sustained the alleged injury, damage, or loss was a minor during all of the time specified for presentation of the claim
3. The person who sustained the alleged injury, damage, or loss was physically or mentally incapacitated during all of the time specified for presentation of the claim and the disability was the reason the person failed to present the claim
4. The person who sustained the alleged injury, damage, or loss died before the expiration of the time specified for the presentation of the claim

If the application to present a late claim is denied, the claimant shall be given notice in substantially the same form as set forth in Government Code 911.8 and in the manner specified in Government Code 915.4.

If the Board does not take action on the application to present a late claim within 45 days, the application shall be deemed to have been denied on the 45th day unless the time period has been extended, in which case it shall be denied on the last day of the period specified in the extension agreement. (Government Code 911.6)

Action on Claims

CSBA NOTE: Pursuant to Government Code 945.6, if the Board formally acts to reject a claim and provides notice of such rejection, the claimant has only six months from the rejection to initiate a lawsuit. If the Board takes no action or fails to provide written notice rejecting the claim, the claimant then has two years to initiate a suit against the district. The notice of rejection is required to comply with the notification requirements of Government Code 913 unless the claim has no address on it.

Although the Board takes final action on claims as specified below, such action is based on the evaluation of the claim by the district's insurance provider or JPA.

Within 45 days after the presentation or amendment of a claim, the Board shall take action on the claim. This time limit may be extended by written agreement between the district and the claimant before the expiration of the 45- day period. If the 45-day period has expired, the time limit may be extended if legal action has not commenced or been barred by legal limitations. (Government Code 912.4)

The Board may act on the claim in one of the following ways: (Government Code 912.4, 912.6)

1. If the Board finds that the claim is not a proper charge against the district, the claim shall be rejected
2. If the Board finds that the claim is a proper charge against the district and is for an amount justly due, the claim shall be allowed
3. If the Board finds that the claim is a proper charge against the district but is for an amount greater than is justly due, the Board shall either reject the claim or allow it in the amount justly due and reject it as to the balance
4. If legal liability of the district or the amount justly due is disputed, the Board may reject or compromise the claim
5. If the Board takes no action on the claim, the claim shall be deemed rejected

CSBA NOTE: The following paragraph is optional. Government Code 935.4 authorizes, but does not require, the Board to delegate to any employee the authority to allow, compromise, or settle a claim of \$50,000 or less. Boards that do not wish to delegate such authority should delete the following paragraph. Boards that wish to delegate this authority may modify the following paragraph to specify a different employee to whom the authority is delegated and/or an amount less than \$50,000.

Management of the defense or settlement of the claim may be subject to contractual requirements contained in the district's insurance policy, memorandum of coverage, or contractual indemnity agreements. Thus, even when the Board has authorized the Superintendent or another employee to settle such claims, the authority is subject to any such requirements or conditions of coverage.

In accordance with Government Code 935.4, the Board delegates to the Superintendent the authority to allow, compromise, or settle claims of \$50,000 or less pursuant to any conditions of coverage in the district's JPA agreement or insurance coverage.

CSBA NOTE: The following paragraph should be revised depending on whether the Board delegated to an employee, and if so to which employee, the authority to allow, compromise, or settle a claim of less than \$50,000.

If the Board, or Superintendent when appropriate, allows the claim, in whole or in part, or compromises the claim and the claimant accepts the amount allowed or offered to settle the claim, the Board may require the claimant to accept it in settlement of the entire claim. (Government Code 912.6)

The Board or its designee shall transmit to the claimant written notice of action taken or of inaction which is deemed rejection. The notice shall be in the form set forth in Government Code 913 and shall be provided in the manner specified in Government Code 915.4. (Government Code 913)

Registry of Public Agencies

CSBA NOTE: Government Code 53051 requires public agencies, such as school districts, to register the information specified below, including the names of all Board members, with the Secretary of State and County Clerk. In *Hovd v. Haward Unified School District*, the appellate court held that if the information required to be registered to the Secretary of State and County Clerk is not on file or is not accurate, then a claimant may still state a claim even if the time limit for presenting a claim has expired.

Pursuant to Government Code 960.2 and 960.3, if the information is not on file or is not accurate, the court may allow a person to serve a claim on the district by mailing or personally delivering process to the Secretary of State's office. Additionally, pursuant to Government Code 946.4, if the information is not on file or is not accurate, then if a plaintiff fails to present a claim to the district before filing suit, this will not constitute a defense for the district. Thus, it is imperative that all required information be current and accurate.

Within 10 days of any change in the full, legal name of the district, the mailing address of the Board, or the names, titles, and addresses of the Board president, the Board clerk or secretary, or other Board members, the Superintendent or designee shall file the updated information with the Secretary of State and the County Clerk. (Government Code 53051)

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Board Policy Manual
Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Business and Noninstructional Operations
Policy 3515.5: Sex Offender Notification

CSBA NOTE: Penal Code 290.45 specifies that when a law enforcement agency reasonably suspects that children may be at risk from a registered sex offender, the agency may notify educational institutions. However, the law does not stipulate procedures for districts to follow when so notified. Penal Code 290.45 also provides that any person who receives such sex offender information from a law enforcement agency may only disclose that information in the manner and to the extent authorized by the law enforcement agency. Districts should act reasonably and responsibly if the information is received and should collaborate with local law enforcement in order to determine the most responsible means of communication; see the accompanying administrative regulation. Because school personnel are not equipped to assess the relative danger of offenders, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when developing their planned response to the receipt of sex offender information.

In order to protect students while they are traveling to and from school, or attending school or a school-related activity, the ~~Governing Board of Education~~ believes it is important that the district respond appropriately when a law enforcement agency notifies the district about registered sex offenders who may reside or work within district boundaries.

The Superintendent or designee shall establish an ongoing relationship with law enforcement officials to coordinate the receipt and dissemination of such information. To the extent authorized by law, the Superintendent or designee also shall establish procedures for notifying appropriate staff as necessary.

CSBA NOTE: Penal Code 290.45 grants the district and its employees immunity from civil liability for the good faith dissemination of any sex offender information received from a law enforcement agency, as long as the dissemination is in the manner and to the extent authorized by the law enforcement agency.

Any district employee to whom sex offender information is disclosed by a law enforcement entity shall disclose the information only when authorized by the law enforcement entity and in the manner authorized.

CSBA NOTE: Pursuant to Penal Code 290.46 ("Megan's Law") information about certain sex offenders, including their home addresses, is available to the public via the Internet. The district may choose to include notice regarding the availability of this information in its annual parent/guardian notification. The following paragraph is optional and may be revised to reflect district practice.

The Superintendent or designee ~~shall~~may annually notify parents/guardians ~~in writing~~ of the availability of information about registered sex offenders on the Department of Justice's ~~Internet~~Megan's Law website.

Role of District Police/Security Department

CSBA NOTE: The following optional section is for use by districts with district police/security departments. Penal Code 290.45 provides that a school district police/security department may be a "designated law enforcement agency" for purposes of receiving information from the Department of Justice about registered sex offenders. As a "designated law enforcement agency," the school district police/security department may make the determination to release information about sex offenders to the school community, such as parents/guardians of students attending the school and other persons regularly present at the school site including students, employees, or volunteers.

In accordance with law, Board policy and administrative regulation, the district police/security department may disseminate information about registered sex offenders to the school community. The district police/security department shall consult with local law enforcement and the Superintendent or designee prior to any such dissemination.

When a registered sex offender's email address or username used for instant messaging or social networking or other internet identifier, as defined in Penal Code 290.024, is submitted to the district police/security department, such information shall only be used by the department or released to another law enforcement entity for the purpose of investigating a sex-related crime, a kidnapping, or human trafficking. No other disclosure shall be made or authorized by the department, except as required by a court order. (Penal Code 290.45)

The district police/security department shall maintain records of the means and dates of dissemination for five years. (Penal Code 290.45)

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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Business and Noninstructional Operations

Policy 3540: Transportation

CSBA NOTE: Pursuant to Education Code 39800, the Governing Board may provide transportation for students to and from school whenever such transportation is advisable and good reasons exist to provide these services. The following optional policy is for use by districts that choose to provide transportation services through their own transportation system, contracting out, or other methods, and should be revised to reflect district practice.

The Governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, including expanded learning opportunities programs, promote regular attendance, and reduce tardiness. In determining the extent to which the district will provide transportation services, the Board shall weigh student and community needs against the cost of providing such services.

CSBA NOTE: A district is authorized to provide transportation services in an economical and efficient way, as long as the arrangement complies with law. For example, Education Code 39800.1 permits partnering with a municipally-owned transit system, in order to provide transportation services to middle and high school students.

The Superintendent or designee shall recommend to the Board economical, environmentally sustainable, and appropriate means of providing transportation services. The district's transportation services may be provided by means of a joint powers agreement, a cooperative student transportation program, or a consortium, as permitted by law.

No student shall be required to be transported for any reason without the written permission of the student's parent/guardian, except in emergency situations involving illness or injury to the student pursuant to Education Code 35350 or the evacuation of students as necessary for their safety.

Transportation Plan

CSBA NOTE: The following section may be revised to reflect district practice. Education Code 39800.1 requires, as a condition of apportionment, a district to adopt a transportation plan in consultation with classified staff, teachers, school administrators, and other stakeholders, and to update the plan annually by April 1. The plan is required to include descriptions of the transportation services to be provided to certain student groups as specified below.

The Superintendent or designee shall develop a transportation plan in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents/guardians, students, and other stakeholders. (Education Code 39800.1)

The transportation plan shall be presented to and adopted by the Board at an open meeting, with the opportunity for in-person and remote public comment, and shall be updated annually by April 1. (Education Code 39800.1)

The transportation plan shall include descriptions of the following: (Education Code 39800.1)

1. The transportation services offered to students
~~How~~
2. The prioritization of transportation services ~~will be prioritized~~ for low-income students, and students in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive

2.

3. The transportation services accessible to students with disabilities and homeless children and youth, as defined pursuant to the federal McKinney-Vento Homeless Assistance Act (42 USC 11301)

How

4. The manner in which unduplicated students, as defined in Education Code 42238.02, will be able to access available home-to-school transportation at no cost

Transportation Contracts

CSBA NOTE: The following paragraph may be revised to reflect district practice. Pursuant to Education Code 39800 and 39802, the district may use one or more means to provide transportation, as indicated below. For example, the district may use school buses for its regular home-to-school program and contract with private parties to provide transportation for field trips.

The Board may purchase, rent, or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties including the parent/guardian of the student being transported; and/or contract with the County Superintendent of Schools to provide necessary transportation services. (Education Code 35330, 39800, 39801)

In contracting for transportation services, the district shall comply with all applicable laws related to bids and contracts. (Education Code 39802-~~3~~39803)

CSBA NOTE: Pursuant to Education Code 39879, as added by SB 88 (Ch. 30, Statutes of 2023), the district is required to obtain written attestations from any private entity with which it contracts to provide student transportation.

Prior to contracting with a private entity for student transportation services, the district shall obtain written attestations from the entity that: (Education Code 39879)

1. The entity does not have any applicable law violations at the time of applying for the contract
2. The entity will maintain compliance with applicable laws for the duration of the contract
3. Under the contract, only drivers who meet the requirements specified in Education Code 39877 will work
4. The entity has on file all the reports and documents required pursuant to Education Code 39877 for the duration of the contract, including, but not limited to, updated, revised, or modified reports and documents, and that the reports and documents shall be available for inspection by the district

Any vehicle used to provide student transportation for compensation shall meet both of the following requirements: (Education Code 39879)

1. Be inspected every 12 months, or every 50,000 miles, whichever comes first, at a facility licensed by the Bureau of Automotive Repair to ensure that the vehicle passes a 19-point vehicle inspection, as adopted by the Public Utilities Commission and as specified in D.13-09-045, before allowing the vehicle to be driven, except for vehicles which are already subject to a statutory inspection program
2. Be equipped with a first aid kit and a fire extinguisher

Expenses and Fees

CSBA NOTE: The following paragraph is optional. If a district that has been providing transportation decides instead to have alternative transportation provided through an outside company or volunteers, this action may constitute "contracting out" and be subject to negotiation pursuant to the Educational Employment Relations Act (Government Code 3540-3549.3).

In lieu of providing transportation in whole or in part, the district may pay the student's parents/guardians either their actual and necessary expenses in transporting the student or the cost of the student's food and lodging at a place convenient to the school. In either case, the amount of the payment shall not exceed the cost that would be incurred by the district to provide for the transportation of the student to and from school. (Education Code 39806- 39807)

CSBA NOTE: The following optional paragraph is for use by districts that choose to require parents/guardians of transported students to pay a portion of the cost of transportation as authorized by Education Code 39807.5. Pursuant to Education Code 39807.5, the district is required to waive the fee for a student with a disability who meets the requirements set forth in Education Code 56026, and an unduplicated student, as defined in Education Code 42238.02, which includes a student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth. See BP/AR 3250 - Transportation Fees.

The Board may charge a transportation fee to parents/guardians of transported students in accordance with Education Code 39807.5 and ~~BP/AR~~Board Policy/Administrative Regulation 3250 - Transportation Fees.

Safety and Monitoring

The Superintendent or designee shall develop procedures to promote safety for students traveling on school buses.

CSBA NOTE: The following optional paragraph is for use by districts that maintain their own transportation system and may be revised to reflect district practice. Pursuant to Penal Code 637.7, the district is authorized, as the registered owner of the school bus, to use electronic tracking systems to determine the location or movement of the vehicle.

In addition to using a global positioning system (GPS) to locate a bus in an emergency or to track delays, the district may choose to authorize parents/guardians to access the location data so that they may determine when their child has been picked up or dropped off at a bus stop.

Additionally, Vehicle Code 4854 permits the use of devices approved by the Department of Motor Vehicles as an alternative to conventional license plates, stickers, tabs, and cards when specified requirements are met. However, pursuant to Vehicle Code 4854, such alternative devices may not be used to monitor an employee except during work hours and if strictly necessary for the performance of the employee's duties. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when considering the use of vehicle location technology to monitor employees.

The district may install a global positioning system (GPS) on school buses and/or student activity buses in order to enhance student safety and provide real-time location data to district and school administrators, and parents/guardians.

~~The Superintendent or designee shall ensure the qualifications of bus drivers and related staff employed by the district, provide for the maintenance and operation of district-owned school buses and other equipment, and ensure adequate facilities for equipment storage and maintenance.~~

CSBA NOTE: The following optional paragraph is for use by districts that maintain their own transportation system. A driver who provides transportation to students shall meet the requirements specified in Education Code 39877 and 39878, as added by SB 88.

The Superintendent or designee shall ensure the qualifications of bus drivers, in accordance with Administrative Regulation 3542 - School Bus Drivers, and related staff employed by the district; provide for the maintenance and operation of district-owned school buses and other equipment; and ensure adequate facilities for equipment storage and maintenance.

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Board Policy Manual
Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Business and Noninstructional Operations

Policy 3540.12: Vehicle Use Policy

The Sierra County Office of Education (County) and Sierra-Plumas Joint Unified School District (District) are responsible for the safety and welfare of its students at any time they are on County/District premises or in the custody of County/District employees. The County/District is also responsible for the safety of employees while on duty or on County/District business.

In order to meet the County/District's responsibility for its students' and employees' safety, and to minimize the district's legal and financial responsibility for violations of law by its employees in the course of their duties and/or for any harm to students and employees, it is the policy of this Board that no employee shall at any time be authorized to, or on his/her own without authorization, operate a district vehicle or his/her personal automobile for any work-related purpose without being properly licensed and complying with California vehicle registration and insurance laws.

Only employees designated by the County/District Superintendent shall be authorized to transport students.

Any violation of this policy shall be subject to discipline up to, and including, termination from employment with the district.

The County/District Superintendent or designee shall develop administrative regulations to ensure countywide/districtwide implementation of this policy.

All County/District employees shall be furnished with a copy of this policy.

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