

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

June 25, 2024
5:00pm Closed Session
5:30pm 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/83984759768>

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

Webinar ID: 839 8475 9768

Board Members:

Area 1: Patty Hall (Clerk) – phall@spjUSD.org

Area 2: Ryhnie Hollitz – rhollitz@spjUSD.org

Area 3: Christina Potter (Vice President) – cpotter@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.sierracountyofficeofeducation.org> (Government Code 54957.5).

A. CALL TO ORDER

Please be advised that this meeting will be recorded.

B. ROLL CALL

C. APPROVAL OF AGENDA

D. 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)

E. RETURN TO OPEN SESSION and ADJOURN FOR BREAK

F. 5:30PM – RECONVENE

G. FLAG SALUTE

H. REPORT OUT FROM CLOSED SESSION

I. INFORMATION ITEMS

1. Superintendent Reports

COUNTY—SCOE

a. SCOE Personnel Items:

1. Assignment of Megan Meschery, Director of Student Improvement, 1.0 FTE, effective July 1, 2024

DISTRICT—SPJUSD

b. Administrator Evaluations/Work Year Calendars

2. Business Report

- a. Tenth Month SPJUSD Enrollments for the 2023-2024 School Year**

3. Staff Reports

- a. SCOE
- b. SPJUSD

4. SPTA Report

5. Committee/Board Member Reports

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

J. CONSENT CALENDAR

1. Approval of minutes for the Regular Joint Meeting held June 11, 2024**
2. Approval of the Agricultural Career Technical Incentive Grant application for 2024-2025**
3. Approval of the following SPJUSD personnel items:
 - a. Resignation for Megan Meschery, Site Administrator, Loyalton High School, 1.0 FTE, effective June 30, 2024
 - b. Authorization to fill Site Administrator, Loyalton High School, 1.0 FTE
 - c. Resignation for Brian Devlin, Plant Maintenance, Loyalton, 1.0 FTE, effective June 30, 2024
 - d. Authorization to fill Plant Maintenance, Loyalton, 1.0 FTE
 - e. Rescind assignment of Ryan Branche, Spanish Teacher, Loyalton High School, 1.0 FTE
 - f. Assignment of Chris Schaffnit, English Teacher, Loyalton High School, 1.0 FTE, effective August 19, 2024

K. ACTION ITEMS

1. New Business

COUNTY & DISTRICT—SCOE & SPJUSD

- a. Adoption of the 2024-2025 SCOE/SPJUSD Local Control and Accountability Plan**
- b. Adoption of the 2024-2025 Budgets and the Criteria and Standards Reports
 1. SCOE^^
 2. SPJUSD^^
- c. Approval of the Expulsion Plan triennial review and updates**
- d. Adoption of Dashboard Local Indicators
 1. SCOE**
 2. SPJUSD**
- c. Letter to CSBA opposing AB 1955**

DISTRICT—SPJUSD

- f. Adoption of Resolution 24-016D, Spanish Curriculum Adoption for Grades 9th through 12th**
- g. Approval of quote from Vista Higher Learning for Senderos 2023 Spanish Curriculum**
- h. Approval of agreement with TinyEYE for counseling services for the 2024-2025 School Year, Contract No. 2025-002D**
- i. Approval of quote for FuelEducation**
- j. Approval of quote for UC Scout**
- k. Review and award bids for the following:
 - 1. American Range Quality Cooking Equipment**
 - 2. Apple MacBook 2015**
 - 3. Apple MacBook 2018**
- l. Approval of Workplace Violence Prevention Plan**
- m. Approval of new Employment Agreement for District Superintendent, Contract No. 2025-003D**

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."

- n. 0450—Comprehensive Safety Plan**
- o. 0470—COVID-19 Mitigation Plan—DELETE
- p. 3516—Emergencies and Disaster Preparedness Plan**
- q. 3550—Food Service/Child Nutrition Program**
- r. 3551—Food Service Operations/Cafeteria Fund**
- s. 3553—Free and Reduced Price Meals**


Annual Review 2024


- t. 5116.1—Intradistrict Open Enrollment**
- u. 6145—Extracurricular and Cocurricular Activities**

L. ADVANCED PLANNING

- 1. The next Regular Joint Board Meeting will be held on July 30, 2024, at Sierra County Office of Education, Room 4, 109 Beckwith Rd, Loyalton CA 96118 at 6:00pm. If needed, Closed Session may be held before the Regular session beginning at 5:00pm. Zoom videoconferencing will be available for the public.
- 2. Suggested Agenda Items

M. 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

Vacant, Director of Business Services/CBO

Office: 530-993-1660 x0

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

ENROLLMENT BY SCHOOL MONTH - 2023-2024

****As of 06/12/2024**

	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 2022-2023	23	190	9	57	11	95	9	included in site #	394
1st Day 2023-2024	31	190	11	40	10	112	4	included in site #	398

	Month									
September	1	28	190	11	40	10	114	4	included in site #	397
08/23/23-09/15/23										
October	2	29	194	10	40	10	115	6	included in site #	404
09/18/23-10/13/23										
November	3	29	192	10	41	10	115	6	included in site #	403
10/16/23-11/09/23										
December	4	29	195	10	41	10	115	6	included in site #	406
11/13/23-12/08/23										
January	5	30	193	10	41	13	116	6	included in site #	409
12/11/23-01/19/24										
February	6	26	194	10	41	14	115	6	included in site #	406
01/22/24-02/16/24										
March	7	27	193	10	41	14	114	6	included in site #	405
02/20/24-03/15/24										
April	8	27	193	10	41	13	114	6	included in site #	404
03/18/24-04/19/24										
May	9	27	193	10	41	12	114	6	included in site #	403
04/22/24-05/17/24										
June	10	27	193	10	41	11	114	6	included in site #	402
05/20/24-06/07/24										

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

Long-Term ISP	
DES	0
LES	0
DHS	0
LHS	6

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

F. RETURN TO OPEN SESSION and ADJOURN FOR BREAK

G. 6:00PM – RECONVENE at 6:05pm

H. FLAG SALUTE

I. REPORT OUT FROM CLOSED SESSION

POTTER: All items were for discussion only. No action was taken.

J. BOARD ORGANIZATION

1. Candidate Interviews for the Board Trustee vacancy for Area #2
 - a. Rhynie Hollitz
 - b. Laura Cueto
2. Discussion and Public Input
3. Appointment to fill vacancy
JAQUEZ motioned to appoint Rhynie Hollitz. Second by POTTER.
4/0
4. The District Superintendent shall give the Oath of Office to the newly appointed Trustee
5. The President shall call for the election of the Vice President for 2024
HALL nominated POTTER for Vice President. Second by HOLLITZ.
5/0
POTTER nominated HALL for Clerk. Second by JAQUEZ.
5/0

K. INFORMATION ITEMS

1. Superintendent Reports

COUNTY—SCOE

- a. School Attendance Review Board (SARB) 2023-2024 Annual Report
BERARDI: Only four Student Hearing referrals this year.
- b. Superintendent Advisory Council update
BERARDI: Currently advocating for changes to the push for electric busses. Not beneficial or realistic for all districts in California. Other issues of focus include staff recruiting, retention and housing.
- c. Children and Youth Behavioral Health Initiative (CYBHI) MOU with Sacramento COE
BERARDI: New grant for approximately \$250K through Sacramento COE. Will enter a Consortium with Plumas COE. More help for kids and families.
- d. ATT Grant – extension of funds for Sierra County Schools for Adults
BERARDI: SCOE is a pass-through for these funds for SCSA.
- e. Director of Student Improvement update
BERARDI: Interviews being held tomorrow morning.
- f. SCOE Personnel Items:
 1. Resignation for Taya Hernandez, Instructional Aide, Loyalton Elementary school, .33 FTE (2 hours/day), effective June 7, 2024
 2. Resignation for Andrea White (Ceresola), Site Administrator, Loyalton Elementary School, 1.0 FTE, effective June 30, 2024

DISTRICT—SPJUSD

- g. FEMA/CalOES
SNIDER: No big updates since last meeting, but we've continued to meet weekly. Tomorrow may be the final meeting to discuss a cost sharing

agreement. Hoping for FEMA and insurance to contribute a significant amount, and then the district will cover the remainder.

h. LHS Softball Field

SNIDER: Not enough girls to have a team this year, but still working on this for future years. Received drawings in the mail that show the location. Intend to hold community meetings to get public input due to the impact it would have on little league parking.

2. Business Report

a. Account Object Summary-Balance from 07/01/2023 to 05/31/2024

1. SCOE

2. SPJUSD

b. Ninth Month SPJUSD Enrollments for the 2023-2024 School Year

c. Most recent Inter-District Attendance Agreements approved

3. Staff Reports

a. SCOE

SELPA—BETHKE: Extended School Year started with a good turnout at both sites.

*ADULT ED—JACKSON: ***BERARDI/SNIDER: Parking lot is paved and remaining kitchen equipment coming in this week. Expecting the new building to be ready to go by end of this month.*

b. SPJUSD

LES—WHITE (CERESOLA): It was a hard decision for me to leave, but I'm excited for my next position. Will be on committee to help hire replacement. Busy last week of activities. Some carpet replacements and playground work over the summer.

LHS—MESCHERY: Busy end of year! Graduation went really well. Spending the summer getting facilities ready for next school year including some carpet replacements and food service. Working through adoption process for Spanish curriculum. New curriculum expected in the fall.

DES & DHS—BERARDI: Whirlwind of activity at the end of the year.

Graduation took place on Saturday. Celebrated Steve Fillo teaching 50 years.

FFA—GRIFFIN: Tier 1 certifications through State of CA – 1 student in Ag Chemistry, 9 students in Floral, 5 students in Ag Mechanics. Graduation was amazing. Rolling into fair season over the summer. Ag Incentive Grant ready for next meeting.

4. SPTA Report

PRESIDENT—PETTERSON: SPTA and the district office met again the last week for negotiations. We will meet again when school resumes. Thank you to Annie Ceresola for your hard work and dedication. We wish you the best! Welcome to the new Board Member.

5. Committee/Board Member Reports

CHAMPION:

--Budget Committee—SNIDER and I met with Shannon and Terri last week and identified some areas that we'll discuss further next time.

--CSBA is asking COE board members to sign a letter to oppose AB 1955. This is regarding LGBTQ pupils and regulations to prohibit staff from sharing information about students with their parents, undermining local control.

BERADI: Make this an action item at the next meeting on June 25th so you can formally discuss it and vote on it as a board.

POTTER: Welcome, Rhynie, to the board. Attended the Senior Banquet in Loyalton and graduation. Thank you to Annie Ceresola for all your work.

HALL: Sad to see Annie Ceresola go, but understand why. The party for Steve Fillo was great. Downieville graduation was fun. Welcome, Rhynie.

6. Public Comment

None

L. CONSENT CALENDAR

1. Approval of minutes for the Regular Joint Meeting held May 14, 2024
2. Approval of Board Report-Checks Dated 05/01/2024 through 05/31/2024
 - a. SCOE
 - b. SPJUSD
3. Authorization to submit 2024-2025 Consolidated Applications
 - a. SCOE
 - b. SPJUSD
4. Adoption of Resolution 24-015D, Ordering Election, Requesting County Elections to Conduct the Election, Requesting Consolidation of the Election, and Specifications of the Election Order
5. Approval to surplus E-Waste for SCOE and SPJUSD
6. Approval of the following SPJUSD personnel items:
 - a. Resignation for Amy Mason, Teacher, Loyalton Elementary School, 1.0 FTE, effective June 7, 2024
 - b. Resignation for Allie Davis, Teacher, Loyalton Elementary School, 1.0 FTE, effective June 7, 2024
 - c. Authorization to fill Teacher, Loyalton Elementary School, 1.0 FTE
 - d. Resignation for Taya Hernandez, Instructional Aide, Loyalton Elementary school, .63 FTE (3.75 hours/day), effective June 7, 2024
 - e. Assignment of the following:
 1. Ryan Branche, Spanish Teacher, Loyalton High School, 1.0 FTE, effective August 19, 2024
 2. Margaret Binkley, ELA/Social Studies Teacher, Loyalton High School, 1.0 FTE, effective August 19, 2024
 3. Annie Tipton, Loyalton Elementary School, 1.0 FTE, effective August 19, 2024
 4. Faith Edwards, 2024-2025 Athletic Director, Downieville Schools
 5. Eric Petterson, 2024-2025 Boys Baseball Coach, Loyalton High School
 6. Robin Bolle, 2024-2025 WASC Lead, Downieville Schools
 7. Cali Griffin, 2024-2025 Teacher-In-Charge, Loyalton High School
 8. Katrina Bosworth and Faith Edwards (split), 2024-2025 Teacher-In-Charge, Downieville Schools
 9. Faith Edwards, 2024-2025 SST Site Facilitator, Downieville Schools
 10. Faith Edwards, 2024-2025 Advisor Friday Night Live Kids, Downieville K-6

11. Robin Bolle, 2024-2025 Advisor Associated Student Body, Downieville High School

POTTER/HALL

5/0

M. ACTION ITEMS

1. New Business

COUNTY & DISTRICT—SCOE & SPJUSD

PUBLIC HEARING – SCOE/SPJUSD Local Control and Accountability Plan

- a. Public Hearing *opened at 7:30pm* to receive public comment on the 2024-2025 LCAP. *Closed at 7:32pm with no comment.*
- b. Presentation of the SCOE/SPJUSD 2024-2025 Local Control and Accountability Plan (LCAP)
Presented by SNIDER.

PUBLIC HEARING – SCOE and SPJUSD Budgets

- c. Public Hearing *opened at 7:53pm* to receive public comment on the 2024-2025 SCOE and SPJUSD Budgets. *Terri Ryland presented the overview of the 2024-25 budgets. Hearing closed at 8:41pm with no comment.*
- d. Presentation of the 2024-2025 Budgets
 - 1. SCOE
 - 2. SPJUSD

PUBLIC HEARING – SCOE and SPJUSD Proposition 30, Education Protection Account

- e. Public Hearing *opened at 8:42pm* to receive public comment on the use of Proposition 30 Funding for 2024-2025. *Closed at 8:43pm with no comment.*

COUNTY—SCOE

PUBLIC HEARING – SELPA

- f. Public Hearing *opened at 8:44pm* to receive public comment on the 2024-2025 SCOE SELPA Annual Budget and Service Plan. *Overview by BETHKE. Hearing closed at 8:51pm with no comment.*
- g. Adoption of the 2024-2025 SCOE SELPA Annual Budget and Service Plan
HALL/POTTER
5/0

DISTRICT—SPJUSD

- h. North State Together/Sierra Strong stipend contracts
HALL/POTTER
5/0
- i. Quotes for carpet replacement in Downieville
JAQUEZ motioned to approve the quote for Town & Country. Second by HALL.
5/0

N. ADVANCED PLANNING

- 1. The next Regular Joint Board Meeting will be held on June 25, 2024, at Sierra County Office of Education, Room 4, 109 Beckwith Rd, Loyalton CA 96118 at 5:00pm. If needed, Closed Session may be held before or after the Regular session. Zoom videoconferencing will be available for the public.
- 2. Suggested Agenda Items
--CSBA letter to oppose AB 1955

O. ADJOURN

CHAMPION adjourned the meeting at 8:57pm.

James Berardi,
County Superintendent

Sean Snider,
District Superintendent

Patty Hall, Clerk

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

DATE: June 11, 2024

CLOSED SESSION BEGAN AT: 5:01 P.M.

BOARD MEMBERS PRESENT:

☒ Patty Hall ☐ VACANT ☒ Christina Potter ☒ Kelly Champion ☒ Richard Jaquez

OTHERS PRESENT:

- ☒ James Berardi, County Superintendent
☒ Sean Snider, District Superintendent
☐ Terri Ryland, Ryland School Business Consulting, Interim CBO
☐ Carol Wieckowski, Evans, Wieckowski, Ward & Scofield 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 _____ VACANT _____ POTTER _____ CHAMPION _____ JAQUEZ _____

☐ A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:

HALL _____ VACANT _____ POTTER _____ CHAMPION _____ JAQUEZ _____

Item #2—Government Code 54957.6

CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator(s) for the Board:

James Berardi, County Superintendent
Sean Snider, District Superintendent

Employee Organizations:

Unrepresented Employees:

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

RESULT:

☐ DIRECTION WAS GIVEN TO SUPERINTENDENT

☒ THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.

☐ A ROLL CALL VOTE WAS TAKEN:

HALL _____ VACANT _____ POTTER _____ CHAMPION _____ JAQUEZ _____

☐ A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:

HALL _____ VACANT _____ POTTER _____ CHAMPION _____ JAQUEZ _____

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

Item #3—Government Code 54957

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 _____ VACANT _____ POTTER _____ CHAMPION _____ JAQUEZ _____

☐ A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:

HALL _____ VACANT _____ POTTER _____ CHAMPION _____ JAQUEZ _____

II. ENDED CLOSED SESSION AT 5:48 P.M. AND RETURN TO OPEN SESSION

PRESIDED BY:

Kelly Champion
Kelly Champion, PRESIDENT

RECORDED BY:

Christina Potter
Christina Potter, CLERK

Application for Funding

Agricultural Career Technical Education Incentive Grant Program Year 2024–25

Project Duration: July 1, 2024, to June 30, 2025

School Site: Loyalton High School

District: Sierra Plumas Joint Unified

Certification:

I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Sean Snider
Signature of Authorized Agent

Superintendent
Authorized Agent Title

[Signature]
Signature of Agriculture Teacher
Responsible for Program

[Signature]
Signature of Principal

Agriculture Teacher Summer Contact Cell Number: (530) 320-1149

Local Educational Agency (LEA) Board Approval Date: June 25, 2024

Printed Name of Agriculture Teachers:

Caroline Griffin

PART A – Base Level Funding

In order to qualify for the Agriculture Education Incentive Grant an LEA must meet all the following criteria or provide a Variance approved by the Regional Supervisor for each criterion not met. All evidence must be included with the original application submitted to the Regional Supervisor.

Note: Stand-alone middle school programs will only be required to complete Part A.

- ☒ 1. Properly Credentialed Teachers:
Log onto the California Commission on Teacher Credentialing (CTC) and provide printout of credentials or provide a copy of current credentials.
- ☒ 2. Professional Development:
Provide printout from teacher journal in Agriculture Experience Tracker (AET) verifying professional development activities.
- ☒ 3. Course Sequence:
Provide documents/evidence of at least one three-year course sequence.
- ☒ 4. Grading of Future Farmers of America (FFA) and Supervised Agricultural Experience Participation (SAE):
Provide a copy of course syllabus identifying grading of FFA and SAE.
- ☒ 5. Alternative Credits:
Submit description of at least one course meeting A-G, Dual Enrollment, Articulation, etc.
- ☒ 6. Future Farmers of America Constitution and By-Laws:
Provide a copy of the current Chapter Constitution and Bylaws with the election of officers highlighted.
- ☒ 7. Future Farmers of America Meetings:
Use meeting manager in AET or provide minutes for a minimum of six chapter meetings.
- ☒ 8. Agriculture Advisory Committee:
Provide meeting minutes for two Agriculture Advisory Committee meetings.

Checking all the required criteria as being met qualifies the LEA for Part A funding. Verification of meeting each criterion must be provided to the Regional Supervisor.

PART A – Base Level Funding (Continued)

Qualified Program (\$4,500) to each site		\$ 4,500
Number of Agriculture Teachers teaching at least one approved agriculture course?	1	
Teacher based funding (Number of teachers x \$500)		\$ 500.00
Number of Students as identified on the 2023-24 FFA Membership roster?	\$ 55	
Student based funding (Number of students x \$10)		\$ 550.00
Class size funding A (number of teachers meeting level A in all classes – 29-31 in classroom/23-25 in shop classes)		
Class size A funding (Number of teachers meeting level A class size x \$1,000)		\$ 0.00
Class size funding B (number of teachers meeting level B in all classes – 28 in classroom/22 in shop classes)	\$ 1	
Class size B funding (Number of teachers meeting level B class size x \$2,000)		\$ 2,000.00
Total Part A Funding:	\$ 7,550.00	

PART B – Additional Funding

LEA's may qualify for additional funding based on their ability to meet specific classroom, leadership, and experiential learning (SAE) criteria. It is not necessary for a program to meet all criteria in each category to be eligible to receive additional funding. Verification of meeting criteria will be taken from entries in the AET. The AET report will be developed based on data as of June 30th. Funding in each section will be based on the number of points accumulated in that section. This report will be used to complete Part B and will be included as part of the application.

Based on the 2023-24 Agricultural Education Incentive Grant Report, and points accumulated, the LEA may qualify for base level funding through the classroom section, leadership section, and experiential learning (SAE) section.

An LEA shall qualify for Part B funding in each section if they meet the predetermined base level. Bonus funding is earned if a program exceeds the predetermined base level by twenty percent (20%). LEA's meeting the base level shall receive \$2,250 plus \$250 per qualified teacher. LEA's meeting the bonus level shall receive an additional \$2,250 plus an additional \$250 per qualified teacher.

Note: An LEA may qualify for Level A, Level B, or no funding in each section but shall not qualify for both funding levels in a section. Example: The LEA qualifies for Level A funding in the Classroom Section, Level B in the Leadership Section and no funding in the SAE section.

PART B – Additional Funding (Continued)

Classroom Section

Points Earned as Identified in the AET Report	1,218	
Level A Funding: (number of teachers x \$250) + \$2,250		
Level B Funding: (number of teachers x \$500) + \$4,500		\$ 5,000.00
Total Classroom Section Funding		\$ 5,000.00

Leadership Section

Points Earned as Identified in the AET Report	921	
Level A Funding: (number of teachers x \$250) + \$2,250		
Level B Funding: (number of teachers x \$500) + \$4,500		\$ 5,000.00
Total Leadership Section Funding		\$ 5,000.00

Experiential Learning SAE Section

Points Earned as Identified in the AET Report	2,004	
Level A Funding: (number of teachers x \$250) + \$2,250		
Level B Funding: (number of teachers x \$500) + \$4,500		\$ 5,000.00
Total Experiential Learning SAE Section		\$ 5,000.00
Total Part B Funding:	\$ 15,000.00	

Part C – Program Funding

LEAs may qualify for additional funding based on their ability to meet specific program criteria. To qualify for Program Funding, a program must show evidence of meeting all criteria identified. Evidence must be submitted at the time the original application is submitted to the Region Supervisor.

Part C – Program Funding (Continued)

To qualify for Part C Program Funding, a site must show evidence of meeting the following. If any item is not met, the program is not eligible to apply for Part C funding.

- ☒ Each teacher (50 percent of their teaching load in agriculture) must have participated in eight approved professional development activities.
- ☒ Agenda and Minutes for three Agriculture Education Advisory Committee meetings.
- ☒ Each teacher (50 percent of their teaching load in agriculture) must have an extended contract and/or a project supervision period. The project supervision period must be in addition to the provided prep period.

If a program has met the three required criteria, they are eligible for funding and must complete the following Sections.

Section A – Earn one point for each criterion met.

- ☒ Held an FFA Officer team retreat or other planning activity prior to the start of school and continued to hold meetings during the year to plan FFA activities.
- ☒ In addition to the Agricultural Education Advisory Committee, the program has an Agriculture Boosters Club and/or an FFA Alumni Chapter.
- ☐ Program hosted a Student Teacher.

Total Points Section A: 2
(3 Points Possible)

Section B – Earn points based on AET California Ag CTE Incentive Grant Application Report. Points Earned as Identified in the AET Report for D–Program: 251

Total Points Section B: 252.70
(Section A + Section B Points)

Level A Funding: (\$5,000)

Level B Funding: (\$7,500) \$ 7,500.00

Total Part C Funding: \$ 7,500.00

Part A Base Level Funding: \$ 7,550.00

Part B Additional Funding: \$ 15,000.00

Part C Program Funding: \$ 7,500.00

Grand Total Funding: \$ 30,050.00

Budget Report

Agricultural Career Technical Education Incentive Grant

Due Date: Budget Report is due in Regional Supervisor's Office by July 15.

Funding Year: 2024-2025

School Site: Loyalton High School

District: Sierra-Plumas Joint Unified School District

Sean Snider Digitally signed by Sean Snider
Date: 2024.06.19 14:16:18 -07'00'

Electronic Signature of Person Preparing Report

Electronic Signature of Agriculture Teacher
Responsible for Program

Budget Category 4000: Books and Supplies

Item	Budget (Column A)	Budget Match (Column B)
ICEV-curriculum, Bio Books, Certifications	\$ 4,000.00	\$ 4,000.00
Total 4000	\$ 4,000.00	\$ 4,000.00

Budget Category 5000: Services and Operating Expenses, Travel, Conferences, Rentals, etc.*

*Each Line Item in Object Code 5000 must be matched.

Item	Budget (Column A)	Budget Match (Column B)
Travel & Conferences	\$ 7,000.00	\$ 7,000.00
Propane	\$ 2,000.00	\$ 2,000.00
Other operating expences	\$ 4,000.00	\$ 4,000.00
Total 5000	\$ 13,000.00	\$ 13,000.00

Budget Category 6000: Capital Outlay*

*Each Line Item in Object Code 6000 must be matched.

Item	Budget (Column A)	Budget Match (Column B)
Supplies for Corral	\$ 8,000.00	\$ 8,000.00
Seeder for tractor	\$ 4,000.00	\$ 4,000.00
Post hole digger	\$ 1,050.00	\$ 1,050.00
Total 6000	\$ 13,050.00	\$ 13,050.00

Grand Totals: \$ 30,050.00 \$ 30,050.00



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sierra–Plumas Joint Unified School District / Sierra County Office of Education

CDS Code: 46-70177/46-10462

School Year: 2024-25

LEA contact information:

Sean Snider

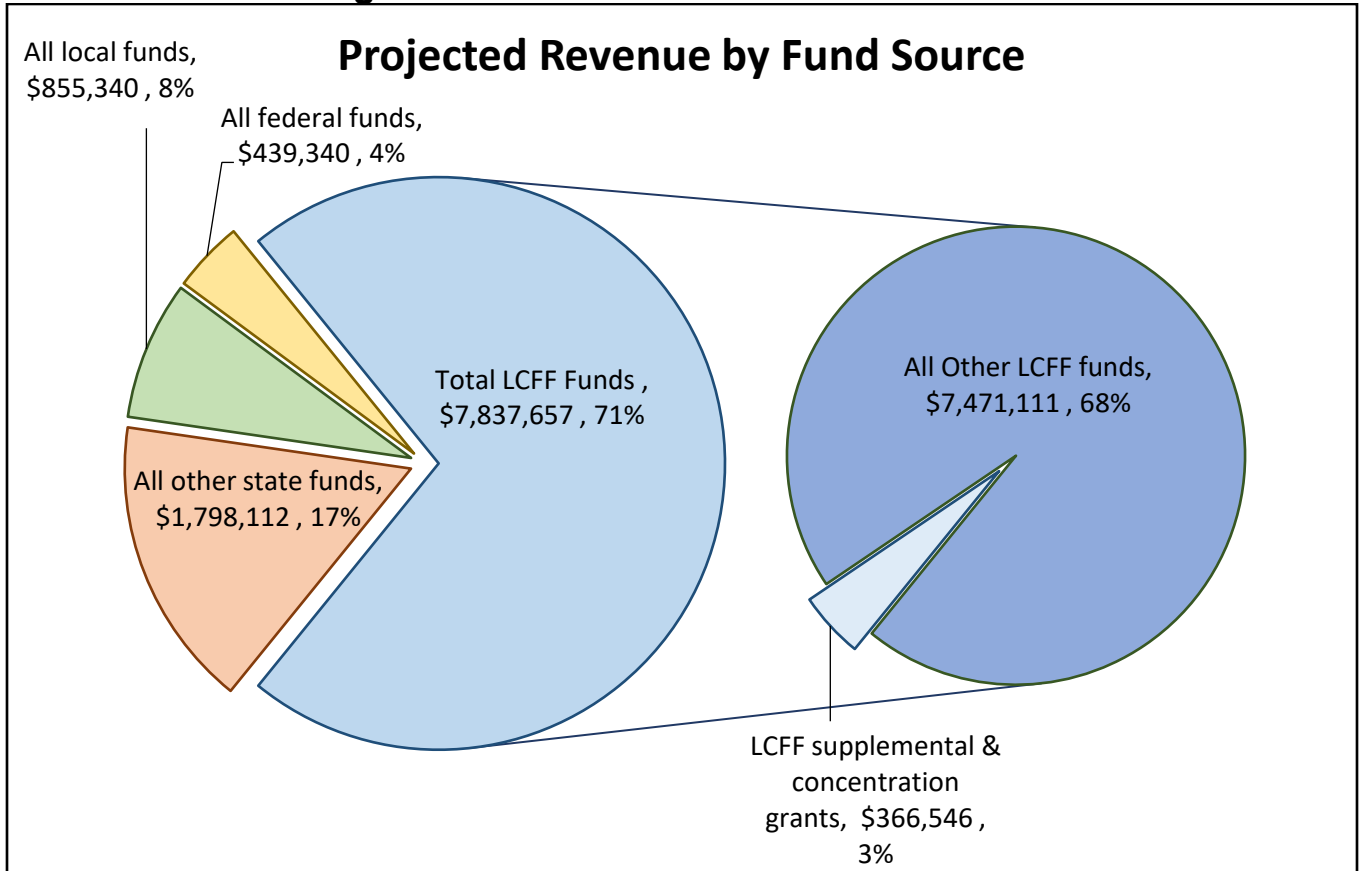
District Superintendent

ssnider@spjUSD.org

530-993-1660

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

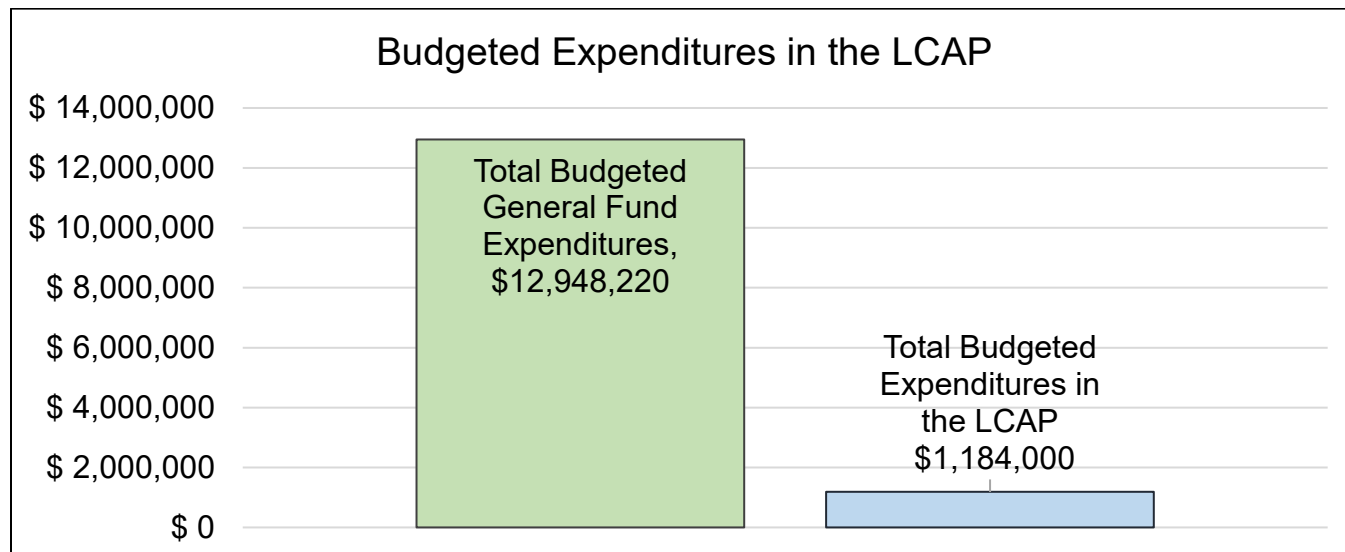


This chart shows the total general purpose revenue Sierra–Plumas Joint Unified School District / Sierra County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sierra–Plumas Joint Unified School District / Sierra County Office of Education is \$10,930,449, of which \$7,837,657 is Local Control Funding Formula (LCFF), \$1,798,112 is other state funds, \$855,340 is local funds, and \$439,340 is federal funds. Of the \$7,837,657 in LCFF Funds, \$366,546 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sierra–Plumas Joint Unified School District / Sierra County Office of Education plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sierra–Plumas Joint Unified School District / Sierra County Office of Education plans to spend \$12,948,220 for the 2024-25 school year. Of that amount, \$1,184,000 is tied to actions/services in the LCAP and \$11,764,220 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

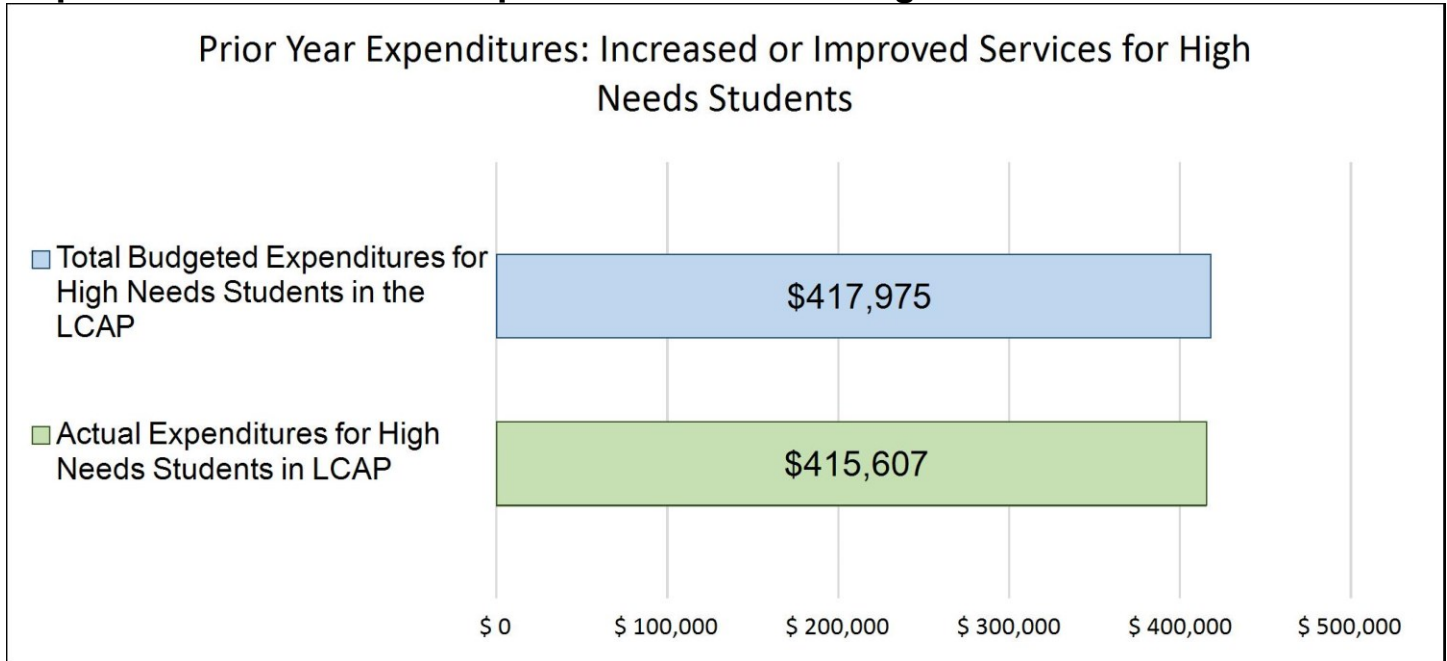
The major expenditures not in the LCAP include general fund employee salaries, health and welfare benefits, unrestricted operational costs such as utilities, property and liability insurance, routine maintenance, and other central services. Restricted costs not in the LCAP include Special Education, a portion of Title I, and other federal, state and private grants.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Sierra–Plumas Joint Unified School District / Sierra County Office of Education is projecting it will receive \$366,546 based on the enrollment of foster youth, English learner, and low-income students. Sierra–Plumas Joint Unified School District / Sierra County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Sierra–Plumas Joint Unified School District / Sierra County Office of Education plans to spend \$367,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Sierra–Plumas Joint Unified School District / Sierra County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sierra–Plumas Joint Unified School District / Sierra County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Sierra–Plumas Joint Unified School District / Sierra County Office of Education's LCAP budgeted \$417,975 for planned actions to increase or improve services for high needs students. Sierra–Plumas Joint Unified School District / Sierra County Office of Education actually spent \$415,607 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-2,368 had the following impact on Sierra–Plumas Joint Unified School District / Sierra County Office of Education's ability to increase or improve services for high needs students:

The difference in budgeted expenditures for high needs students in the 2023-24 LCAP compared to the actual expenditures did not have an impact on the overall increased or improved services for high needs students in 2023-24. While we spent \$2,368 less than budgeted, we still spent \$45,607 more than our LCFF Supplemental allocation. All actions and services for high needs students were carried out as planned.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sierra–Plumas Joint Unified School District / Sierra County Office of Education	Sean Snider District Superintendent	ssnider@spjUSD.org 530-993-1660

Goals and Actions

Goal

Goal #	Description
1	Academics: All students receive instruction that supports their intellectual, social, emotional, and physical development and will be engaged in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Science CCSS aligned curriculum are reviewed for adoption	Outdated Science curriculum	No Curriculum was Adopted-still in review. The curriculum team set meetings to narrow down selection.	Science Curriculum Adopted K-12	K-12 Science Curriculum Adopted in 2022-2023	Adoption of Science CCSS aligned curriculum.
Teacher log of students in after school tutoring	LHS offered tutoring 2 times a week-averaged 10 students a week LES offered tutoring 2 times a week averaged 15 students a week DVL will offer tutoring in the 2021-2022 school year	LHS offered tutoring 3 times a week-averaged 13 students a week LES offered tutoring 4 times a week averaged 20 students DVL	LHS offered tutoring 3 times a week-averaged 7 students a week LES offered tutoring 5 times a week averaged 20 students DVL offered tutoring 2 times a week and had 0 students	Loyalton High School: Offering tutoring 2 times a week-averaging 4 students Loyalton Elementary School: Offering tutoring 2 times a week (5 different types of tutoring)- averaging 20 students Downieville School: Planning to offer tutoring second semester	Increase student attendance in Tutoring by 2 percent each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress - ELPAC	ELPAC 2018-2019 = 0% Level 4 61.6% Level 3 30.8% Level 2 7.7% Level 1	ELPAC 2021-2022= 21% Level 4 29% Level 3 43% Level 2 7% Level 1	Level 1: Beginning to develop: 10% Level 2: Somewhat developed: 50% Level 3: Moderately developed: 20% Level 4: Well Developed: 20%	2023 Summative ELPAC: 7% Level 1: Beginning to develop: 29% Level 2: Somewhat developed: 50% Level 3: Moderately developed: 14% Level 4: Well Developed:	Increase Level 4 by 2% from baseline. Increase Level 3 by 5% from baseline.
EL Reclassification Rate	Baseline 0%	7.5%	10%	2022-2023: 15.8% of English learners reclassified as fluent English Proficient	Maintain 20% reclassification rate
% of students meeting A-G	75% of high school students have met A-G requirements	76.4% of high school students have met A-G requirements	78% of high students have met A-G requirements	Class of 2023: 60.7% of SPJUSD high school graduates met A-G requirements	Increase rate by 1% annually.
Chronic Absenteeism Rate	9.3%	5 %- 2019	9%	2022-2023: 11.9% of students were Chronic Absentees	Decrease rate by 2% annually.
Attendance Rate	16-17 94%	95%-2019	88% for 21-22	2022-2023: 89.3%	Increase attendance rate by 1% based on prior year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Drop Out Rate	0%	0%	0%	2022-2023: 0%	Maintain 0%
High School Drop Out Rate	0%	0%	0%	2022-2023: 0%	Maintain 0%
Graduation Rate	100%	100%	100%	Class of 2023: 96.6%	Maintain 100%
Suspension Rate	.7%	0%	.02%	2022-2023: 0% (This is not accurate. We are working with Power School to identify the issue)	Maintain <1%
Expulsion Rate	0%	0%	0%	2022-2023: 0%	Maintain 0%
Foster Youth Coordinator-Hire part time coordinator to provide proper services to foster youth	.5 FTE added to positions	Hired	Maintained Position	Maintained Position	Hire qualified person.
% of students who are agriculture CTE pathway completers	15% are Ag Completers	38% of 2020-2021 graduates were agriculture completers	35% of 2021-2022 graduates were agriculture completers	Class of 2023:	Increase rate by 1% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				43% of SPJUSD graduates were agriculture completers	
CAASPP Math CAASPP Math 18-19 52% of students will meet or exceed standards	35% of students met or exceeded standards	Only Loyalton High School Students took the CAASPP Math Assessment in 2021. Of those students: 27% of 7th grade met or exceeded standard 22% of 8th grade met or exceeded standards 35% of 11th grade met or exceeded standard	Loyalton High School 2022 40% of 7th grade met or exceeded standards 20.9% of 8th grade met or exceeded standards 36.4% of 11th grade met or exceeded standards Loyalton Elementary School 2022 31.3 % met or exceeded standards for math	Spring 2023 Results: Loyalton High School 26.1% of 7th grade met or exceeded standard 37.5% of 8th grade met or exceeded standard 40% of 11th grade met or exceeded standard Loyalton Elementary School 39.4% met or exceeded standard	Increase by 5% annually.
CAASPP ELA 18-19 55% of students will meet or exceed standards	42% of students met or exceeded standards	Only Loyalton High School Students took the CAASPP ELA Assessment in 2021. Of those students: 49% of 7th grade met or exceeded standard 36% of 8th grade met or exceeded standard 46% of 11th grade met or exceeded standard.	Loyalton High School 2022 42.9% of 7th grade met or exceeded standards 26.1% of 8th grade met or exceeded standards 36.4% of 11th grade met or exceeded standards	Spring 2023 Results: Loyalton High School 26.1% of 7th grade met or exceeded standard 38.7% of 8th grade met or exceeded standard 52.4% of 11th grade met or exceeded standard	Increase by 5% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			63.6% Loyalton Elementary School 2022	Loyalton Elementary School 28.4% met or exceeded standard	
AP Passage Rate	7% 2016-2017 and 2017-2018	8% 2020-2021 graduates with 3 or better	29% 2022 AP Passage Rate	Spring 2023 Results: 30.7% of students who took an AP exam had a passing score of 3 or higher	Increase passage rate by 2% from prior year
% of students who have access to standards aligned	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum	Maintain at 100%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

With the exception of the Google Classroom training and science curriculum adoption committee which had been completed in previous years, all goal 1 actions and services were carried out as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Foster Youth Coordinator, K-12/FUELED online learning platform, and bilingual aide came in higher than expected. MTSS, after school tutoring, and Chromebooks came in less than expected. The net result of these differences was about \$10,000 more expenditures than planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

With the exception of our CAASPP scores which saw nice gains in some areas with declines in others and being lower overall than we would like, and our AP pass rate being lower than desired, the actions were effective in making progress toward this goal during the 3-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For 2024-25, the Google Classroom platform training and science curriculum adoption committee have been removed, as these actions were completed in previous years. Actions were added to support increased academic achievement, including sending teachers to AP summer institute, summer school, new math textbook adoption, and special education curriculum.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Culture & Climate-All students, staff, parents, and stakeholders will have a positive culture & climate in our school district to move forward in a positive direction for all.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of counseling hours	East Side 12 hours West Side 6 hours	East Side 16 hours a week West Side 6 hours a week	West Side 5 hours a week East Side 15 hours a week	East Side 18 hours a week West Side 3.5 hours a week	Continue Counseling Hours as per student needs
Records indicating how many staff attend professional development	75% of staff will engage in PD	80% of staff engaged in PD	82% of staff engaged in PD	100% of teachers attending professional development	Increase by 1% annually
Facility Inspection Tool	All sites will received a rating of fair or better	All sites received a rating of fair or better	All sites received a rating of fair or better	All sites received a rating of good or better	All sites will receive a rating of fair or better
Superintendent/site administrators review of classroom needs	Continue deferred maintenance schedule as planned	Site Admin met with maintenance personal and created priority lists for each site	Site admin met with maintenance personal and updated priority lists for each site and met with facilities committee to go over needs.	Superintendent and site administrators met and updated priority lists for each site	Continue deferred maintenance schedule as planned
Enrollment Records-District will continue to review expelled students and services offered	We have no expelled students	We have no expelled students	We have no expelled students	We have no expelled students	Maintain at 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enrollment Records	Only 1 foster youth enrolled at this time	Only 2 foster youth enrolled at this time	3 foster youth enrolled at this time	6 foster youth enrolled at this time	District will continue to review that appropriate services are being offered to foster youth
Suspension Rate	.7%	2%	.02%	2022-2023: 0% (This is not accurate. We are working with Power School to identify the issue)	Maintain <1%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences between planned actions and actual implementation of them.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Superintendent / site administrators review of school site needs came in lower than expected due to budget constraints limiting the amount that could be transferred to Fund 40, and art in school came in lower than expected due to a different funding source being used. The net result of these differences was about \$460,000 less expenditures than planned, most of this attributed to transferring \$450,000 less to Fund 40.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in making progress toward goal 2 during the three-year LCAP cycle, with all metrics achieving their 3 year target outcome.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In an effort to enhance goal 2, we have added the creation of a wellness center for counseling, as well as support for gas vouchers, personal phone calls, and home visits for targeted subgroups and Loyalton Elementary School that had a rating of red on the Dashboard for chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Parent and Stakeholder involvement with SPJUSD/SCOE.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of SARB Referrals	6 Referrals -2019-2020	11 Referrals- 2020-2021	5 Referrals- 2021-2022	4 Referrals in 2023-2024 17 Students on Watch List	Decrease referrals by 1% annually.
Meeting Needs in Strategic Plan	Creating district-wide strategic plan.	Strategic planning will continue in the 2022-2023 school year with the new board	Strategic Planning with continue with newly elected school board and Admin	Strategic Planning will continue with Board and Superintendent on March 1	Creating district-wide strategic plan.
Parent Involvement in Surveys	Create and distribute parent engagement surveys.	EL Survey in June District Wide Parent Surveys: Independent Study Needs Technology Needs Transportation Needs	EL Survey- May LES Climate Survey- February LHS Climate Survey- January Ca Healthy Kids Survey- 6th, 8th, 9th, and 11th grades	2023-2024: DVL Climate Survey Administered in May LES Climate Survey- Not Administered LHS Climate Survey- Not Administered EL Parent Survey- Not Administered CA Healthy Kids Survey- 5th, 7th, 9th, and 11th grades- Administered in April/May	80% return rate of survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Students/Parents Participating in Four-year Planning	85% of families participate.	88% of families participated.	92% of families participated.	95% of families participated.	Increase rate by 2% annually.
SCOE- Foster Youth Liaison	Hire Foster Youth Liaison	Part Time Foster Youth Liaison was hired	Continue to have part time Foster Youth Liaison	Part-Time Foster Youth Liaison in place	Staff position with a qualified person.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences between planned actions and actual implementation of them.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Strategic planning came in less than expected.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in making progress toward goal 3 during the three-year LCAP cycle, with all metrics achieving their 3 year target outcome.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In an effort to enhance goal 3 for the new 3-year LCAP cycle, we added family nights at schools and provided more details on specific ways for families to get involved in their child's school. We also added the metric of the California School Parent Survey and administered it for the first time in 2024 to establish baseline data.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sierra–Plumas Joint Unified School District / Sierra County Office of Education	Sean Snider District Superintendent	ssnider@spjUSD.org 530-993-1660

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Sierra-Plumas Joint Unified School District and Sierra County Office of Education serve all of Sierra County and the eastern quarter of Plumas County. A five person Governing Board, each member of which represents a defined geographical area of the District governs the District. The District Governing Board also serves as the Sierra County Board of Education.

Sierra County, the second least populous county in the state of California with about 3,200 total residents, lies north of Truckee and borders the State of Nevada on the east. Located in the heart of the Northern Sierra Nevada Mountains, it contains one-half million acres of forestland, forty-five mountain lakes, and an estimated seven hundred miles of trout streams. The eastern quarter of Plumas County lies within the boundaries of the Sierra-Plumas Joint Unified School District, and children from the towns of Vinton, Chilcoot, and Beckwourth attend school in Loyalton. Elevations within the District range from 2000 to nearly 9000 feet. Heavy snowfall and extreme temperatures are the general rule during the winter at the higher elevations. Eastern Sierra and Plumas county include the great Sierra Valley, once an ancient lakebed but is now the largest alpine valley in the Sierra Nevada range, a natural area for agriculture, timber production and mineral extraction operations. The western portion of Sierra County is heavily forested, has timber management areas, and contains both lode and placer gold mining operations. Gold was discovered here in 1849, and the area is rich in early California history. Recreational activities abound including fishing, mountain biking, hunting, skiing, hiking, camping, boating, and visits to points of historical interest.

We are comprised of 4 schools, serving approximately 400 students and employing roughly 75 staff members. Loyaltan Elementary is the largest school, with roughly 200 students. Loyaltan High School, a Necessary Small School, serves roughly 150 students in grades 7-12, and Sierra Pass Continuation School serves high school students with a population that fluctuates between 5-10 students on average. Downieville School is another Necessary Small School, and the elementary and junior-senior high are located in the same building, serving a total of roughly 50 students TK-12. None of our schools receive Equity Multiplier funding. A more detailed breakdown of these numbers in 2022-23 includes:

Community – 3,240
Administrators – 6
Principals – 3
School Personnel – 75
Students – 400
English Learners - 16
Foster Youth - 1
Homeless Youth - 39
Students with Disabilities – 59
Socio-economically disadvantaged – 39.3%

We envision schools where all children succeed, where all children feel safe, and where their curiosity is cultivated. We provide an educational environment that encourages productive, responsible citizens. It is our goal to equip students with the tools to live and to contribute successfully in a rapidly changing world. Our schools offer a challenging, meaningful, and relevant curriculum that values creativity, critical thinking, and effective communication. Our students apply knowledge to new contexts and do so with honesty and integrity. Our students learn to appreciate beauty and care for the environment as well as each other and ultimately understand that their actions make a difference.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of the California School Dashboard (Dashboard) and local data shows many areas of strength, as well as some opportunities for growth.

Areas of strength include our graduation rate, dropout rate, percentage of students successfully completing all A-G requirements for admission to a UC or CSU school, college going rate, expulsion rate, and English learner progress. While our CAASPP math scores were nearly identical to the state average with 34.2 % of our students meeting or exceeding standard, we believe we can do better in this area. English language-arts also provides room for improvement, with 32.5% of our students meeting or exceeding standard. We would also like to see our AP pass rate increase and our chronic absenteeism rate decrease for all schools and student groups.

Student groups for the Sierra-Plumas Joint Unified School District receiving the lowest performance level on one or more state indicators on the 2023 Dashboard include the "Homeless" subgroup for chronic absenteeism and English language-arts achievement, the "Socioeconomically Disadvantaged" subgroup for chronic absenteeism, the "Students with Disabilities" subgroup for chronic absenteeism, and the "Hispanic" subgroup for chronic absenteeism. Loyalton Elementary School (LES) received a red rating for the chronic absenteeism indicator, and the LES "Students with Disabilities" subgroup received a "Very High" rating in chronic absenteeism in 2022, and a "Red" rating in 2023, making them eligible for Additional Targeted Support and Improvement (ATSI).

For Language Arts and math improvements we are focusing on intervention time with the Title 1 teacher five days a week. We are beginning a professional development series on TK-12 literacy strategies across all content areas. The district is also working on math remediation classes for students in 7th and 8th grade to help in that area. Tutoring is offered at all school sites after school, and summer school is offered for Loyalton students. The district uses Title 1 funds for a full time intervention teacher to address the intervention needs of the students grades 4th-12th district wide. We utilize intervention assessments to provide local data to help drive improvements in learning gaps. Our intervention teacher also holds monthly MTSS professional developments at each school site to go over assessment results, and use those to guide staff on tiered supports for students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

SPJUSD was identified for Differentiated Assistance for our Dashboard Local Indicators all receiving a rating of "Not Met for Two or More Years" due to the fact they had not been completed, and for our "Homeless" subgroup receiving red performance indicators in the areas of chronic absenteeism and English language-arts achievement and an orange performance indicator in Math achievement. Work underway as part of technical assistance includes convening a team of educational partners to complete the Dashboard Local Indicators, and efforts to reduce the chronic absenteeism rate and increase ELA and Math test scores for homeless students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

There are no schools eligible for Comprehensive Support and Improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

No schools were eligible

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

No schools were eligible

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers, principals, administrators, other school personnel, local bargaining units, parents, and students	<p>During April and May 2024, meetings were conducted for all staff members, families, students, and community members in both Loyalton and Downieville, to have open discussions about current district data, ongoing results from surveys, and to brainstorm ideas for possible LCAP goals, actions, and/or services.</p> <p>At the conclusion of each meeting, participants were asked to complete the educational partner engagement survey or to complete it at a time convenient to them. A total of 75 participants completed the survey. The results of the survey were analyzed and used to support LCAP development. A narrative summary of the feedback is included below.</p> <p>For those who were unable to attend the virtual meetings, the link to the survey was disseminated to all families through our email and text messaging system, as well as on social media to reach the broader community to ensure that everyone had the opportunity to provide feedback. Families with limited access to technology were encouraged to come to their school office to complete a paper version of the survey.</p> <p>Because our school district and community are so small, with minimal involvement or participation in public meetings, we incorporate much of the educational partner engagement process with our smaller committees such as site councils. Site Councils also serve as our Parent Advisory Committee, and we take advantage of those</p>

Educational Partner(s)	Process for Engagement
	<p>meetings to share the district's goals as well as provide opportunities for parents and community members to share their concerns, ideas, and items they feel are important for our school district to include in our goals. Our site councils include staff members, parents, and any community members that would like to be a part of them.</p> <p>The local bargaining unit leaders and SELPA representatives were invited to a meeting where draft LCAP goals, actions and services were reviewed and additional goals, actions, and services were discussed.</p> <p>After the first draft of the LCAP was completed, it was shared with the Parent Advisory Committee and the Community Advisory Council (CAC) for review, feedback, and revisions before being presented for the public hearing and Board adoption.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The community meetings and survey data provided valuable feedback and ideas about how we could improve in each of the ten California State Priority areas. Survey data provided input regarding strengths, areas of need, and what people feel should be our priorities for the new 3-year LCAP. Survey results were reviewed and used to create the draft LCAP goals, actions, and services.

Beginning the new LCAP cycle, broad goals in Academics, School Culture & Climate, and Parent / Family Involvement were selected. Since our last LCAP, and taking into consideration student achievement data and feedback from the community survey, these goals stood out as important areas SPJUSD / SCOE would like to focus on for the betterment of our students, parents, staff, and school community.

The feedback from this process impacted the LCAP in the following ways: (1) action items were added in the areas of athletics, improvements to school facilities, new math instructional materials to support implementation of the revised state framework and academic standards, new instructional materials to support our Students with Disabilities; (2) additional and more specific metrics were added for each goal; (3) continued action items including, but not limited to instructional aides to support students with increasing their achievement, bilingual aide to support our English learners, online platforms to assist with a broad course of study and remedial academic needs, support for a music teacher, and a foster liaison to help meet the needs of our Foster youth; (4) continued emphasis on reducing the chronic absenteeism rate, particularly for our Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic subgroups, and Loyalton Elementary as a whole; and (5) action items to support efforts to increase academic achievement in English language arts and Mathematics.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academics: All students will show growth toward meeting or exceeding state standards in all academic subject areas, with more growth for students or subgroups performing below standard in order to close achievement gaps.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While our review of CA School Dashboard data from 2020 to 2023 shows nice gains in mathematics and shows us right at the state average, our scores for English language arts have declined and the gap between us and the state average has increased. An achievement gap between the "All Students" group and our socioeconomically disadvantaged students, English learners, foster youth, homeless, and students with disabilities also exists. The metrics selected as measurements of progress toward this goal are predominantly academic measures, or are in support of improving academics (such as fully credentialed teachers and instructional materials aligned to the standards). These metrics will provide us with key information on the impact the goal 1 actions and services are having on student achievement, which is the overarching theme of goal 1.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Dashboard Local Indicator: Teachers Fully Credentialed and Appropriately Assigned	All teachers fully credentialed or Necessary Small School exempted and 2 missassignments			All teachers fully credentialed and properly assigned	
1.2	Dashboard Local Indicator: Standards-	All students have their own copies of			All students have their own copies of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned Instructional Materials for Every Student	standards-aligned instructional materials			standards-aligned instructional materials	
1.3	Dashboard Local Indicator: School Facilities in "Good Repair"	All facilities rated "Good" or better on FIT			All facilities rated "Good" or better on FIT	
1.4	Implementation of State Standards for all students including access to English Language Development (ELD) standards for English Learners	Full implementation of State Standards for all students with designated and integrated ELD being provided for EL's to access the ELD standards			Full implementation of CCSS for all students with designated and integrated ELD being provided for EL's to access the ELD standards	
1.5	State Test Achievement Data (CAASPP) for English Language Arts (ELA)	<p>Spring 2023 Results:</p> <p>State of California: 46.6% Met or Exceeded</p> <p>SPJUSD: 32.5% Met or Exceeded</p> <p>31.8% of 3rd grade met or exceeded standard 33.3% of 4th grade met or exceeded standard 21.9% of 5th grade met or exceeded standard 28.6% of 6th grade met or exceeded standard 29.2% of 7th grade met or exceeded standard 40.6% of 8th grade met or exceeded standard</p>			<p>Spring 2026 Target Outcomes: To be at or above the State Average:</p> <p>SPJUSD: 46.6% met or Exceeded</p> <p>43% of 3rd grade met or exceeded 43.7% of 4th grade met or exceeded 46.7% of 5th grade met or exceeded 44.2% of 6th grade met or exceeded 47.4% of 7th grade met or exceeded 50.6% of 8th grade met or exceeded</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>40.7% of 11th grade met or exceeded standard</p> <p>Subgroup % Met or Exceeded Standard:</p> <p>"All Students"- 32.5%</p> <p>"Homeless"- 13.05%</p> <p>"Students with Disabilities"- 10%</p> <p>"Socioeconomically Disadvantaged"- 18.8%</p>			<p>50.7% of 11th grade met or exceeded</p> <p>Subgroup % Met or Exceeded Standard:</p> <p>"All Students"- 46.6%</p> <p>"Homeless"- 34.05%</p> <p>"Students with Disabilities"- 31%</p> <p>"Socioeconomically Disadvantaged"- 39.8%</p>	
1.6	State Test Achievement Data (CAASPP) for Math	<p>Spring 2023 Results:</p> <p>State of California: 34.6% Met or Exceeded</p> <p>SPJUSD: 34.2% Met or Exceeded</p> <p>36.4% of 3rd grade met or exceeded standard</p> <p>50% of 4th grade met or exceeded standard</p> <p>19.4% of 5th grade met or exceeded standard</p> <p>33.3% of 6th grade met or exceeded standard</p> <p>25% of 7th grade met or exceeded standard</p>			<p>Spring 2026 Target Outcomes: To be at or above the State Average:</p> <p>SPJUSD: 43.2% Met or Exceeded</p> <p>45.4% of 3rd grade met or exceeded</p> <p>59% of 4th grade met or exceeded</p> <p>33.4% of 5th grade met or exceeded</p> <p>42.3% of 6th grade met or exceeded</p> <p>34% of 7th grade met or exceeded</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>39.4% of 8th grade met or exceeded standard 30.8% of 11th grade met or exceeded standard</p> <p>Subgroup % Met or Exceeded Standard:</p> <p>"All Students"- 34.2% "Homeless"- 18.1% "Students with Disabilities"- 16.7% "Socioeconomically Disadvantaged"- 22.9%</p>			<p>48.4% of 8th grade met or exceeded 39.8% of 11th grade met or exceeded</p> <p>Subgroup % Met or Exceeded Standard:</p> <p>"All Students"- 43.2% "Homeless"- 39.1% "Students with Disabilities"- 37.7% "Socioeconomically Disadvantaged"- 43.9%</p>	
1.7	English Learner Progress - ELPAC	<p>2023 Summative ELPAC:</p> <p>7% Level 1: Beginning to develop: 29% Level 2: Somewhat developed: 50% Level 3: Moderately developed: 14% Level 4: Well Developed:</p>			<p>2026 Summative ELPAC Target Outcomes:</p> <p>7% Level 1: Beginning to develop: 29% Level 2: Somewhat developed: 50% Level 3: Moderately developed: 14% Level 4: Well Developed:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	English Learner Reclassification Rate	2022-2023: 15.8% of English learners reclassified as fluent English Proficient			2025-2026 Target Outcome: 24.8% of English learners reclassified as fluent English Proficient	
1.9	% of Students Successfully Completing UC and CSU A-G Requirements	Class of 2023: 58.6% of SPJUSD high school graduates met A-G requirements			Class of 2026 Target Outcome: 67.7% of SPJUSD high school graduates met A-G requirements	
1.10	% of students who have successfully completed Career Technical Education (CTE) pathways	Class of 2023: 17.2% of SPJUSD graduates were CTE pathway completers			Class of 2026 Target Outcome: 47.2% of SPJUSD graduates will be CTE pathway completers	
1.11	% of students who pass AP exams with a score of 3 or higher	Spring 2023 Results: 30.7% of students who took an AP exam had a passing score of 3 or higher			Spring 2026 Target Outcome: 45% of students who take an AP exam will have a passing score of 3 or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	High School Graduation Rate	Class of 2023: (4 Year Cohort Rate) 96.6%			Class of 2026 Target Outcome: (4 Year Cohort Rate) 100%	
1.13	High School Dropout Rate	Class of 2023: (4 Year Cohort Rate) 3.4%			Class of 2026 Target Outcome: (4 Year Cohort Rate) 0%	
1.14	Middle School Dropout Rate	2022-2023: 0%			2025-2026 Target Outcome: 0%	
1.15	% of graduates who earn "Prepared" on the CA Dashboard College/Career Indicator	2023 Dashboard: 58.6% of students "Prepared"			2026 Dashboard Target Outcome: 67.6% of students "Prepared"	
1.16	College Going Rate	2021-2022 (Most Recent Data) 64.5% of 2022 high school graduates enrolled in college			2024-2025 Target Outcome: 73.5% of 2025 high school graduates will enroll in college	
1.17	Dashboard Local Indicator: Provide Professional Learning for	2024-25 Local Indicator Self-Reflection Tool			2027-28 Local Indicator Self-Reflection Tool	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Teaching to Current State Standards and Adopted Curriculum	ELA- Rating of 4 (Full Implementation) ELD- Rating of 3 (Initial Implementation) Math- Rating of 3 (Initial Implementation) Science- Rating of 4 (Full Implementation) Social Studies- Rating of 4 (Full Implementation)			ELA- Rating of 5 (Full Implementation and Sustainability) ELD- Rating of 5 (Full Implementation and Sustainability) Math- Rating of 5 (Full Implementation and Sustainability) Science- Rating of 5 (Full Implementation and Sustainability) Social Studies- Rating of 5 (Full Implementation and Sustainability)	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	MTSS	Continue the Multi-tiered System of Supports (MTSS) that is data driven throughout the district to address the needs of all students by aligning district initiatives, supports, programs, and resources to improve student outcomes, using intervention teacher and STAR benchmark reports district wide.	\$2,500.00	No
1.2	Academic Curriculum / Support	Purchase and implement online learning platform to enhance curricular options including credit recovery, AP, elective options, and interventions.	\$70,000.00	Yes
1.3	Instructional technology to support ELA/Math	Purchase Moby Max technology to support ELA and Math instruction.	\$4,000.00	Yes
1.4	After School Tutoring	Fund credentialed teachers for after school tutoring for all students in grades 1-12 in all core courses at all school sites.	\$10,000.00	No
1.5	Summer School	Fund credentialed teachers for summer school for grades 1-12 in all core courses at all school sites.	\$5,000.00	No
1.6	Support for English Learner students	Bilingual Aide to support EL students.	\$57,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Support for English Learner students	English language development (ELD) supplementary materials: additional academic materials to assist English learners with their English language development	\$2,000.00	Yes
1.8	Student assessment to monitor progress	Renaissance Learning's STAR program used to assess student outcomes and performance to support class placement decisions.	\$9,000.00	Yes
1.10	Professional Development	The District continues to fund professional development to support teachers, administrators, and other support staff with continuous improvement in academic, social-emotional, behavioral, and all other areas. This happens through a combination of bringing experts into the district for preservice days or Early Release Wednesdays, as well as through supporting teachers to attend professional development workshops outside the district based on our goals.	\$45,000.00	No
1.11	Intervention Teacher	Provide an intervention teacher to support the academic needs of at-risk students.	\$105,000.00	No
1.12	Technology to Support Instruction	Purchase additional chromebooks to ensure all unduplicated pupils have access to a device.	\$10,000.00	Yes
1.13	Instructional Aides	Provide instructional aides to support student academic growth.	\$158,000.00	Yes
1.14	Refine and Expand CTE Pathways	Continue to refine and expand CTE pathway opportunities for students in order to continually increase the percentage of pathway CTE completers each year.	\$0.00	No
1.15	CTE Courses A-G Approved	Work to ensure all CTE pathway courses are A-G approved.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	Increase number of students meeting all A-G requirements	Review all high school courses to identify any that are not currently A-G approved. Work with teachers to refine the syllabus and then submit courses for A-G approval.	\$0.00	No
1.17	Math Textbook Adoption	Preview, pilot, and purchase new instructional materials aligned to the recently state-approved Mathematics Framework for grades TK-12.	\$105,000.00	No
1.18	Special Education Curriculum	Special education curriculum aligned with CA State Standards and the general education curriculum (SCOE LCFF)	\$2,500.00	No
1.19	Dashboard Local Indicators Self-Reflection	Complete the Dashboard Local Performance Indicator Self-Reflection annually.	\$0.00	No
1.20	Facilities Inspection Tool (FIT) Reports	Perform an annual inspection of facilities through the Facilities Inspection Tool (FIT).	\$0.00	No
1.21	LCFF Supplemental Site Allocations	LCFF Supplemental funding allocations to each school for site-specific unduplicated pupil support.	\$8,000.00	Yes
1.22	AP Summer Institute	Provide funding for teachers to attend AP Summer Institute for AP courses taught in an effort to increase the AP pass rate.	\$5,000.00	No
1.23	Targeted ELA Support for Homeless Subgroup	Increase achievement in English Language Arts for the "Homeless" student subgroup through targeted support with the intervention teacher and instructional aides.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Culture & Climate: All students will show an increase in positive school engagement and connectedness with staff, other students, and the community as a whole, including demonstrating improvement in social/emotional wellness and physical health.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our review of the California Healthy Kids Survey data indicates a need to support the social-emotional wellness of our students, as well as a need to increase connectedness with the school, staff, and peers. The metrics selected as measurements of progress toward this goal are predominantly indicative of social emotional wellness and school engagement, or are in support of these areas. These metrics will provide us with key information on the impact the goal 2 actions and services are having on the physical health of our students, social emotional wellness, the overall mental health of students and staff, and school engagement, which is the overarching theme of goal 2.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate	2022-2023 School Year: % of students who were Chronically Absent "All Students"- 17% "Homeless"- 26.5%			2025-2026 Target Outcome: % of students who were Chronically Absent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Socioeconomically Disadvantaged"- 23.4% "Students with Disabilities"- 25.9% "Hispanic"- 20.4% "White"- 15.2%			"All Students"- 11% "Homeless"- 14.5% "Socioeconomically Disadvantaged"- 11.4% "Students with Disabilities"- 13.9% "Hispanic"- 8.4% "White"- 6.2%	
2.2	Attendance Rate	2022-2023 School Year: 89.3% Attendance Rate			2025-2026 Target Outcome: 95.3% Attendance Rate	
2.3	Suspension Rate	2022-2023 School Year: 0% (This is not accurate. We are working with Power School to identify the issue). We hope to establish baseline data in the 23-24 school year.			2025-2026 Target Outcome: 0%	
2.4	Expulsion Rate	2022-2023 School Year: 0%			2025-2026 Target Outcome: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	School Safety and Connectedness (California Healthy Kids Survey Data)	<p>2021-2022 School Year:</p> <p>5th Grade School Connectedness - 64%</p> <p>Students motivated academically? - 78%</p> <p>Caring adults at school? - 50%</p> <p>Feel safe at school? - 81%</p> <p>Called bad names or target of mean jokes- 69%</p> <p>Cyberbullying?- 31%</p> <p>7th Grade School Connectedness - 64%</p> <p>Students motivated academically? - 58%</p> <p>Caring adults at school? - 66%</p> <p>Feel safe at school? - 63%</p> <p>Experienced any harassment or bullying?- 46%</p> <p>Had mean rumors or lies spread about you?- 56%</p> <p>Cyberbullying?- 31%</p>			<p>2025-2026 Target Outcome:</p> <p>5th Grade School Connectedness - 76%</p> <p>Students motivated academically? - 90%</p> <p>Caring adults at school? - 62%</p> <p>Feel safe at school? - 93%</p> <p>Called bad names or target of mean jokes- 57%</p> <p>Cyberbullying?- 19%</p> <p>7th Grade School Connectedness - 76%</p> <p>Students motivated academically? - 70%</p> <p>Caring adults at school? - 78%</p> <p>Feel safe at school? - 75%</p> <p>Experienced any harassment or bullying?- 34%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th Grade School Connectedness - 64% Students motivated academically? - 59% Caring adults at school? - 47% Feel safe at school? - 75% Experienced any harassment or bullying?- 38% Had mean rumors or lies spread about you- 44% Cyberbullying?- 38% 11th Grade School Connectedness - 66% Students motivated academically? - 46% Caring adults at school? - 64% Feel safe at school? - 92% Experienced any harassment or bullying?- 17% Had mean rumors or lies spread about you?- 75% Cyberbullying?- 67%			Had mean rumors or lies spread about you?- 44% Cyberbullying?- 19% 9th Grade School Connectedness - 76% Students motivated academically? - 71% Caring adults at school? - 59% Feel safe at school? - 87% Experienced any harassment or bullying?- 26% Had mean rumors or lies spread about you- 32% Cyberbullying?- 26% 11th Grade School Connectedness - 78% Students motivated academically? - 58%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Caring adults at school? - 76% Feel safe at school? - 100% Experienced any harassment or bullying?- 5% Had mean rumors or lies spread about you?- 63% Cyberbullying?- 55%	
2.6	Enrollment Records- Number of Foster Youth and Expelled Students	2022-2023 School Year 3 Foster Youth 0 Expelled Youth			2025-2026 Target Outcome: 3 Foster Youth 0 Expelled Youth	
2.7	Number of Counseling Hours	2023-2024 School Year East Side 18 hours per week West Side 3.5 hours per week			2026-2027 Target Outcome: East Side 18 hours per week West Side 3.5 hours per week	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling for Students	District will maintain or increase the hours of our counseling services to better meet the needs of identified students.	\$130,000.00	No
2.2	Counseling for Expelled Students-COE	Provide intensive counseling and rehabilitation services for expelled students.	\$2,500.00	No
2.3	Wellness Center for Counseling	Create a wellness center for students to go for counseling services.	\$20,000.00	No
2.4	Gas Vouchers, Personal Phone Calls, and Home Visits	In an effort to reduce the chronic absenteeism rate (students who miss 10% or more of the days of school for any reason) for our Students with Disabilities, Homeless students, Socioeconomically Disadvantaged students, Hispanic students, and all Loyalton Elementary Students, provide gas cards, make personal phone calls, and/or conduct home visits to families of students who are chronically absent.	\$1,000.00	No
2.5	Facility Inspection Tool (FIT) Reports	Perform an annual inspection of facilities through the Facilities Inspection Tool (FIT).	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Music Teacher	Fund a portion of a music teacher position	\$36,000.00	Yes
2.8	Art in Schools	Funding to support art in the schools	\$8,000.00	Yes
2.9	Foster Youth Liaison / SCOE	Maintain a part time Foster Youth Coordinator to support the needs of our Foster Youth with things such as routine check-ins for grades, ensuring they have the supplies they need, and attending meetings and working with other agencies to coordinate services and ensure timely transfer of records for foster youth in the district.	\$5,000.00	Yes
2.10	Improvements to School Facilities	Continue to repair and upgrade school facilities through projects such as new roofs, new windows, new heating units, improvements to play structures and sports fields, and safety upgrades. Principals, superintendent and maintenance personnel meet periodically to review classroom and school needs to prioritize maintenance needs.	\$300,000.00	No
2.11	Sports / Athletics	Provide district support for student athletics grades TK-12.	\$80,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent and Community Involvement with SPJUSD / SCOE: All families and the larger school community will have increased levels of engagement with our schools, and families will feel welcomed to be an active participant in their child's education.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California School Parent Survey Data (Parent Engagement)	Baseline will be established with the Spring 2024 administration of the survey			2025-2026 (Data from CA School Parent Survey): School allows input and welcomes parents' contributions - 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>School encourages me to be an active partner with the school in educating my child - 100%</p> <p>School actively seeks the input of parents before making important decisions - 100%</p> <p>Parents feel welcome to participate at this school - 100%</p>	
3.2	SARB Board	<p>2022-2023 School Year:</p> <p>Broad participation on the SARB Board from community agencies such as District Attorney, Probation, Sheriff's Office, Social Services, CPS, Behavioral Health, and Principals</p>			<p>2025-2026 Target Outcome:</p> <p>Broad participation on the SARB Board from community agencies such as District Attorney, Probation, Sheriff's Office, Social Services, CPS, Behavioral Health, and Principals</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Number of SARB Referrals	2022-2023 School Year: 4 Referrals			2025-2026 Target Outcome: 0 Referrals	
3.4	Number of Students/Parents Participating in Four-year Planning	2022-2023 School Year: 92% of families participated			2022-2023 Target Outcome: 100% of families participate	
3.5	Dashboard Local Indicator: Seeking Input for Decision-Making	2024-25 Local Indicator Self-Reflection Tool Build Capacity of and Support Principals and Staff to engage Families with Decision-Making- Rating of 4 (Full Implementation) Build Capacity of and Support Families to engage in advisory groups and Decision-Making- Rating of 4 (Full Implementation) Provide Opportunities to Provide Input on Policies and Programs, and Seek Input from Underrepresented Groups- Rating of 3 (Initial Implementation)			2027-28 Local Indicator Self-Reflection Tool Build Capacity of and Support Principals and Staff to engage Families with Decision-Making- Rating of 5 (Full Implementation and Sustainability) Build Capacity of and Support Families to engage in advisory groups and Decision-Making- Rating of 5 (Full Implementation and Sustainability)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Provide Opportunities to Provide Input on Policies and Programs, and Seek Input from Underrepresented Groups- Rating of 5 (Full Implementation and Sustainability)	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	SARB	Work with local agencies to increase pupil attendance and reduce the chronic absenteeism rate. Agencies include, Sierra County Sheriff's Department, Probation, District Attorney, Behavioral Health, Counselors, Child Protective Services, Superintendent, and Site Administrators.	\$0.00	No
3.2	Parent Involvement Opportunities	Continue with School Site Councils, Boosters, Parent Clubs, Community Advisory Committee (CAC) for families of students with IEPs, and other opportunities for parents to provide input and be involved in school decision-making.	\$1,500.00	No
3.3	Family Nights	Family nights and activities at the schools	\$1,500.00	No
3.4	Parent and Family Surveys	Send yearly surveys to all families to get feedback on their level of involvement.	\$500.00	No
3.5	Four Year Planning	Four year planning will be provided to families of both high school sites for students and parents.	\$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$366,546	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.327%	0.000%	\$0.00	6.327%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Academic Curriculum / Support</p> <p>Need: Our Dashboard and local data analysis shows a higher percentage of socioeconomically disadvantaged students, English learners, and foster youth needing credit recovery, having a lower graduation rate, and performing below the "all students" group in ELA and math.</p>	By using the Fuel Ed online credit recovery program, we will be able to work with the school support team to implement the most effective strategies and programs to meet the needs of our English learners, socioeconomically disadvantaged students, and foster youth. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the credit recovery progress, graduation rate, dropout rate, and ELA	CAASPP Achievement Data for ELA & Mathematics, CTE Completion Rate, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	and math achievement for our unduplicated pupils than in these same areas for all other students.	
1.3	Action: Instructional technology to support ELA/Math Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics. Scope: LEA-wide	The Moby Max online platform for assessment and progress monitoring data will provide the online learning programs and assessment data needed in order to effectively monitor the progress of students toward proficiency, particularly our English learners, socioeconomically disadvantaged students, and foster youth. Using this data, we will be able to work with the school support team to implement the most effective strategies and programs to meet their needs. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores for our unduplicated pupils than in these same areas for all other students.	CAASPP Achievement Data for ELA & Mathematics, English Learner Progress, English learner reclassification rate
1.8	Action: Student assessment to monitor progress Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics. Scope: LEA-wide	The Renaissance STAR Reading and Math Online Platform for assessment and progress monitoring data will provide the assessment data needed in order to effectively monitor the progress of students toward proficiency, particularly our English learners, socioeconomically disadvantaged students, and foster youth. Using this data, we will be able to work with the school support team to implement the most effective strategies and programs to meet their needs. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores for our unduplicated pupils than in these same areas for all other students.	CAASPP Achievement Data for ELA & Mathematics, English Learner Progress, English learner reclassification rate
1.12	Action: Technology to Support Instruction	Providing access to devices is a crucial support for these student groups to level the playing field. While this action and service is being provided on	CAASPP Achievement Data for ELA & Mathematics, CTE

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics and socioeconomically disadvantaged students having a lower graduation rate.</p> <p>Scope: LEA-wide</p>	an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores and the graduation rate for these student groups than in these same areas for all other students.	Completion Rate, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate
1.13	<p>Action: Instructional Aides</p> <p>Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics, and socioeconomically disadvantaged students having a lower graduation rate.</p> <p>Scope: LEA-wide</p>	The instructional aides will support these student groups with things such as implementing research-based programs and strategies to address areas of identified need, providing targeted small group instruction, or providing individual assistance. While this service is being provided on an LEA-wide basis, we expect our local assessment data, CAASPP English language arts and math scores, and graduation rate to increase at a greater pace for our unduplicated pupil groups than for the "all students" group as a result of the instructional aides.	CAASPP Achievement Data for ELA & Mathematics, CTE Completion Rate, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate
1.21	<p>Action: LCFF Supplemental Site Allocations</p> <p>Need: Our review of Dashboard, CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics,</p>	The LCFF supplemental funding allocations to each school for site-specific unduplicated pupil needs will allow each individual school to implement supports specific to the needs of their individual students based on the needs assessment conducted at the beginning of each school year. The funding allocations will be used to implement research-based interventions to support all students, but particularly	CAASPP Achievement Data for ELA & Mathematics, Chronic Absenteeism Rate, Suspension Rate, CTE Completion Rate, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>having a higher chronic absenteeism rate, and a higher percentage of these same student groups needing credit recovery and having a lower graduation rate.</p> <p>Scope: LEA-wide</p>	<p>socioeconomically disadvantaged students, English learners and foster youth. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores for our unduplicated pupils than in these same areas for all other students, and that our socioeconomically disadvantaged students, English learners, and foster youth will make greater gains when it comes to chronic absenteeism, suspension rate, and California Healthy Kids Survey data, and that socioeconomically disadvantaged students will have increased high school graduation rate, an increased percentage of students "prepared" on the college and career indicator, and a greater increased college going rate than the "all students" group as a result.</p>	<p>Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate</p>
2.7	<p>Action: Music Teacher</p> <p>Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics, Socioeconomically Disadvantaged students having a higher chronic absenteeism rate, and a higher percentage of these same student groups needing credit recovery and having a lower graduation rate.</p> <p>Scope: LEA-wide</p>	<p>A 2012 report from the National Endowment for the Arts showed that, by nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed students from a low-arts, low-SES background, closing (and in some cases eliminating) the achievement gap that often appears between low-SES students and their more economically advantaged peers. The arts don't just impact standardized test scores, though the report does show, for example, that low-SES eighth grade students who have a history of high arts engagement have higher science and writing scores on the National Assessment of Educational Progress (NAEP) than those who do not. Such high school students had better GPAs than their low-arts, low-SES peers (and in some instances, than all students). We expect the music teacher to have a more significant positive impact</p>	<p>CAASPP Achievement Data for ELA & Mathematics, Graduation Rate, and Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		on the ELA and math scores and graduation rate of the unduplicated student groups as a result.	
2.8	<p>Action: Art in Schools</p> <p>Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics, Socioeconomically Disadvantaged students having a higher chronic absenteeism rate, and a higher percentage of these same student groups needing credit recovery and having a lower graduation rate.</p> <p>Scope: LEA-wide</p>	A 2012 report from the National Endowment for the Arts showed that, by nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed students from a low-arts, low-SES background, closing (and in some cases eliminating) the achievement gap that often appears between low-SES students and their more economically advantaged peers. The arts don't just impact standardized test scores, though the report does show, for example, that low-SES eighth grade students who have a history of high arts engagement have higher science and writing scores on the National Assessment of Educational Progress (NAEP) than those who do not. Such high school students had better GPAs than their low-arts, low-SES peers (and in some instances, than all students). We expect the music teacher to have a more significant positive impact on the ELA and math scores and graduation rate of the unduplicated student groups as a result.	CAASPP Achievement Data for ELA & Mathematics, Graduation Rate, and Chronic Absenteeism Rate

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	<p>Action: Support for English Learner students</p> <p>Need: Our review of CAASPP and local data shows English learners performing below the "All</p>	Bilingual aides support English learners in many areas, including English language arts, mathematics, the ability to speak in the students' primary language, social emotional learning, and any other academic area they might need support	CAASPP Achievement Data for ELA & Mathematics, ELPAC Scores, Graduation Rate, Dropout Rate, English Learner Progress, English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Students" group in both English language arts and mathematics, as well as having a higher chronic absenteeism rate. Also, based on a review of our ELPAC scores, as well as our educational partner feedback, specifically from English Learner (EL) parents, our EL students are struggling with access to the curriculum.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>with. Specific examples include:</p> <ul style="list-style-type: none"> • Assist instructional personnel in the implementation of individual learning plans for EL students experiencing language development needs • Weekly grade reports-Communication with teachers and students • Establish rapport and positive relationship with students, their families and staff members • Assist in the parent conference process when requested by the classroom teacher; provide oral and written translation with limited or non-English speaking parents; translate notes, letters and other materials as needed • Assist the teacher in preparing and maintaining a variety of records as they pertain to EL students, files and reports related to their progress • Use a second language in assisting with bilingual needs both verbal and written communication • Support certificated personnel in the delivery of appropriate instruction to individuals or small groups of EL students • Collaborate with teachers to create instructional materials for the purpose of providing access to course content for EL students • Assist certificated personnel in the development and maintenance of a learning environment appropriate to the special needs and language requirements of EL students 	<p>learner reclassification rate, California Healthy Kids Survey data, particularly school connectedness and caring adults at school</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<ul style="list-style-type: none"> Assist students in the development of appropriate social behaviors Work individually or in small groups with EL students for purposes of English language acquisition and/or accessing class material <p>We expect this action to produce greater access to the curriculum and as a result, have a significant impact on the ELA and Math CAASPP scores, ELPAC scores, California Healthy Kids survey results, EL reclassification rate, and progress toward English language proficiency for our English Learners, and expect more growth for them than the other student groups.</p>	
1.7	<p>Action: Support for English Learner students</p> <p>Need: Our review of CAASPP and local data shows English learners performing below the "All Students" group in both English language arts and mathematics, as well as having a higher chronic absenteeism rate. Also, based on a review of our ELPAC scores, as well as our educational partner feedback, specifically from English Learner (EL) parents, our EL students are struggling with access to the curriculum.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Additional ELD supplemental materials will provide support for designated and integrated ELD instruction, and have a positive effect in all content areas. We expect this action to have a significant positive impact on the ELA and Math CAASPP scores for our English Learners, as well as the EL reclassification rate, and progress toward English language proficiency for our English Learners and expect more growth for them than the other student groups as a result.	CAASPP Achievement Data for ELA & Mathematics, ELPAC Scores, Graduation Rate, Dropout Rate, English Learner Progress, English learner reclassification rate
2.9	<p>Action: Foster Youth Liaison / SCOE</p>	The Foster liaison provides a high level of support for our Foster youth. The Foster Youth Coordinator attends meetings and works with other agencies to	Specific to our Foster Youth: CAASPP Achievement Data for ELA

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Foster youth are our most at-risk and vulnerable student population. While we don't have enough Foster youth to generate Dashboard ratings, our analysis of state and local assessment data shows Foster youth performing below the "all students" group in English language arts and mathematics, and Foster youth having a higher chronic absenteeism rate than the "all students" group.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>coordinate services for Foster youth in the district. Because we are so rural, and have a extremely small amount of foster youth students, it was a concern that our foster youth students were not receiving all of the services that they should be receiving. Specific examples of supports provided by the Foster liaison to address the needs of our Foster youth include:</p> <ul style="list-style-type: none"> • Represent Sierra County as the Foster Youth Services Program Coordinator • Increase the scope and coordination of services for foster youth in Sierra County, and/or Sierra County youth placed in out-of-county group homes • Develop a case-management system, including a database to include: school of attendance, grade, living arrangements, health records, specialized pupil support services, and extra-curricular activities • Coordinate trainings for group-home providers, with Sierra County Social Services, for new and existing providers • Represent educational interests of eligible foster care youth during juvenile court proceedings • Develop written procedures for inter-agency collaboration for eligible foster youth subject to out-of-home placement decisions by the court • Increase the scope and coordination of services for foster youth in Sierra County, and/or Sierra County youth placed in out-of-county group homes • Provide mentoring services to participants based on social and emotional needs 	<p>& Mathematics, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate, Chronic Absenteeism Rate, Attendance Rate, Suspension Rate, Expulsion Rate, California Healthy Kids Survey Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>including referral for counseling or other services as appropriate</p> <ul style="list-style-type: none"> • Organize and schedule experiential learning and team-building activities to eligible foster youth • Coordinate enrollment of participants in after-school programs as appropriate • Develop a case-management system, including a database to include: school of attendance, grade, living arrangements, health records, specialized pupil support services, and extra-curricular activities <p>We are confident that as a result of the Foster Youth Liaison, our Foster students will receive the increased level of services that they need to be successful. We believe it will have a significant positive impact on the California Healthy Kids Survey data, the English language arts and mathematics CAASPP scores, and the chronic absenteeism rate for Foster youth.</p>	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

We do not receive the additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,793,700	366,546	6.327%	0.000%	6.327%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$749,500.00	\$326,500.00	\$1,500.00	\$106,500.00	\$1,184,000.00	\$378,500.00	\$805,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	MTSS	All	No			All Schools	2024-2027	\$0.00	\$2,500.00		\$2,500.00			\$2,500.00	
1	1.2	Academic Curriculum / Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$70,000.00	\$70,000.00				\$70,000.00	
1	1.3	Instructional technology to support ELA/Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
1	1.4	After School Tutoring	All	No			All Schools	2024-2027	\$10,000.00	\$0.00		\$10,000.00			\$10,000.00	
1	1.5	Summer School	All	No			All Schools	2024-2027	\$5,000.00	\$0.00		\$5,000.00			\$5,000.00	
1	1.6	Support for English Learner students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$57,000.00	\$0.00	\$57,000.00				\$57,000.00	
1	1.7	Support for English Learner students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
1	1.8	Student assessment to monitor progress	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	\$0.00	\$9,000.00	\$9,000.00				\$9,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.10	Professional Development	All	No			All Schools	2024-2027	\$0.00	\$45,000.00		\$45,000.00			\$45,000.00	
1	1.11	Intervention Teacher	All	No			All Schools	2024-2027	\$105,000.00	\$0.00				\$105,000.00	\$105,000.00	
1	1.12	Technology to Support Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.13	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$158,000.00	\$0.00	\$158,000.00				\$158,000.00	
1	1.14	Refine and Expand CTE Pathways	All	No			Grades 7-12	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.15	CTE Courses A-G Approved	All	No			Grades 9-12	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.16	Increase number of students meeting all A-G requirements	All	No			Grades 9-12	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.17	Math Textbook Adoption	All	No			All Schools	2025-2026	\$0.00	\$105,000.00		\$105,000.00			\$105,000.00	
1	1.18	Special Education Curriculum	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.19	Dashboard Local Indicators Self-Reflection	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.20	Facilities Inspection Tool (FIT) Reports	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.21	LCFF Supplemental Site Allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
1	1.22	AP Summer Institute	All	No			All Schools 9-12	2024-2027	\$2,500.00	\$2,500.00		\$5,000.00			\$5,000.00	
1	1.23	Targeted ELA Support for Homeless Subgroup	Homeless	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Counseling for Students	All	No			All Schools	2024-2027	\$0.00	\$130,000.00		\$130,000.00			\$130,000.00	
2	2.2	Counseling for Expelled Students- COE	Expelled Youth	No			All Schools	2024-2027	\$0.00	\$2,500.00		\$2,500.00			\$2,500.00	
2	2.3	Wellness Center for Counseling	All	No			All Schools	2024-2027	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
2	2.4	Gas Vouchers, Personal Phone Calls, and Home Visits	All Students with Disabilities Homeless	No			All Schools Specific Schools: Loyaltan Elementary School	2024-2027	\$0.00	\$1,000.00		\$1,000.00			\$1,000.00	
2	2.5	Facility Inspection Tool (FIT) Reports	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7	Music Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$36,000.00	\$0.00	\$36,000.00				\$36,000.00	
2	2.8	Art in Schools		Yes	LEA-wide		All Schools	2024-2027	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
2	2.9	Foster Youth Liaison / SCOE	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2027	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
2	2.10	Improvements to School Facilities	All	No			All Schools	2024-2027	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00	
2	2.11	Sports / Athletics	All	No			All Schools	2024-2027	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	
3	3.1	SARB	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Parent Involvement Opportunities	All	No			All Schools	2024-2027	\$0.00	\$1,500.00				\$1,500.00	\$1,500.00	
3	3.3	Family Nights	All	No			All Schools	2024-2027	\$0.00	\$1,500.00			\$1,500.00		\$1,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Parent and Family Surveys	All	No			All Schools	2024-2027	\$0.00	\$500.00		\$500.00			\$500.00	
3	3.5	Four Year Planning	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,793,700	366,546	6.327%	0.000%	6.327%	\$367,000.00	0.000%	6.334 %	Total:	\$367,000.00
								LEA-wide Total:	\$303,000.00
								Limited Total:	\$64,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic Curriculum / Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
1	1.3	Instructional technology to support ELA/Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
1	1.6	Support for English Learner students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$57,000.00	
1	1.7	Support for English Learner students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,000.00	
1	1.8	Student assessment to monitor progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	
1	1.12	Technology to Support Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.13	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$158,000.00	
1	1.21	LCFF Supplemental Site Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	
2	2.7	Music Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,000.00	
2	2.8	Art in Schools	Yes	LEA-wide		All Schools	\$8,000.00	
2	2.9	Foster Youth Liaison / SCOE	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$5,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,393,975.00	\$940,239.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Google Classroom Platform Training.	No	\$1,000.00	\$0
1	1.2	MTSS	No	\$7,500.00	\$0
1	1.3	Foster Youth/SCOE	No	\$60,000.00	\$74,462
1	1.4	Academic Curriculum/Support	Yes	\$50,000.00	\$76,000
1	1.5	Purchase instructional technology to support ELA/Math	Yes	\$4,000.00	\$3,795
1	1.6	Provide after school tutoring for students district wide.	Yes	\$5,000.00	\$4,500
1	1.7	ELD standards and Support for EL students	Yes	\$50,000.00	\$58,077
1	1.8	ELD standards and support for EL students	Yes	\$2,500.00	\$1,918
1	1.9	Student assessment to monitor progress	Yes	\$10,000.00	\$8,603
1	1.10	Professional Development	No	\$35,000.00	\$32,700

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Science adoption committee will work towards adoption.	No	\$0.00	\$0
1	1.12	Intervention Teacher	No	\$105,000.00	\$108,725
1	1.13	Purchase technology to support instruction	Yes	\$10,000.00	\$0
1	1.14	Instructional Aides	Yes	\$168,304.00	\$156,672
1	1.15	Refine and Expand CTE Pathways	No	\$0.00	\$0
1	1.16	CTE Courses A-G Approved	No	\$0.00	\$0
1	1.17	Increase number of students meeting all A-G requirements	No	\$0.00	\$0
2	2.1	Counseling for Students District Wide, Including Expelled Students	Yes	\$58,000.00	\$57,000
2	2.2	FIT Report for each school site	No	\$500.00	\$0
2	2.3	Superintendent/site administrators review of school site needs	No	\$750,000.00	\$300,000
2	2.4	Professional Development	No	\$5,000.00	\$4,458
2	2.5	Music Teacher	Yes	\$25,171.00	\$24,193
2	2.6	Art in Schools	Yes	\$10,000.00	\$0
3	3.1	SARB Referrals	No	\$500.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Strategic Planning	No	\$10,000.00	\$4,000
3	3.3	Parent Surveys	No	\$1,000.00	\$287
3	3.4	Four Year Planning	No	\$500.00	\$0
3	3.5	Foster Youth Liaison	Yes	\$25,000.00	\$24,849

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$370,019	\$417,975.00	\$415,607.00	\$2,368.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Academic Curriculum/Support	Yes	\$50,000.00	\$76,000		
1	1.5	Purchase instructional technology to support ELA/Math	Yes	\$4,000.00	\$3,795		
1	1.6	Provide after school tutoring for students district wide.	Yes	\$5,000.00	\$4,500		
1	1.7	ELD standards and Support for EL students	Yes	\$50,000.00	\$58,077		
1	1.8	ELD standards and support for EL students	Yes	\$2,500.00	\$1,918		
1	1.9	Student assessment to monitor progress	Yes	\$10,000.00	\$8,603		
1	1.13	Purchase technology to support instruction	Yes	\$10,000.00	\$0		
1	1.14	Instructional Aides	Yes	\$168,304.00	\$156,672		
2	2.1	Counseling for Students District Wide, Including Expelled Students	Yes	\$58,000.00	\$57,000		
2	2.5	Music Teacher	Yes	\$25,171.00	\$24,193		
2	2.6	Art in Schools	Yes	\$10,000.00	\$0		
3	3.5	Foster Youth Liaison	Yes	\$25,000.00	\$24,849		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,177,949	\$370,019	0	7.146%	\$415,607.00	0.000%	8.026%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

SIERRA COUNTY PLAN FOR EDUCATING EXPELLED STUDENTS

~~The~~ Sierra County Office of Education

~~And~~and

Sierra-Plumas Joint Unified School District

~~February 2012~~

~~Approved June 12, 2012~~

~~Reviewed and Approved June 13, 2017~~Reviewed and Approved June 25, 2024

TABLE OF CONTENTS

THE SIERRA COUNTY PLAN FOR EXPELLED YOUTH	3
PROCEDURAL SAFEGUARDS	6
TIMELINES FOR SUSPENSION, EXPULSION AND APPEAL	7
SECTION 1 - EXPULSION CHECKLIST	9
SECTION 2 - NOTICE OF SUSPENSION AND PROPOSED EXPULSION	13
SECTION 3 - STUDENT DATA PACKET	17
SECTION 4 - STIPULATED EXPULSION	20
SECTION 5 - PARENT INFORMATION PACKET	32
SECTION 6 - NOTICE OF HEARING	37
SECTION 7 - EXPULSION HEARING SCRIPT	40
SECTION 8 - PANEL'S RECOMMENDATION TO BOARD	44
SECTION 9 - NOTIFICATION FROM THE HEARING PANEL	47
SECTION 10 - SAMPLE MOTIONS	50
SECTION 11 - EXPULSION ORDER FROM THE BOARD OF EDUCATION	54
SECTION 12 - NOTIFICATION OF THE BOARD'S DECISION	56
SECTION 13 - APPLICATION FOR READMISSION/REINSTATEMENT	59
SECTION 14 - SAMPLE FORMS FOR SUSPENDED EXPULSION	62
SECTION 15 - MAINTAINING RECORDS AT THE SCHOOL SITE	71
ATTACHMENT A - POLICIES AND REGULATIONS	733
ATTACHMENT B - SUSPENSION FORM	1033

THE SIERRA COUNTY PLAN FOR EXPELLED YOUTH

Education Code - 48926

Each County Superintendent of Schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction including the outcome data pursuant to Section 48916.1, on June 30th thereafter.

(Added by Stats. 1995, Ch. 974, Sec. 8. Effective January 1, 1996. Operative July 1, 1996, by Sec. 9 of Ch. 974, which was amended by Stats. 1996, Ch. 937.)

Education Code - 48916.1(a)

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

(Amended by Stats. 2005, Ch. 69, Sec. 3. Effective January 1, 2006.)

Overview

Sierra County is a single district county with four distinctly different communities serving a large geographic area. The Sierra County Office of Education and the Sierra-Plumas Joint Unified School District are limited in the respect to which they are able to provide educational alternatives to expelled youth. Small schools, as in Sierra County, are beginning to experience many of the undesirable student behaviors that were once attributed only to students who attended schools in large urban school districts. These small districts, however, are not experiencing large numbers of students who are exhibiting such behaviors that result in expulsion. The fact that students are seldom expelled from schools in Sierra County is positive; however, it does create a situation where the development of either county or district specific classes or programs for such students is difficult financially and/or geographically.

In September 2000, Sierra-Pumas Joint Unified School District approved two community day schools (CDS) located in Downieville and Loyalton. Presently, the sites are closed due to no enrollment.

Early intervention strategies or pro-active strategies are the major focus of the small county and district programs and subsequent student success. Sierra County and the Sierra-Plumas Joint Unified School District provide early intervention strategies which include, but are not limited to, high risk counseling, student study teams, academic and emotional assessments, special needs preschool, special education services, and after school activities.

Existing Educational Alternatives for Expelled Youth

The Sierra-Plumas Joint Unified School District, located within Sierra and Plumas Counties, offers the following options for expelled youth:

1. expulsion with referral to the ~~Sierra-Plumas Joint Unified School District continuation school~~ or County Office of Education (SCOE) independent study program or another SCOE program, whichever is most appropriate;
2. suspended expulsion with placement on district independent study, if the parent agrees; or
3. suspended expulsion with placement on the same school campus if district officials determine this is appropriate;
- 3.4. stipulated expulsion with placement on independent study through SCOE or placement in another SCOE program.

Expulsion of Special Education Students

A pupil with a disability cannot be expelled unless certain procedural safeguards are followed. A manifestation determination IEP meeting is held to review the pupil's behavior and develop conduct/behavior intervention plans, as needed. Other items of discussion will include evaluation and diagnostic results, observation of the pupil, IEP and placement, special education services, supplementary aids/services, behavior intervention strategies, ability of the pupil to understand the impact and consequences of the behavior, and the pupil's ability to control the behavior.

1. The IEP team will determine if the misconduct was a manifestation of the pupil's disability.
2. The IEP team will determine if the pupil was appropriately placed at the time of the incident.
3. The IEP team may consider an interim alternative setting.

The pupil is subject to the same disciplinary procedures as general education pupils if the misconduct was not a manifestation of the pupil's disability and if the pupil was appropriately placed at the time of the incident.

If the parents disagree with the IEP findings, they may file for due process. The expulsion process stops until the outcome of the due process proceedings are concluded. If a pupil is expelled, the district has an obligation to provide ~~FARE-FAPE~~ in an alternative setting.

Gaps in Educational Service

There are several major gaps, which exist in schools in Sierra County with respect to providing educational services to expelled pupils:

1. The Sierra-Plumas Joint Unified School District generally expels very few or no students during the course of a school year; so few students are expelled that having a special class or program for such students, within each of the four distinct communities, is not financially possible.

2. Students who are expelled by the district vary as to age, grade level, and expulsion offenses. The age and grade-span alone, under current California Education Code, would require separate Community Day School sites for the limited number of grades K-6 and 7-~~8-12~~ expelled students.
3. There are significant geographical distances between each community, thus county or district operated school or classroom sites/programs require either extensive bussing, which is not financially feasible for the district, or parent provided transportation, which is often impossible for the parents.
4. The Community Day School option for expelled students, as described in current California Education Code, is difficult for the following reasons:
 - a) the Education Code that outlines the creation of Community Day School programs does not provide adequate funding to allow small school districts to develop such programs.
 - b) access to additional funding is restricted by having the student complete six hours of hour-by-hour attendance accounting in order for the district to receive the additional funding, and requiring additional attendance bookkeeping and record keep.
 - c) the separation of students in grades K-6 from students in grades 7-~~8-12~~ also creates boundaries that will be financially and/or geographically difficult.

Strategies for Addressing Gaps in Service

The strategies in place for addressing the identified gaps in educational services for expelled youth are effective. They are:

1. to continue to use existing district educational strategies to meet the needs of expelled students;
2. to refer expelled students to the Sierra-Plumas Joint Unified School District Continuation School and the Independent Study program. Continuation school is an option for those students who have transportation to the site. Independent study is an option for those students who cannot arrange for transportation.
3. to continue to see that expelled students meet terms and conditions of the rehabilitation by providing certificated and support staff who work closely with all expelled students.

Sierra County Office of Education is a single district county and the district/county office of education is located within 100 feet of the continuation school. This provides a personal feature for communications and support. Articulation and coordination between the district and the county in providing educational placement is most advantageous.

~~Dr. Merrill M. Grant~~, Superintendent
Sierra County Office of Education
PO Box 955
Loyalton CA 96118
(530) 993-1660 ~~ext. *837~~

Date

PROCEDURAL SAFEGUARDS

Conducting an Extension of Suspension Conference

1. Expulsion recommendations must be preceded by an extension of suspension conference. A decision to recommend expulsion should be made based on an administrative team decision.
2. Prior notice of the conference must be provided to the parent. When possible, notification should occur at least one-day prior the conference.
3. Conference may be held without parents. Non-attendance should be noted in the written notices materials included in the expulsion packet.
4. The parent may invite any person with relevant information to the extension of suspension conference.
5. Tape recording the conference is permissible. Parent must notify administration if they intend to so do. If a parent tape records a conference, the administrator should make a recording as well.
6. Although written minutes from the conference are not necessary, often notes are useful, especially when the case proceeds to an expulsion hearing.
7. At the due process conference, the superintendent/designee should:
 - a) Introduce everyone.
 - b) Cite reasons for the conference.
 - c) State the charge(s) from the suspension form and provide all relevant information and evidence known about the incident. State the accusation precisely.
 - d) Provide an opportunity for the student and parent to respond and to state any additional information. Tell them you are going to carefully listen to their side of the story.
 - e) Ask any relevant clarifying questions.
 - f) Ask the student and parent for comments.
 - g) Inform them that you or the principal is recommending expulsion.
 - h) Tell them you are extending the suspension.
 - i) Explain that a letter (certified and regular mail) will be mailed to the parents regarding the decision.

TIMELINES FOR SUSPENSION, EXPULSION AND APPEAL

Student commits expellable offense. Determination of conduct in violation of EC§48900 or 48915.	Day 1 (Unless more investigation is necessary to determine the violation) Day 2 (Must hold conference without exception)
Suspension	Not more than 5 school days . [E.C.§48911]
Recommendation for expulsion/extension of suspension Required second conference.	[EC§48915] Within the 5 school days of suspension/extension pending decision on expulsion [EC§48911(g)]. Requires 2 nd conference with superintendent or superintendent's designee.
Recommendation for expulsion/extension of suspension for Special Education student.	(EC§48915.5) within the 5 school days of suspension/extension pending decision on expulsion for a maximum of 10 days . With parent permission or a court order, suspension can be extended through the entire expulsion process [EC§48911(c)]
Student Data Packet sent to Superintendent's office	Within 5 calendar days from decision to expel.
Notice of hearing (written) mailed to parents/student.	At least 10 calendar days prior to hearing. [EC§48918(b)].
Pupil request for open hearing	At least 5 days prior to hearing. [EC48918(c)].
District extension of hearing date	Up to 5 school days "for good cause." [EC§48918(a)]
Pupil postponement	Entitled to not more than 30 calendar days . Additional days at board's discretion. [EC§48918(a)]
Hearing	To be conducted within 30 school days of determination of pupil violation. [EC§48918 (a)].
Administrative panel or hearing office recommendation	Within 3 school days or by day 33 in case of postponement. [EC§48918(e)].
Respondent school district shall file with the County Board documents that are on file that relate to the expulsion (see County Board policy for details)	At least 10 days prior to the day set for the hearing.
Decision of governing board	Within 10 school days ; or day 40 without pupil requested hearing postponement [EC§48918(j)].
Appeal to county board *	Within 30 calendar days following local board decision. [EC§48919].
Appellate Hearing Before County Board	Within 20 school days following filing of formal request (EC §48919)
Appellant shall file transcript of district hearing	At least 10 calendar days prior to the day set for the hearing
Filing of written arguments must be received by the office of the Sierra County Office of Education.	At least 10 days prior to the day set for the hearing.
Names of persons who intend to make presentations at hearing from appellant and respondent to Sierra Co. Office of Ed.	At least 48 hours prior to hearing.
County Board sends written notice of decision to student/parents	Within 3 school days of appeal hearing. (EC§48919) County Board decision is final.

* Appeals are to be heard by the Plumas County Board of Education.
Contact Sierra County Office of Education for information and forms.

EXPULSION APPEAL TIMELINE			
	PROCEDURE	RESPONSIBILITY	TIMELINE
1	Parent or parent representative makes initial contact with Sierra County Office of Education	Parent	As soon as possible after local school district Governing Board's decision to expel
2	Parent is mailed packet of appeal information certified mail, email or fax	Sierra County Superintendent	After contact by parent or representative
3	Parent files expulsion appeal form with Sierra County Superintendent's Office.	Parent	Within thirty (30) calendar days of school district expulsion hearing
4	Parent submits written request for student's transcript from district and completes "Inability to Pay" form if applicable	Parent	Concurrently with submission of expulsion appeal form with Sierra County Superintendent's Office
5	District submits to Contracted County Office of Education student's transcript and other pertinent documents, incl. attendance registers, discipline actions, grades, etc.	School District	Within ten (10) schools days of the receipt of written request from parent
6	Sierra County Office of Education submits Expulsion Appeal & Request for Hearing to Contracted County Office of Education	Sierra County Superintendent	Within ten (10) schools days of the receipt of written request from parent
7	Appeal hearing is set and Notice of Hearing is mailed. Parents and school district will receive notice at least ten (10) calendar days before the hearing	Contracted County Superintendent	Within twenty (20) school days after receipt of transcript and other documents
8	Parents submit to Sierra County Office of Education any written argument of documents not delivered previously and Sierra COE forwards those documents to the Contracted County Office of Education	Parent	Ten (10) calendar days prior to appeal hearing date
9	District submits to Contracted County Office of Education written argument and/or response to parent	School District	Five (5) calendar days prior to appeal hearing date
10	Packets are prepared for Contracted County board to include all documentation submitted	Contracted County Superintendent	Approximately four (4) days before appeal hearing
11	Expulsion appeal hearing, conducted in closed session unless public hearing requested in writing five (5) days prior	Contracted County Board of Education	As scheduled by the Contracted County Board of Education
12	Closed deliberation by the Contracted County Board	Contracted County Board and Counsel	Following the appeal hearing
13	Decision is announced in public session following deliberation	Contracted County Board President	Following deliberation
14	Written decision is mailed to all parties	Contracted County Superintendent	Within three (3) working days after the hearing

SECTION 1 – EXPULSION CHECKLIST

Completed by school personnel to ensure the District Office receives all pertinent information related to a recommended expulsion.

- A copy of the checklist is submitted to the District Office with each student's complete expulsion packet. This checklist should be the first document of the packet.
- The District office will assign a hearing date/time upon receipt of the checklist and expulsion packet and contact the administrator who is recommending expulsion.
- Legal timelines for all expulsion proceedings.

EXPULSION CHECKLIST FORM – School Site

****This form is to be completed for each student being recommended for expulsion and attached to the expulsion packet being sent to the District Office.**

STUDENT NAME: _____ GRADE: _____

SCHOOL: _____

1. Student commits an offense that meets legal requirement for suspension and expulsion from school.
2. Student is suspended from school (duration cannot be for more than 5 school days) from _____ through _____.
3. Notify the Superintendent's Office of any forthcoming expulsion as soon as possible after the decision has been made to recommend the expulsion. Secretary will confirm the 30--school- day time-line to work within. Be sure to specify if the expulsion recommendation involves a special education student or an English Learner family.
 - A. ~~Thirty~~ 30-day time-line expires on: _____
 - B. Special Education Student: Yes _____ No _____
 - C. English Learner family: Yes _____ No _____ Language: _____
4. FOR SPECIAL EDUCATION STUDENTS ONLY: Notify the appropriate school psychologist as soon as expulsion proceedings are initiated so that the pre-expulsion assessment and an I.E.P. meeting can be scheduled and completed within 15 days.
5. School Administrator prepares and delivers Notice of Proposed Expulsion and Suspension to parents within three days from the date on which the decision to recommend expulsion is made. This may be delivered at the time of the parent conference.
6. During the parent conference at which the parents are notified of the proposed expulsion and suspension, the administrator should inform the parents/student of the administration's decision regarding the student's placement pending the expulsion hearing. The Notice of Hearing from the Superintendent's Office to the parents will confirm this decision.
 - A. Non-Special Education student.
 - 1. The student may return to the campus after suspension, pending the expulsion hearing. (Student's presence on the campus does not cause a danger to persons or property nor threaten to disrupt the instructional process.)
 - 2. The suspension of the student will be extended until the date of the hearing. (This should be in accordance with 48911(g) which reads: *In a case where expulsion from a school or suspension for the balance of the semester from continuation school is being processed by the governing board of the school district, the district superintendent of schools or other person designated by the district superintendent of schools in writing may extend the suspension until the governing board of the school district has rendered a*

~~decision in the action. However, an extension may be granted only if the district superintendent of schools or the district superintendent's designee has determined, following a meeting in which the pupil and the pupil's parent or guardian are invited to participate, that the presence of the pupil at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the pupil is a foster child, as defined in Section 48853.5, the district superintendent of schools or the district superintendent's designee, including, but not limited to, the educational liaison for the school district, shall also invite the pupil's educational rights holder, attorney, and the county social worker to participate in the meeting. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the district superintendent of schools or the district superintendent's designee, including, but not limited to, the educational liaison for the school district, shall also invite the pupil's tribal social worker and, if applicable, county social worker to participate in the meeting. If the pupil, the pupil's parent or guardian, or, if applicable, the foster child's educational rights holder, attorney, or county social worker, or, if applicable, the Indian child's tribal social worker or, if applicable, county social worker has requested a meeting to challenge the original suspension pursuant to Section 48914, the purpose of the meeting shall be to decide upon the extension of the suspension order under this section and may be held in conjunction with the initial meeting on the merits of the suspension. In cases where expulsion from any school or suspension for the balance of the semester from continuation school is being processed by the governing board, the school district superintendent or other person designated by the superintendent in writing may extend the suspension until such time as the governing board has rendered a decision. However, an extension may be granted only if the superintendent or the superintendent's designee has determined, following a meeting in which the pupil and the pupil's parent or guardian are invited to participate, that the presence of the pupil at the school would cause a danger to persons or property or a threat of disrupting the instructional process. If the pupil or the pupil's parent or guardian has requested a meeting to challenge the original suspension pursuant to Section 48914, the purpose of the meeting shall be to decide upon the extension of the suspension order under this section and may be held in conjunction with the initial meeting on the merits of the suspension.)~~

B. Special Education Student

- 1. The student may return to the campus after a 5 day suspension, pending the expulsion hearing.
 - 2. Student's suspension is extended to 10 days, return to campus pending expulsion. (Student's presence on the campus does cause a danger to persons or property or threatens to disrupt the instructional process.)
 - 3. Parent agrees to ~~placement at alternate site~~alternate placement pending expulsion hearing. Student does not pose a danger.
 - 4. Parent agrees to placement at alternative site pending expulsion hearing. (Alternative site administrator concurs.)
 - 5. School has attained a court order to exclude student from school pending expulsion hearing.
7. **Within five school days** of determining that expulsion will be recommended, the student's expulsion data packet should be forwarded to the Superintendent's Office and should include the following:

- A. Recommendation for Expulsion letter from Principal and Superintendent to the Board of Education. This letter should cite the Education Code and District Board Policy/Administrative Procedures violated by the student's alleged actions. (See "How to Write Charges", Section 2)
- B. Copy of Notice of Proposed Expulsion and Suspension Letter from Principal to the parents. (See "How to Write Charges", Section 2)
- C. Printout of the Student's class schedule (for secondary students).
- D. Student Discipline Incident Reports (within past two years).
- E. All Student Suspension Notices (within past two years).
- F. Student Attendance Record (within past two years), including most recent
- G. Transcript of Courses Taken. Provide copies of report card for previous year(s) from the cumulative file or, if the student is new, the transcript from the previous school.
- H. Report Cards/Progress Reports (within past two years). Be sure the grading period is identified on the report card or progress report.
- I. Current Progress Check. A Teacher's Progress Report Form is sent to each of the student's teachers for obtaining the student's current status in class (Initiate immediately upon determining the student will be recommended for expulsion).
- J. Testing data: SAT/9 scores or comparable testing data if available.
- K. Any other documents, letters, or evidence (such as a photocopy of weapon with ruler to show size) that may be pertinent to the case, as determined by the school administrator. All documents submitted by the school must be typed and of legible quality.
- L. The Superintendent's Office will schedule an administrative hearing upon receiving the expulsion data packet.

SECTION 2 – NOTICE OF SUSPENSION AND PROPOSED EXPULSION

- The letter to the parents is hand delivered within three days from the date on which the decision to recommend expulsion is made, usually during the conference with the vice principal and/or principal.
- Extension of a Suspension Pending Expulsion/Voluntary Independent Study
- How to Write Charges

Extension of a Suspension Pending Expulsion Hearing/Voluntary Independent Study

Student Name _____

DOB: _____

School _____

Special Ed: __Yes __No

504: __Yes __No

California Education Code and the Sierra-Plumas Joint Unified School District Board Policy stipulate that a pupil suspension, pending a hearing for expulsion, may be extended until the date of the hearing if the presence of the student would cause a danger to himself or to others or a disruption to the instruction process. In lieu of extending the suspension of this student, the school would like to offer a voluntary alternative placement in Independent Study, to commence after the current suspension is concluded and continuing through the date of the recommendation for expulsion hearing.

Please choose one of the following options:

- A. Yes, I agree that the above named student shall be placed on Independent Study in lieu of an extension of the suspension.
- B. No, I do not consent to the above named student's placement on Independent Study.

Student Signature

Date

Parent/Guardian Signature

Date

District Administrator Signature

Date

***Note: We strongly recommended that this option not be offered to students facing expulsion for 48915 (c) 1-5 violations

HOW TO WRITE CHARGES

1. The charges are a detailed factual description of the incident and are included in the Memorandum to the Board of Education and the Letter of Suspension and Proposed Expulsion. Well-written charges are crucial to the entire process.
2. Prepare the charges as soon as possible after the incident. Fax a copy of the charges to the ~~Director of Student Services~~Superintendent before you include them in the Memo to the Board of Education or send the Letter of Suspension and Proposed Expulsion.
3. Please use the following suggestions when preparing your charges:
 - A. Describe facts in detail—who, what, when, where, why, and how.
 - B. Describe facts in chronological order.
 - C. Describe your investigation.
 - D. State facts, not conclusions or generalization.
 - E. Describe relationship to school activity or attendance, which includes but is not limited to: while on school grounds, while going to or coming from school, during lunch (whether on or off campus), or during or while going to or coming from a school sponsored activity.
 - F. Include all dates.
 - G. Use direct quotes (by perpetrator, victim and witnesses).
 - H. Use active voice.
 - I. Do not make excuses.
 - J. Do not add inflammatory and irrelevant information.
4. After getting the approval of the ~~Director of Student Services~~Superintendent, include the charges in the Memorandum to the Board of Education and the Letter of Suspension and Proposed Expulsion to the parents.

**Loyalton High School
700 Fourth St.
Loyalton CA 96118**

Parents/Guardians (Name)
P. O. Box
City, State, Zip

Student Name
P. O Box
City, State, Zip

**NOTICE OF SUSPENSION AND
PROPOSED EXPULSION**

Dear _____ :

As you know, due to **his** serious misconduct, _____ has been suspended from school. This is to inform you that I have recommended to the Board of Education of the Sierra-Plumas Joint Unified School district that _____ be expelled from school due to **his** misconduct. _____'s suspension from attendance at Loyalton High School, which has been scheduled to end on (Date back to school) _____, will be extended pending a decision on **his** expulsion by the Board of Education **unless I should determine such extension not be warranted after meeting with you and _____.**

You and _____ are invited to meet with me concerning the decision to recommend expulsion and the extension of the suspension, and you are hereby advised that you have the legal right and legal obligation to do so. The law requires that you respond to this invitation without delay. At that meeting, we will discuss the recommended expulsion and whether _____'s presence at Loyalton High School, pending action on the expulsion recommendation, would cause a danger to persons or property, or threaten to disrupt the instructional process. I must determine that this is the case in order to extend the suspension beyond (Date before day back to school-above) _____. If you disagree with my determination in this regard, you may request a meeting with the superintendent for the school district or his designee by contacting my office.

The recommendation to expel and extension of the suspension are based on the following facts:

On _____, at approximately _____,

By this incident, _____ defied school rules and authority.

_____ is entitled to a hearing to determine whether **he** should be expelled. That hearing will be an administrative panel. Written notice of the hearing will be forwarded to you at least ten (10) days prior to the hearing date. The expulsion proceedings will be in executive session unless you request a public hearing in writing at least five (5) days in advance of the hearing date. All notices or correspondence concerning the hearing should be addressed to me at the address given above. The hearing will be scheduled to begin on or before _____. You are entitled, upon request, to have access to all records in the possession of the school district upon which the suspension is predicated.

I will be in touch with you shortly with respect to the date of the expulsion hearing.
Please do not hesitate to contact me if you have any problems or questions regarding this matter.

Sincerely,

Loyalton High School Principal
cc: Superintendent's Office

SECTION 3 – STUDENT DATA PACKET

- This packet is prepared by the school and is sent to the Superintendent's Office within five school days from the time of the decision to recommend expulsion.
- The packet includes:
 1. Principal's Memorandum Recommending Expulsion
 2. Copy of Notice of Proposed Expulsion and Suspension
 3. Discipline Report
 4. Attendance Report (attach a copy of the Attendance Resolution Codes)
 5. Student Class Schedule
 6. Student Grades and Progress Report (as of time Pupil is recommended for expulsion)
 7. Teacher's Progress Report from Every Teacher
 8. Transcript of Courses or Report Cards
 9. Graduation Status Report, if available
 10. Test Scores (SAT/9, etc.)
 11. Any other documents pertinent to the case such as statements from witnesses or school officials involved in the case or pictures of evidence with ruler beside it to show the size.

PRINCIPAL'S MEMORANDUM
RECOMMENDING EXPULSION

TO: Administrative Panel
Sierra-Plumas Joint Unified School District

FROM: , Principal

DATE:

RE: Recommendation for Expulsion

Pursuant to Sections 48900 through 48918 of the California Education Code, and Administrative Procedures 6.4 of the Sierra-Plumas Joint Unified School District Policies and Procedures, the undersigned hereby files with the Board the recommendation of , Principal of School, for the expulsion of .

is charged with the following causes for expulsion:

Cause No. 1: did, on , bring, consume, and furnish to another student, an alcoholic beverage.

Cause No. 2: did, on , bring, consume, and furnish to other students, an alcoholic beverage.

Cause No. 3: By the activity described above in Causes No. 1, and No. 2, violated school rules and willfully defied the valid authority of supervisors, teachers, administrators and school officials.

*The above causes are in violation of Education Code 48900(c), 48900(k) and District Administrative Procedures 5144.1.

It is further alleged as follows:

The event that constituted good cause for expulsion of was related to school activity.

2. Due to the nature and severity of the violation, the continuing presence of 's attendance at School could pose a danger to persons or threaten to disrupt the educational process.

The events which are alleged to have occurred which constitute cause for expulsion are outlined as follows:

(Example – Please delete!) On Tuesday, February 25, 1996, at approximately 11:34 AM, the end of third period, a couple of students approached Holmes Junior High School Campus Supervisor Richard Jones. The students advised Mr. Jones that Jon Doe and another male student in their third period class appeared, in their opinions, to be drunk.

Mr. Jones checked the class schedules of the two male students who were named as being drunk. Mr. Jones brought one male student to the office and asked Campus Supervisor Mary Smith to bring Wesley to the office. Mrs. Smith escorted Jon and his belongs to the administration office where Jon Doe was placed in the office of Principal, David Inns.

Jon Doe and his belongings, were searched by Mr. Inns, in the presence of Mrs. Smith. A half gallon bottle of vodka was found. The bottle was approximately one-quarter full of vodka. Mr. Inns questioned Wesley about the vodka and Jon admitted he brought the vodka to school. Jon Doe was under the influence of alcohol and admitted to drinking some vodka during second period. Jon Doe also admitted that during second period he provided the vodka to the other male student, who was also under the influence of alcohol.

Jon Doe was cited by Officer Schmidt of the Davis Police Department.

and his mother have previously been given notice of the Principal's intent to recommend his expulsion from School.

Cc: Superintendent
Administrative Panel

SECTION 4 – STIPULATED EXPULSION

- Definition
- Advantages and Disadvantages to Schools

FORM OPTIONS:

- Memorandum – Use Stipulated Expulsion Option-48 hr notice
- Stipulated Expulsion Agreement (Preferred form)
- Agreement and Stipulation for Immediate Expulsion
- Waiver
- Rehabilitation Plan

Stipulated Expulsion - Definition

STUDENT DISCIPLINE: Stipulated expulsion

A stipulated expulsion agreement is made when a student's parent or guardian agrees that the student did commit an act included in the reasons for expulsion and is being recommended for expulsion.

As part of reaching a stipulated agreement, the student and a parent or guardian will meet with the ~~Director of Student Services~~Superintendent. They will review the evidence gathered in the investigation of the incident leading to the expulsion recommendation. At that time, if they agree to a stipulated decision, the student, parent or guardian and the Director must all initial and agree upon the following:

1. They have been informed of and understand the right to due process with regard to the expulsion recommendation.
2. They have had the opportunity to review the reasons for the recommendation for expulsion and to discuss them with district personnel.
3. They agree to the facts as stated in the expulsion recommendation.

As part of a stipulated agreement, the student's parent or guardian waives a number of rights:

1. The right to an expulsion hearing.
2. All notices and timelines required by policy or law.
3. The right to be represented by an attorney at the expulsion hearing.
4. The right to inspect and have copies of the documents which would have been used at the hearing.
5. The right to confront and question all witnesses who would have testified at the hearing.
6. The right to question all written evidence presented.
7. The right to present witnesses and evidence on the student's behalf.
8. The right to appeal to the county Board of Education if the stipulated expulsion is approved by the Board of Trustees as agreed upon.

A student's parent or guardian may consult with an attorney about the stipulated expulsion process. The Board of Trustees must still vote to approve a stipulated expulsion agreement.

Stipulated Expulsion Advantages and Disadvantages

School districts throughout California are exploring and approving the concept of a "stipulated expulsion". A stipulated expulsion is a process whereas the pupil and his/her family acknowledge responsibility for the behavior leading to the recommendation for expulsion by the school administration. The pupil and parent/guardian waive mandated timelines and procedures leading to an expulsion by the governing board of trustees.

In lieu of an administrative hearing panel, the pupil and parent/guardian sign an agreement acknowledging that the pupil committed the prescribed offense(s). The pupil is placed in an alternative or other type setting. Conditions are set forth for pupil re-entry to the local school district.

The advantages of a pupil and his/her parent agreeing to a stipulated expulsion are:

1. Educational time lost for the pupil is kept at a minimum.
2. The pupil and parent/guardian do not have to appear before an administrative hearing panel.
3. The educational process is expedited in placing a pupil in an alternative or other type setting.
4. Stipulated Expulsion can be expunged by the governing board upon parent request.

The disadvantages of a pupil and his/her parent/guardian agreeing to a stipulated expulsion are:

1. The pupil waives the right to appear and contest the allegation(s) before an administrative hearing panel and the board of trustees.
2. A pupil waives the right to appeal the expulsion order to the County Board of Education.

Tips if you decide to use Stipulated Expulsion Agreements:

1. **DO** specifically provide for the waiver of each and every right noted in the relevant Education Code provisions;
2. **DON'T** prevent the parents/guardians from legal representation for this agreement--in fact, one major school law firm advises its school district clients not to use these agreements unless the parent/guardian is represented by an attorney;
3. **DO attach** a written, sworn admission;
4. **DON'T** use this as a means of avoiding the hearing process, no matter how time consuming and/or costly. These agreements should be used very sparingly--considered how you would justify the use before your governing board or a court of law;
5. **DO** have the district's administrative hearing panel review and sign the document;
6. **DO** include a comprehensive rehabilitation program, just as you would for an expulsion;
7. **DON'T** forget to have both parents/guardians sign and date the agreement, unless their attorney has been designated (in writing) with the authority to sign for them. Allow 48 hours for the parent/guardian to decide whether or not they agree to a stipulated expulsion.
8. **DON'T** agree to a stipulated expulsion with parent/guardian(s) of a student identified as special education student (current/inactive IEP) or a student who has a current 504 plan.

9. **DON'T** allow the parent to reciprocate the expulsion agreement once signed after the 48 hour waiting period.
10. **DON'T** stipulate an expulsion agreement for a 48915 (c) offense.

Final note: Although there is no statutory authority for stipulated expulsion, the courts have upheld the validity of stipulated expulsions via the following except: in the court case of Chopin Vs Conejo Valley USD 903F, Supp.1377 (C.D. CA 1995) A person may waive a constitutional right if it can be established by clear and convincing evidence that the waiver is voluntary, knowing and intelligent. Pg. 1383-1384 Parent may waive the right to a pre-expulsion hearing and consent to the discipline p.1385

Sierra-Plumas Joint Unified School District

MEMORANDUM

TO: Parents/Guardians

FROM: Dr. Merrill M. Grant, Superintendent

This memorandum contains information about an alternative to the administrative hearing process for students who have been recommended for expulsion. This alternative is called a stipulated expulsion and must be requested by you in order to begin the process. The ~~Student Services Administrator~~ Superintendent has determined that you are a possible candidate for this process. The following information is provided to assist you in determining whether to request a stipulated expulsion.

Use stipulated Expulsion Option

A Stipulated Expulsion means that a student and his/her family acknowledge "responsibility" for the behavior or activity that led the school administration to recommend that a student be expelled.

The advantages in agreeing to a stipulated expulsion are:

1. Educational time lost for student is kept at a minimum.
2. The student and parent do not have to appear before an Administrative Panel Hearing and recreate the incident.
3. The education process may be expedited in moving forward with this process.
- 3.4. Stipulated expulsions can be expunged by the governing board upon parent request.

Please understand that entering into a Stipulated Expulsion, all of the following rights regarding expulsion would be waived:

- a. The right to have a hearing before the Governing Board;
- b. The right to be presented by counsel at a hearing;
- c. The right to present witnesses at a hearing;
- d. The right to present evidence at a hearing;
- e. The right to confront and question witnesses at a hearing;
- f. The right to inspect and obtain any documents;
- g. The right to present oral and documentary evidence at a hearing.

The concept of due process is still in effect.

You are being given this opportunity to reflect for a period of 48 hours and respond to the concept of stipulated expulsion. The parent and student are encouraged to give careful consideration to the consequences of the expulsion.

Since an expulsion hearing must be scheduled within 30 school days of the incident, we are asking that you contact the Superintendent's Office at 530 993-1660 ext. ~~*837~~110 with any questions.

Student signature

Parent/Guardian Signature

District Representative

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

STIPULATED EXPULSION AGREEMENT

Date: _____

Identifying Data:

Name: _____

DOB: _____

CSIS No: _____

School: _____ Grade: _____

Violation(s): _____

504: ☐ Yes ☐ No

Special Ed: ☐ Yes ☐ No

Finding of Fact:

Conclusions:

_____ 1. We have specific rights, summarized below, regarding the proposed expulsion of (student name) _____. We understand that we have a right to enter into this agreement which results in the expulsion of student, without the necessity of following regular expulsion proceedings;

_____ 2. By signing this agreement, we waive all of the following rights regarding expulsion to which we would be otherwise entitled:

- a. the right to have a hearing before the administrative panel;
- b. the right to be presented by counsel at a hearing;
- c. the right to present witnesses at a hearing;
- d. the right to present evidence at a hearing;
- e. the right to confront and question witnesses at a hearing;
- f. the right to inspect and obtain any documentation;
- g. the right to present oral and documentary evidence at a hearing.

_____ 3. We hereby agree that the student may be expelled for the reason described in the Notice of Suspension and Proposed Expulsion.

_____ 4. We have received, have read, and understand copies of Education Code Section 48918 and Education Code 48919.

____ 5. We understand that the Board of Education will review this proposed agreement. The Board may accept or reject the agreement or any of its terms.

- a. If the Board accepts the agreement, it will take effect upon Board action.
- b. If the Board rejects or modifies the agreement, we will have five calendar days to accept or reject the terms.
- c. If we reject the Board's terms, then the matter will be set for a hearing within 15 calendar days.

____ 6. We waive the right to appeal the expulsion to the County Board of Education. If we disagree with the decision of the Sierra-Plumas Joint Unified School District governing Board, we may appeal the decision in accordance with guidelines under California Education Code 48922.

____ 7. We understand the following:

- a. This agreement is a binding legal document.
- b. We may consult with any attorney concerning this agreement.
- c. We understand that if we do not sign this agreement by _____, it will be too late to enter into this agreement and the expulsion hearing will proceed as scheduled.
- d. By signing this agreement, we bind the Sierra-Plumas Joint Unified School District and ourselves to the terms set for herein.

Rehabilitation Plan:

To the extent approved by the District's governing board, enforcement of any expulsion order resulting from the allegations contained in the Notice shall be enforced for the period commencing on _____, 20__, and concluding on _____, 20__; provided, however, that the period does not exceed one calendar year, and, further, provided the student agrees to participate in the Rehabilitation Program of this Agreement. During the period of the expulsion order, the student shall be deemed to be on probationary status, subject to revocation by the governing board in accordance with of this Agreement.

REHABILITATION PLAN

DURING THE PERIOD OF THE EXPULSION THE STUDENT SHALL:

(Check all applicable areas)

- ____ Maintain 90% or better positive daily attendance in the assigned school.
- ____ Comply with all District rules/regulations and obey all laws in the assigned program.
- ____ Complete _____ credits by _____ in the assigned program.
- ____ Maintain a grade point average of at least a 2.0 in the assigned program.
- ____ Attend and successfully complete drug counseling program at low/no cost through Sierra County Probation or parent/guardian choice and cost.
- ____ Enroll in Independent Study Program (ISP).
- ____ Not appear on any Sierra-Plumas Joint Unified School District campus other than the assigned ISP campus without prior approval from the site principal.

We understand that if we apply for admission to another school district during the time that this expulsion agreement is in effect, we must inform the new school district of the fact of this expulsion, as required by Education Code Section 48915.1.

PLACEMENT DURING THE TERM OF THE EXPULSION

While on suspended/full term expulsion, the student shall be placed in the school or program indicated below:

- Sierra-Plumas Joint Unified School District Independent Study Program:
From _____ to _____ if all criteria stated in this agreement is met.
- Sierra Pass Continuation School
From _____ to _____ if all criteria have been met.
- Loyalton High School
From _____ to _____ if all criteria have been met.

BOARD APPROVAL

In the event the Governing Board DOES NOT approve this stipulated agreement, and instead orders that a hearing be conducted before an Expulsion Hearing Panel, the student and parent/guardian agree that the period in which the District must consider and act upon the recommendation of an Expulsion Hearing Panel shall be within twenty (20) school days from the date this stipulated agreement is presented to the Governing Board.

_____ Student signature	_____ Date	_____ Parent/Guardian signature	_____ Date
_____ Superintendent/Designee signature	_____ Date	_____ Parent/Guardian signature	_____ Date

It is so ordered by the Board of Education:

AYES:

NOES:

ABSENT:

VACANT:

ABSTENTION:

Sierra-Plumas Joint Unified School District
Governing Board President

Date

Agreement and Stipulation for Immediate Expulsion

This Agreement is made and entered into by and between _____ (the "Student"),
and _____ (the "Parent/Guardian") and the Sierra-Plumas Joint Unified School District.

RECITALS

1. A Notice of Expulsion ("Notice") pertaining to the Student (see Exhibit A attached to this agreement) was received by the Parent/Guardian; and
2. The Notice includes allegations of specific acts committed or engaged in by the Student, which acts are grounds for expulsion under applicable provisions of the California Education Code, including, but not limited to, Section 48900/48915; and
3. The Student and Parent/Guardian have been provided with the Notice and copies, if applicable, provisions of the California Education Code and District rules and regulations governing expulsions; and
4. The Student and Parent/Guardian have been advised by District representatives that they have a right to consult with and/or otherwise engage counsel to represent them during any proceedings involving the Notice and/or the Agreement; and
5. The Student and Parent/Guardian have met with District representatives to discuss allegations contained in the Notice and applicable provisions of the California Education Code relating to expulsions; and
6. The Student and Parent/Guardian fully understand the charges contained in the Notice and the meaning and consequences of an expulsion order which may result from such charges; and
7. At an upcoming meeting, the District Governing Board will consider and take action on the issue of expulsion based on the Student's admissions and waiver of a right to an expulsion hearing as set forth in this Agreement; and
8. The parties have determined that resolution of the issues raised in the Notice would best be served by an expedited and abbreviated process, which process would ultimately be beneficial to and in the best interests of the Student and the District; and
9. This agreement is consistent with the intent of applicable provisions of the California Education Code relating to expulsions.

NOW, THEREFORE, the parties agree as follows:

- A. The parties agree that the above Recital are true and correct.
- B. The purpose of this Agreement is to establish a framework for the amicable, beneficial, and expedited *resolution* of issues raised in the Notice (Exhibit A).
- C. The Student and Parent/Guardian fully acknowledge, understand and admit the following:
 1. They received the Notice and have carefully read the allegations contained herein and applicable California Education Code sections, have had an opportunity to discuss the allegations with District representatives and fully understand the allegations and the meaning and consequences of an expulsion order, and

2. They have the right to a due process hearing to contest the allegations contained in the Notice, including a challenge that the identified acts constitute grounds for expulsion; and that the purpose and function of an expulsion hearing would be to decide if the allegations have been substantiated and, whether they constitute grounds for expulsion, and whether the Student should be expelled; and
 3. If substantiated, each and every specific act outlined in the Notice, either independently and/or collectively, is a ground for expulsion under California Education Code 48900/48915, et seq.; and
 4. The specific acts committed or engaged in by the Student, as alleged in the Notice, did in fact occur.
- D. The pupil and Parent/Guardian relinquish their right to contest any expulsion order and make a knowing and voluntary waiver of their right to have an expulsion hearing, and/or appeal to the county board of education, including the right (1) to all notices and time lines required by statute, rule or regulation, (2) to be represented by legal counsel at such expulsion hearing, (3) to inspect and obtain copies of all documents which would have been used at the hearing, (4) to confront and question all witnesses who would have testified at the hearing, (5) to question all other evidence presented, and (6) to present oral and documentary evidence on the Student's behalf, including witnesses.
- E. The Pupil and the Parent/Guardian have the right to rescind the stipulated agreement within two business days after the initial stipulated agreement has been authorized by the Pupil and Parent/Guardian.
- F. The request to rescind the stipulated agreement must be made in writing to the Director of Student Services. Upon receipt of the written request, an expulsion hearing shall be conducted within twenty school days.
- G. This Agreement is conditioned upon review and approval of the District Governing Board.
- H. The pupil is eligible to reapply for admission on _____, 20____. During the period of expulsion, the pupil must successfully complete a Rehabilitation Plan (attached).

The parties indicate their intention to be bound by their authorized signatures:

DATED:	_____
	Student
DATED:	_____
	Parent/Guardian
DATED:	_____
	School District Representative
DATED:	_____
	President, Board of Education

WAIVER

The student and his/her parent/guardian have been informed and understand their right to a due process hearing with respect to the matters agreed to herein and specifically and knowingly waive that right. The student and his/her parent/guardian have received a copy of the school districts regulations.

The student and his/her parent/guardian further waive any alleged defects concerning timelines and process related to this expulsion proceeding.

The student and his/her parent recognize their right to appeal a suspended expulsion order to the County Board of Education within thirty (30) days from the date the Governing Board approves this stipulated agreement and specifically waive this right.

MODIFICATION OF AGREEMENT

In the event the Governing Board modifies the terms of this agreement with respect to the length of the suspended expulsion and/or the placement of the student, the student or his/her parent/guardian may request in writing, within five school days from such modification, that a hearing be conducted before an Expulsion Hearing Panel. The Student and parents agree that the period in which the District must consider and act upon the recommendation of an Expulsion Hearing Panel shall be within thirty (30) school days from the date this stipulated agreement is presented to the Governing Board.

BOARD APPROVAL

In the event the Governing Board DOES NOT approve this stipulated agreement, and instead orders that a hearing be conducted before an Expulsion Hearing Panel, the student and parent agree that the period in which the District must consider and act upon the recommendation of an Expulsion Hearing Panel shall be within thirty (30) school days from the date this stipulated agreement is presented to the Governing Board.

Student's signature	Date	Parent's signature	Date
Superintendent/designee signature	Date		

It is so ordered by the Board of Education-

AYES	ABSENT
NOES	ABSTENTION

Governing Board President	Date
---------------------------	------

REHABILITATION PLAN

DURING THE PERIOD OF EXPULSION THE STUDENT SHALL:

1. Maintain a clear school and community record during the term of his/her suspended expulsion;
2. Attend a school or educational program, either private or public, maintaining passing grades in all subjects, have no unexcused absences, and maintain a satisfactory attitude and behavior;
3. Have no suspendable violations of Education Code 48900 or 48915;
4. Abide by all conditions of his/her probation, if applicable;
5. It is recommended that the student participate in a professional counseling program;
6. Sign a Probationary Enrollment Contract before returning to school;

In addition (if checked)

7. Complete _____ hours of community services prior to his/her re enrolment to the district.
8. Other: _____

During the period of the suspended expulsion, the student will be deemed to be on probationary status. If any of the conditions of this agreement are not met, the suspension of the expulsion order will be revoked by the superintendent/designee without further hearing or proceedings and the expulsion shall be reinstated. The probation shall remain in effect through (date)

THE STUDENT SHALL NOT BE ON ANY CAMPUS AT ANY TIME IN THE DISTRICT, EXCEPT ON THE CAMPUS TO WHICH ASSIGNED, unless prior approval is given by school district administrator.
The student may not leave the school campus during regular school hours.

REINSTATEMENT OF EXPULSION

In the event that the expulsion is reinstated, the student shall be referred to the _____ School. The student may be eligible to return to a district school or program at the beginning of a new semester following the last semester of the expulsion.

PLACEMENT DURING THE TERM OF THE SUSPENDED EXPULSION

While on suspended expulsion, the student shall be placed in the school or program indicated below:

Current School _____

Independent Study

Alternative district school

County Office of Education

SECTION 5 – PARENT INFORMATION PACKET

- This packet serves to inform parents of the process and their rights related to expulsion proceedings.

The information packet is included in the same mailing as the Notice of Hearing and Student Data packet, but as a separate packet.

- This packet includes:
 1. A letter to the parents informing them of the expulsion process and procedures (Process and Rights Letter with attachments).
 2. Administrative Regulations related to Suspension and Expulsion/Due Process (Attachment 1).
 3. Education Code 48900-48925 (Attachment 2).

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
109 Beckwith Road
PO Box 955
Loyalton, CA 96118

PROCESS AND RIGHTS LETTER

Parent/Guardian
PO Box
(City State Zip)

RE: (Student Name)

Dear _____ :

I am sorry that you find yourself in this difficult situation regarding your child, _____. The purpose of this package is to clearly communicate to you what the process is for expulsion proceedings from start to end. I want to ensure you that giving you this information now does not in any way insinuate or suggest that a final decision regarding your child has already been made.

Included in this mailing is a "Notice of Hearing" indicating the time and place for the Board of Education to conduct an expulsion hearing. The purpose of the hearing will be for the Board of Education to attain all pertinent information regarding the expulsion case. I assure you that you will be provided ample opportunity to present any relevant information, and to question the information that may be provided by the school's administration. The Board of Education's intent is to make sure it has all pertinent information necessary to make a decision. The Board of Education is committed to dealing with each student in a fair, consistent and lawful manner. We will attempt to make you and your child feel as comfortable as we can during this process. We are aware you must already be greatly concerned regarding this matter and we do not wish to add any undue additional stress.

After the Board of Education has obtained all the information from the hearing participants, they will meet in private to decide upon a recommendation in regards to the expulsion of your child. You will be informed of this recommendation within three school days of the hearing.

The Board of Education has two basic decision possibilities: 1) to expel your child; or 2) to decide expulsion is not warranted based on law and District regulations.

The Board of Education makes the final decision regarding expulsion of students. They consider the information supplied regarding the hearing and make the decision to expel, suspend the expulsion, or dismiss the expulsion. A letter explaining the Board's decision will be mailed to you within three school days of the Board meeting.

EXPULSION

If the student is expelled from the District, he/she may not attend any of the schools or programs that are under the authority of the District. There will also be an order not to go on or near any of the school sites. The length of the expulsion order will normally be for the semester in which the act occurred plus one additional semester. During this time period, alternative educational options must be arranged and paid for by the parent. This may include the use of the District's Continuation School, a private school, or enrollment into another school district, based on a hearing conducted by the requested district.

SUSPENDED EXPULSION

The expulsion order may be suspended by the Board of Education. If so, the student would be allowed to attend a district program as stipulated in the expulsion order. If, however, the student violates the Probation Plan that accompanies the suspended expulsion, the student will immediately be expelled outright from the District without a further hearing.

REHABILITATION/PROBATION PLAN

Along with the decision to expel or to suspend an expulsion, the Board of Education shall recommend a rehabilitation plan. Readmission or reinstatement to a district school or program from an expulsion order or suspended expulsion order will be greatly influenced by whether or not the student has fulfilled all the terms and conditions of the rehabilitation plan.

Those plans may contain the following elements, along with other stipulations: 1) community service, and 2) counseling. Typically, ninety (90) hours of community service and four (4) hours of counseling are assigned. You may also make arrangements at a location of your choosing.

APPEAL OF BOARD OF EDUCATION EXPULSION DECISION

You may appeal the Board's decision to expel by contacting the Sierra County Office of Education, (530-993-1660 Ext. *840). You should refer to the basis for the County to act upon the appeal that is found in Attachment 1: California Education Code, Section 48922.

RE-ENTERING INTO THE DISTRICT

The Process to follow for re-entry into the District is specific in Administrative Regulation 5144.1, Suspension and Expulsion/Due Process, under the section titled, "Readmission after Expulsion" which is enclosed as Attachment 2.

If at any time during and following the expulsion process you have any questions, concerns, or confusion, please feel free to call the Superintendent of Schools at (530)993-1660 Ext. *840

Sincerely,

(Principal or Superintendent)

Enc: Attachments 1 and 2

ATTACHMENT “1”
California Education Code 48922

48922. (a) The review by the county board of education of the decision of the governing board shall be limited to the following questions:

- (1) Whether the governing board acted without or in excess of its jurisdiction.
- (2) Whether there was a fair hearing before the governing board.
- (3) Whether there was a prejudicial abuse of discretion in the hearing.
- (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the governing board.

(b) As used in this section, a proceeding without or in excess of jurisdiction includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by this article, a situation where an expulsion order is not based upon the acts enumerated in Section 48900, or a situation involving acts not related to school activity or attendance.

(c) For purposes of this section, an abuse of discretion is established in any of the following situations:

- (1) If school officials have not met the procedural requirements of this article.
- (2) If the decision to expel a pupil is not supported by the findings prescribed by Section 48915.
- (3) If the findings are not supported by the evidence.

A county board of education may not reverse the decision of a governing board to expel a pupil based upon a finding of an abuse of discretion unless the county board of education also determines that the abuse of discretion was prejudicial.

ATTACHMENT “2”

Re-entry Process

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

SECTION 6 – NOTICE OF HEARING

- This notice is prepared at the District Office and attached to the Student Expulsion Data packet.
- The Notice of Hearing and Student Data Packet are mailed to the parent (with proof of service) at least 10 calendar days before the scheduled hearing date.

NOTICE OF HEARING

Dear Mr. and Mrs. :

You, and each of you, are hereby notified that an impartial Administrative Hearing Panel, formed pursuant to California Education Code Section 48918.D, intends to call a closed session meeting of the Panel at PM on . The hearing will be held in the at the , located at . The purpose of this hearing is to consider the possible expulsion, suspension, or other disciplinary action against your son/daughter, , from the schools of the District arising from the following alleged action:

The above alleged causes for expulsion are in violation of Education Code Section 48900(b), as indicated in a letter from the principal to you. As you will note in Administrative Regulation 5144.1, is also a mandatory recommendation for expulsion under Education Code 48915.

It is further alleged that the events that constitute good cause for expulsion are related to school activity and that due to the nature and severity of the act, the presence of in attendance at the Sierra-Plumas Joint Unified School District schools creates a continuing threat to the physical safety of other pupils and disruption to the educational process.

Enclosed herein are copies of the above mentioned Education Code Sections and District Administrative Procedures.

and his/her parents or guardian shall have the opportunity to appear in person or to employ and be represented by counsel, inspect and obtain copies of all documents to be used at the hearing (enclosed), confront and question documents to be used at the hearing, and present oral and documentary evidence on the pupil's behalf, including witnesses, concerning the incidents with which has been charged.

If or his/her parents or guardian plan to be represented by counsel, please notify the Superintendent of Schools at least five (5) days prior to the hearing date.

The Administrative Hearing Panel shall conduct the hearing to consider the expulsion of the pupil in a session closed to the public unless or his/her parents or guardian request that the hearing be a public meeting at least five (5) days prior to the hearing.

Sincerely,

Superintendent of Schools

cc:

, Principal
Administrative Hearing Panel

Attachments:

Student Data Packet

Enclosures:

Expulsion Information Packet

SECTION 7 – EXPULSION HEARING SCRIPT

- The script is not mailed to the parents or the panel members.
- The script may be shared with the parent and panel members at the hearing, at the discretion of the Director of Student Services.

EXPULSION HEARING SCRIPT

This hearing will now come to order. Let the record show this expulsion hearing concerning was called to order at a.m./p.m. on , at .

Education Code 48918(g) requires that this hearing be recorded. To ensure a complete and accurate recording, it is necessary that only one person at a time speaks and that each person must speak loudly and clearly.

This is Case No. , for student, , School, Grade .

This is a closed hearing and it is being electronically recorded for both your protection and the District's.

The hearing is being held before an Administrative Panel appointed by the Board of Education, in lieu of a hearing before the Board itself. The panel will ask clarifying questions and make findings and recommendations to the Board of Education.

My name is and I will facilitate the Administrative Hearing Panel seated here today. Starting with the members of the Administrative Panel, please state your names and positions in the District. Please continue around the room with introductions, stating your name and relationship to this case.

A decision by this panel to recommend expulsion must be supported by substantial evidence. Although technical rules of evidence do not apply except that the panel may not make a finding which is based solely upon hearsay evidence, evidence will be admitted if it is the kind of evidence upon which reasonable persons rely on in the conduct of serious affairs.

If the panel does not recommend expulsion, proceedings stop at this level and the student is allowed to continue enrollment in the Sierra-Plumas Joint Unified School District. If the panel decides to recommend expulsion, it will submit findings of fact, conclusions, and recommendations to the Board of Education. The Board will review these and make a final decision at a Board Meeting. This case is likely to be considered by the board at the next meeting scheduled for .

If the student, parent, or counsel fail to object at the hearing that the rules of the District are not being properly followed, all objections shall be deemed waived.

I would like to remind the school and the student of their rights to make opening and closing statements and to present oral and documentary evidence, including witnesses.

The Administrative Panel may, upon a finding that a good cause exists, determine that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the Administrative Panel. Copies of these sworn declarations, which are edited in such a manner as to delete the name and identity of the witness, shall be made available to the student.

Let the record show that the principal for the school is credentialed by the State of California to perform duties as an administrator.

I will read the charges into the record. If there are any exhibits, they will now be received and marked exhibits in numerical order. (Charges are read and exhibits marked as "Exhibit A", "Exhibit B", etc.)

Are there any witnesses present to testify on behalf of the District?

Are there any witnesses present to testify on behalf of the student?

I would now like all persons who will be testifying to raise their right hand to be sworn in. I will ask you the question as a group, but you will answer individually when I ask, "Do you so swear?" and state your name and spell your last name for the record.

"Do you swear or affirm that the testimony that you are about to give is the truth, the whole truth and nothing but the truth?"

(Chairperson asks each witness individually, "Do you so swear?" and each individual states and spells their name.)

Let the record show that all persons sworn answered in the affirmative oath.

Education Code §48918 requires that we conduct a hearing in a manner that will provide due process for the student and protect both the student and the District. Thus, I will ask you the following questions:

1. Was notice of this hearing sent ten days prior to today's date?
2. Were you given a copy of EC §48900/48915 with that notice?
3. Did the notice inform you that you could request an open hearing if you made such a request five days prior to this date and that you may be represented by private counsel?
4. Is the student a Special Education student? If so,
 - a. Were you present at an IEP Pre-expulsion meeting held on _____ ?
 - b. Were you given a 48 hour notice prior to this meeting?
 - c. Was there a determination at that meeting that the misconduct was not a manifestation of the student's handicap and that the student was appropriately placed?
 - d. Was recent and relevant information utilized?
 - e. A three-year evaluation took place on _____. A more recent evaluation took place on _____.
 - f. The last IEP was held on _____.

Facilitator asks school: Do you wish to make an opening statement?

Facilitator asks student: Do you wish to make an opening statement?

Facilitator asks school to present evidence.

Facilitator invites cross-examination of evidence presented.

Facilitator invites re-direct examination.

Repeat process for each witness.

Facilitator asks student to present evidence.

Facilitator invites cross-examination.

Facilitator invites re-direct examination.

Are there any questions from the Administrative Panel?

Are there any questions from the student? Parent? Representative?

Would either party wish to make a closing statement?

A decision to expel a student shall be based upon substantial evidence relevant to the charges adduced at this hearing and shall be supported by a preponderance of the evidence.

The Governing Board is expected to consider this matter at a meeting scheduled for . Written notice of the Board's action shall be sent to the student and parent or guardian and appropriate parties within three days of that meeting. The written notice shall be accompanied by notice of the right to appeal an expulsion to the county Board of Education and a description of the procedure to request readmission to school.

Any further questions?

For the record the time is .

The panel will now deliberate. Thank you all for coming. This hearing is concluded.

Turn off tape recorder.

SECTION 8 – PANEL'S RECOMMENDATION TO BOARD

- Prepared by the Superintendent's ~~of School's~~ office following the hearing.
- The recommendation provides a summary of the evidence/testimony presented and panel's recommendation.
- Sent to the Board of Education as part of the Closed Session section of the Board Agenda Packet.
- The full expulsion packet, with the exception of the Notice of Hearing and the Notice of Proposed Suspension and Expulsion, are provided to the Board. In addition, any additional documents submitted at the hearing by the school administration or parents/student are provided to the Board.

RECOMMENDATION FOR EXPULSION
BEFORE THE BOARD OF EDUCATION OF THE
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

In the Matter of the
Expulsion of
ORDER OF THE ADMINISTRATIVE PANEL

PROPOSED FINDINGS OF FACT,
CONCLUSIONS AND RECOMMENDED

The above-entitled matter involving the recommended expulsion of hereinafter referred to as PUPIL, came on for hearing before an Administrative Panel appointed by the Board of Education of the Sierra-Plumas Joint Unified School District. The hearing was held at on .

presented the expulsion for the Sierra-Plumas Joint Unified School District. Neither PUPIL nor the parents/guardians attended the meeting.

Documentary evidence was received, and based on the evidence, the Administrative Panel makes the following findings of fact:

FINDINGS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

The activity described above is related to school activity.

CONCLUSIONS

Pursuant to the foregoing findings of fact, the Administrative Panel concludes that the incidents described above constitutes sufficient cause to expel PUPIL from the Sierra-Plumas Joint Unified School District in that:

1. PUPIL was , within the meaning of Education Code Section and District Administrative Regulation 5144.1
2. PUPIL did violate school rules and willfully defy the valid authority of supervisors, teachers, administrators and school officials, within the meaning of Education Code Section 48900(k) and District Administrative Regulation 5144.1.
3. Due to the nature of the violations, PUPIL's continued attendance could create a continuing threat to the physical safety of other students. Also, other means of correction have failed to bring about proper conduct.
4. All procedures required by Education Code 48900 et seq. were complied with by the District in processing PUPIL's expulsion.

RECOMMENDED ORDER

WHEREFORE, IT IS HEREBY RECOMMENDED by the Board of Education that PUPIL be expelled from the schools of the Sierra-Plumas Joint Unified School District subject to PUPIL's right to petition for reinstatement upon completion of the rehabilitation plan.

REHABILITATION PLAN

IT IS HEREBY ALSO RECOMMENDED that the Board instruct PUPIL to follow the rehabilitation plan listed below, as a condition for readmission:

1. Do not go on or near any school campus of the district without prior written permission from the principal.
2. Do not violate any of the laws of the State of California.
3. Demonstrate cooperative and compliant behavior to any person with legal authority over the student, including parents.
4. Attend the Sierra Pass Continuation School or, if the parent chooses, seek alternative educational options outside the Sierra-Plumas Joint Unified School District.
5. Obtain at least _____ hours specific counseling by an appropriate counseling expert employed by an agency which helps people overcome _____ abuse. This counseling should be verified, in writing, to the Superintendent of Schools.
6. Do not use, possess, sell or have any other involvements with _____.
7. Become involved in regularly scheduled productive volunteer service. That service should help other persons and/or acquaint the student with the problems associated with substance abuse. The total hours of such service should be at least _____ hours and should be verified, in writing, to the Superintendent of Schools.
8. Submit a 1,000 word report, to the Superintendent of Schools, based on at least five (5) or more sources. (e.g. books, articles, interviews, etc.) The report should be on a topic related to the offense. The first page of the report should list what the student learned from the research he/she did to write the report.

Date:

(Names and titles of Admin Panel typed here)
Administrative Panel
Appointed by the Board of Education of the Sierra-
Plumas Joint Unified School District

Reviewed by Superintendent of Schools

Date:

~~Dr. Merrill M. Grant~~ Superintendent

SECTION 9 – NOTIFICATION FROM THE HEARING PANEL

- This letter is sent to the parent within three school days following the student's hearing (with proof of service).
- It informs the parent/guardian of the recommendation the Panel will make to the Board of Education.

(Letterhead)

ACTION TAKEN BY ADMINISTRATIVE HEARING PANEL

Dear Mr. :

This letter is to inform you of the action taken by the Administrative Hearing Panel, formed pursuant to California Education Code Section 48918, on with regard to the recommended expulsion of .

The Administrative Panel found that had violated Education Code Section 48900 parts (c) and (k) and Administrative Regulation 5144.1, and, thus, recommend to the Board of Education that be expelled from the Sierra-Plumas Joint Unified School District. The term of expulsion is recommended to be the remainder of the of the school year, plus the of the school year. The Panel further recommends that the Board instruct to follow the rehabilitation plan listed below, as a condition of readmission to the district:

1. Do not go on or near any school campus of the district without prior written permission from the principal.
2. Do not violate any of the laws of the State of California.
3. Demonstrate cooperative and compliant behavior to any person with legal authority over the student, including parents.
4. Attend the Sierra Pass Continuation School or, if the parent chooses, seek alternative educational options outside the Sierra-Plumas Joint Unified School District.
5. Obtain at least four (4) hours specific counseling by an appropriate counseling expert employed by an agency which helps people overcome alcohol/drug abuse. This counseling should be verified, in writing, to the Superintendent of Schools.
6. Do not use, possess, sell or have any other involvements with alcohol or any controlled substance.
7. Become involved in regularly scheduled productive volunteer service. That service should help other persons and/or acquaint the student with the problems associated with substance abuse. The total hours of such service should be at least hours and should be verified, in writing, to the Superintendent of Schools.
8. Submit a 1,000 word report, to the Superintendent of Schools, based on at least five (5) or more sources. (e.g. books, articles, interviews, etc.) The report should be on a topic related to the offense. The first page of the report should list what the student learned from the research he did to write the report.

The Board of Education is scheduled to take final action on this matter in Closed Session at the regularly scheduled Board meeting of _____. A written notice confirming the Board's decision will be forwarded to you within three school days following the Board meeting.

Sincerely,

| ~~Dr. Merrill M. Grant~~_____,
Superintendent of Schools

cc: _____, Principal

SECTION 10 – SAMPLE MOTIONS

- Sample Motions are provided to the Board.
- The Board of Education will read out from the samples, their decision, in open session.
- Two sample motions are prepared; one agreeing with the Superintendent's recommendation and another in case the Board chooses not to accept the Superintendent's recommendation.

SAMPLE MOTION
EXPULSION

FOR BOARD ONLY (Sample motions in the event of an expulsion recommendation from the Administrative Panel)

The Board of Education, having reviewed the findings of fact and recommendations submitted by the Administrative Panel, make the decision to expel based upon substantial evidence related to charges against Student # _____ that adduced at the expulsion hearing. The Board finds the charges are related to school activity and sufficient to support expulsion. It is also the conclusion of the Board that due to the nature of the violations, student's continued attendance could create a continuing threat to the physical safety of other students. The Board hereby orders the expulsion of student # _____ from the school of the Sierra-Plumas Joint Unified School District for violation of Education Code Section 48900, parts (c) and (k) and Administrative and instructs Student # _____ to follow the Rehabilitation Plan listed below:

REHABILITATION PLAN

1. Do not go on or near any school campus of the district without prior written permission from the principal.
2. Do not violate any of the laws of the State of California.
3. Demonstrate cooperative and compliant behavior to any person with legal authority over the student, including parents.
4. Attend the Sierra Pass Continuation School or, if the parent chooses, seek alternative educational options outside the Sierra-Plumas Joint Unified School District.
5. Obtain at least four (4) hours specific counseling by an appropriate counseling expert employed by an agency which helps people overcome alcohol/drug abuse. This counseling should be verified, in writing, to the Superintendent of Schools.
6. Do not use, possess, sell or have any other involvements with alcohol or any controlled substance.
7. Become involved in regularly scheduled productive volunteer service. That service should help other persons and/or acquaint the student with the problems associated with substance abuse. The total hours of such service should be at least _____ hours and should be verified, in writing, to the Superintendent of Schools.
8. Submit a 1,000 word report, to the Superintendent of Schools, based on at least five (5) or more sources. (e.g. books, articles, interviews, etc.) The report should be on a topic related to the offense. The first page of the report should list what the student learned from the research he did to write the report.

**SAMPLE MOTION FOR A
SUSPENDED EXPULSION**

FOR BOARD ONLY:

The Board of Education, having reviewed the findings of fact and recommendations submitted by the Administrative Panel, make the decision to expel based upon substantial evidence related to charges against Student # _____ that adduced at the expulsion hearing. The Board finds the charges are related to school activity and sufficient to support expulsion. It is the board's conclusion that due to the nature of the violations, the continued attendance could create a continuing threat to the physical safety of other students, unless placed under the conditions associated with the suspension of an expulsion. The board hereby orders the expulsion of Student # _____ from the _____ school of the Sierra-Plumas Joint Unified School District for violation of Education Code Section 48900, parts (c) and (k) and District Administrative Regulation 5144.1, but to suspend the enforcement of said expulsion, with the following conditions:

1. Pupil is to complete the Educational Program contained in the Probation Plan below.
2. During the period of suspension of student's expulsion, student shall be deemed to be on probationary status. The term of student's probationary status shall be the remainder of the second semester of the _____ school year, plus the first semester of the _____ school year.
3. The suspension of student's expulsion order may be revoked by the Board of Education upon student's commission of any of the acts enumerated in Education Code 48900, or for any violation of the District's Administrative Regulations governing pupil conduct, and failure to comply with the Probation Plan. Upon revocation of the suspension of the expulsion order, student may be expelled under the terms of the original expulsion order and excluded from _____ school.

PROBATION PLAN

1. Do not go on or near any school campus of the district without prior written permission from the principal.
2. Do not violate any of the laws of the State of California.
3. Demonstrate cooperative and compliant behavior to any person with legal authority over the student, including parents.
4. Obtain at least four (4) hours specific counseling by an appropriate counseling expert employed by an agency which helps people overcome alcohol drug abuse. This counseling should be verified, in writing, to the Superintendent of Schools.
5. Do not use, possess, sell or have any other involvements with alcohol or any controlled substance.
6. Become involved in regularly scheduled productive volunteer service. That service should help other persons and/or acquaint the student with the problems associated with substance abuse. The total hours of such service should be at least 90 hours and should be verified, in writing, to the Superintendent of Schools.
7. Submit a 1,000 word report, to the Superintendent of Schools, based on at least five (5) or more sources (e.g. books, articles, interviews, etc.) The report should be on a topic related to the offense. The first page of the report should list what the student learned from the research he/she did to write the report.

CLOSED SESSION MOTION

IF STUDENT IS EXPELLED, THE FOLLOWING IS TO BE STATED TO PARENTS BY BOARD CHAIRMAN IN CLOSED SESSION:

The Board will take formal action in open session later in our regular meeting; however, in keeping with the Board of Education's policy to inform you of your legal rights, we would call your attention to Section 48919 of the Education Code, which allows you to appeal this expulsion to the (Plumas) County Board of Education. Further information as to whom to contact will be sent to you later. This section of the Education Code reads:

If a pupil is expelled from school, the parent or guardian may appeal to the County Board of Education, which shall hold a hearing thereon and render a decision. The decision of the County Board of Education shall be final and binding upon the parent or guardian and the governing board expelling the pupil.

For your information, the review by the County Board of Education is limited to the following: (1) Whether the District Board acted within its jurisdiction, (2) whether the hearing was fair, (3) whether there was abuse shown, and (4) whether evidence was properly concluded or excluded.

If you wish to have a transcript of this hearing, you may contact the Superintendent's Office and arrange for a copy of the taped hearing (at your expense).

SECTION 11 – EXPULSION ORDER FROM THE BOARD OF EDUCATION

- Order of Expulsion by Board of Education

EXPULSION ORDER
BEFORE THE BOARD OF EDUCATION OF THE
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

In the Matter of the
Expulsion of

PROPOSED FINDINGS OF FACT,
CONCLUSIONS AND RECOMMENDED
ORDER OF THE ADMINISTRATIVE PANEL

The Board of Education hereby adopts the Findings of Fact, Conclusions, and Recommended
Order of the Administrative Panel, attached hereto, as the Findings of Fact,
Conclusions and Order of the Board of Education in the above-captioned matter.
The PUPIL is ordered expelled.

Dated: _____

AYES:

NOES:

ABSTENTIONS:

ABSENT:

President, Board of Education
Sierra-Plumas Joint Unified School District

SECTION 12 – NOTIFICATION OF THE BOARD’S DECISION

- This letter is sent to the parent within three school days following the Board Meeting with a proof of service.
- It informs the parent of the Board’s decision. The letter will spell out any stipulations associated with the Board’s decision (rehabilitation/probation plan) and directions for possible readmission/reinstatement of the student.
- Application of Readmission/Restatement
- Non-profit Public Agency Counseling Services

(Letterhead)
ACTION TAKEN BY THE BOARD OF EDUCATION
OR NOTICE OF EXPULSION

Dear Mr. _____ :

This letter is to confirm the action taken by the Board of Education of the Sierra-Plumas Joint Unified School District, at the _____ Board Meeting, with regard to the recommendation to expel your son, _____, from the schools of the District.

The Board of Education determined that _____ had violated Education Code Section 48900, **parts (c) and (k)**, and District Administrative Regulation 5144.1 and that the charges are related to school activity and sufficient to support expulsion. The Board further concluded that due to the nature of the violations, _____ continued attendance could create a continuing threat to the physical safety of other students and, also, that other means of correction have failed to bring about proper conduct.

Based on the above, the Board voted to order the expulsion of _____ from the schools of the Sierra-Plumas Joint Unified School District for the remainder of the second semester of the _____ school year, plus the first semester of the _____ school year. The Board of Education instructs _____ to follow the rehabilitation plan listed below, as a condition for readmission:

5. Do not go on or near any school campus of the district without prior written permission from the principal.
6. Do not violate any of the laws of the State of California.
7. Demonstrate cooperative and compliant behavior to any person with legal authority over the student, including parents.
8. Obtain at least four (4) hours specific counseling by an appropriate counseling expert employed by an agency which helps people overcome alcohol drug abuse. This counseling should be verified, in writing, to the Superintendent of Schools.
5. Do not use, possess, sell or have any other involvements with alcohol or any controlled substance.
6. Become involved in regularly scheduled productive volunteer service. That service should help other persons and/or acquaint the student with the problems associated with substance abuse. The total hours of such service should be at least 90 hours and should be verified, in writing, to the Superintendent of Schools.
7. Submit a 1,000 word report, to the Superintendent of Schools, based on at least five (5) or more sources (e.g. books, articles, interviews, etc.) The report should be on a topic related to the offense. The first page of the report should list what the student learned from the research he/she did to write the report.

Please be advised that in seeking enrollment in another school district, Education Code 48915.1(b) obligates the parent/guardian of an expelled student, or the pupil if the pupil is

emancipated or otherwise legally of age, to inform the receiving school district of his or her status with the previous school district.

You have the right to apply for readmission to the district yearly by sending a written request following the Administrative Regulation 5144.1 which was sent to you with the Notice of Hearing. Enclosed is a copy of the District’s application for readmission/reinstatement which needs to complete and submit along with his written request for readmission. Once the District Office receives the application for readmission/reinstatement, a Readmission Meeting will be scheduled for pupil on or about . The purpose of the Readmission Meeting is to review the pupil’s compliance with the conditions for readmission as per the assigned Rehabilitation Plan.

Below is the time line related to application for readmission for the first semester of the school year. All pupils requesting readmission at that time are asked to adhere to their part of the following time line.

READMISSION TIME LINE FOR REINSTATEMENT
SECOND SEMESTER OF

Date	Pupil/parent submit Application for Readmission/Reinstatement to the Director of Student Services <u>Superintendent</u> at the Sierra-Plumas Joint Unified School District Plumas Joint Unified School District
Date	District forwards notice of scheduled meeting date, , and meeting time to parents/student who have submitted an application
Date	Readmission meetings held
Date	District forwards notification to parents/student regarding the recommendation of the administration to the Board of Education
Date	Board of Education Meeting – Final action taken
Date	District forwards notification to parents/student regarding the board of Educations’ decision

You have the right to appeal the expulsion of to an impartial higher authority by contacting the Superintendent of Schools pursuant to Education Code Sections 48915, 48917, and 48920. A copy of the expulsion appeal procedure of the Sierra County Board of Education may be obtained from the Sierra County Superintendent of SchoolsOffice of Education located at 109 Beckwith Road, Loyalton, ~~Ca~~CA, 96118, (530) 993-1660, ext ~~*837~~110. Pursuant to Education Code Section 48919, your appeal must be made within thirty (30) days following the decision of the Board of Education of this District to expel your child.

Sincerely,

~~Dr. Merrill M. Grant~~_____, Superintendent

cc: , Principal
enc.

SECTION 13 – APPLICATION FOR READMISSION/REINSTATEMENT

- Outlines the process for readmission/reinstatement and required documentation.
- Mailed home with Notification of Board's Decision letter

APPLICATION FOR READMISSION/REINSTATEMENT

PUPIL'S NAME: _____

BIRTHDATE: _____

ADDRESS: _____

TELEPHONE: _____

NAME OF PUPIL'S PARENT OR GUARDIAN:

ADDRESS: _____

TELEPHONE: _____

The Board of Education of the Sierra-Plumas Joint Unified School District has ordered that I,
_____, may apply for readmission/reinstatement to the Sierra-Plumas Joint
(student name)

Unified School District on _____.

It is my intent to apply for readmission/reinstatement to the Sierra-Plumas Joint Unified School District. To support this application, I submit the following documents:

- D. My statement indicating the changes I have made in behavior and philosophy that justify my readmission/reinstatement to the District
- E. My statement indicating how I have complied with the rehabilitation plan recommended by the Board.
- F. All documents relevant to my character and conduct after the expulsion order, including:
 - a. Personal recommendations
 - b. Scholastic recommendations and achievements.
 - c. Arrests and detentions by peace officers.
 - d. Records of disciplinary action against me by private or public schools.
- G. I also submit, on an attached page, the approximate amount of time I will need to allow for any oral presentation to the Board of Education on my behalf.
- H. If the expulsion was suspended, I hereby submit my statement indicating how I have complied with each of the conditions on which the expulsion was suspended.
- I. I understand that this readmission/reinstatement application must be filed with the Superintendent of the Sierra-Plumas Joint Unified School District.

I certify, under penalty of perjury, that all information, documents, and statements provided in this Application for Readmission/Reinstatement and attached to this Application are true and correct.

DATE: _____ SIGNATURE OF STUDENT: _____

Notice to Pupil and Parent/Guardian: The Board of Education of the Sierra-Plumas Joint Unified School District may conduct a hearing to consider whether or not the pupil shall be readmitted/reinstated to normal student status (no longer on probation with the school district) in the school district. The Board shall conduct this hearing within thirty (30) days after this request is filed. A written notice of the hearing shall be forwarded to the pupil and the pupil's parent/guardian at least ten (10) calendar days prior to the date of the hearing.

SECTION 14 – SAMPLE FORMS FOR SUSPENDED EXPULSION

- The wording for documents pertaining to a Panel's recommendation and Board of Education's decision to suspend an expulsion order is slightly different from that of a full expulsion.
- This section includes:
 1. A Recommendation to the Board from the Administrative Hearing Panel.
 2. A letter to the parents informing them of the Panel's recommendation to the Board of Education.
 3. A letter to parents confirming the Board's decision.

RECOMMENDATION FOR SUSPENDED EXPULSION
BEFORE THE BOARD OF EDUCATION OF THE
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

In the Matter of the
Expulsion of _____

PROPOSED FINDINGS OF FACT,
CONCLUSIONS AND RECOMMENDED
ORDER OF THE ADMINISTRATIVE PANEL

The above-entitled matter involving the recommended expulsion of

hereinafter referred to as PUPIL, came on for hearing before an Administrative Panel, appointed by the Board of Education of the Sierra-Plumas Joint Unified School District, at the _____, located at _____, on _____, at _____ AM, _____, presented the expulsion for the Sierra-Plumas Joint Unified School District. The PUPIL appeared on his own behalf, accompanied by his (parent?) _____, _____. Documentary evidence and testimony were received. Based on that evidence, the Administrative Panel makes the following findings of fact:

FINDINGS

1. _____
2. _____
3. _____

CONCLUSIONS

Pursuant to the foregoing findings of fact, the Administrative Panel concludes that the incidents described above constitute sufficient cause to expel PUPIL from the public schools of the Sierra-Plumas Joint Unified School District:

1. _____
2. _____
3. _____

RECOMMENDED ORDER

WHEREFORE, IT IS HEREBY RECOMMENDED that the Board of Trustees order that PUPIL be expelled from the _____ school of the District subject to PUPIL' s right to petition for reinstatement at any time on or subsequent to the last day of the second semester of the _____ school year.

IT IS FURTHER HEREBY RECOMMENDED that the expulsion order of the PUPIL be

suspended in accordance with Education Code 48917 under the following conditions of suspended expulsion:

CONDITIONS OF SUSPENDED EXPULSION

1. PUPIL is to complete the Educational Program contained in the Probation Plan listed below.
2. During the period of suspension of PUPIL's expulsion, PUPIL shall be deemed to be on probationary status. The PUPIL's term of probation shall be the remainder of the first semester and through the second semester of the school year. The suspension of the expulsion order may be revoked by the Board of Education upon PUPIL's commission of any of the acts enumerated in education Code 48900, that would normally result in a suspension. Upon revocation of the suspension of the expulsion order,

PUPIL may be expelled under the terms of the original expulsion order and excluded from all District schools.

PROBATION PLAN

IT IS ALSO RECOMMENDED that the Board of Education instruct PUPIL to comply with the Probation Plan listed below, and provide evidence of compliance prior to the end of the second semester, as a condition for full reinstatement upon completion of the term of suspended expulsion:

1. Do not violate any of the laws of the State of California.
2. Comply with all rules and regulations established by the Sierra-Plumas Joint Unified School District.
3. Demonstrate cooperative and compliant behavior to any person with legal authority over the student, including parents.
4. Obtain a least hours specific counseling by an appropriate counseling expert employed by an agency which helps people modify their behavior in keeping with good citizenship, including social behavior. This counseling should be verified, in writing to the Superintendent of Schools.

5. Do not possess any firearms, knives, explosives or other dangerous objects.
6. Become involved in regularly scheduled, productive volunteer service. That service should be verified in writing to the Superintendent of Schools and be at least hours.

Date _____

Date _____

Date _____

Administrative Panel,
Appointed by the Board of Education
Of the Sierra-Plumas Joint Unified School District

SUSPENDED EXPULSION ORDER
BEFORE THE BOARD OF EDUCATION OF THE
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

In the Matter of the
Expulsion of

PROPOSED FINDINGS OF FACT,
CONCLUSIONS AND RECOMMENDED
ORDER OF THE ADMINISTRATIVE PANEL

The Board of Education hereby adopts the Findings of Fact, Conclusions, and Recommended Order of the Administrative Panel, attached hereto, as the Findings of Fact, Conclusions and Order of the Board of Education in the above-captioned matter.

The PUPIL is ordered expelled and the expulsion is ordered suspended.

Dated:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

President,
Sierra-Plumas Joint Unified School District

Date: _____

ACTION TAKEN BY ADMINISTRATIVE PANEL

Dear Mr. _____ :

This letter is to inform you of the action taken on _____, by the Administrative Hearing Panel, formed pursuant to California Education Code section 48918(d), with regard to the expulsion hearing of your son/daughter, _____.

The Administrative Hearing Panel found that the charge against _____ were true, that the charges violated Education Code Section 48900 parts (b) and (k) and District Administrative Procedures 6.4, and were related to school activity. The Hearing Panel, therefore, has recommended the Board of Education order the expulsion of _____ from the schools of the Sierra-Plumas Joint Unified School District for the remainder of the first semester and through the second semester of the 1997-98 school year. However, the Panel further recommends that the expulsion order be suspended in accordance with Education Code 48917 and that _____ be allowed to continue attending _____ School with the following conditions to the suspension of expulsion imposed:

CONDITIONS OF SUSPENDED EXPULSION

1. PUPIL is to complete the Educational Program contained in the Probation Plan listed below.
2. During the period of suspension of PUPIL's expulsion, PUPIL shall be deemed to be on probationary status. The PUPIL's term of probation shall be the remainder of the first semester and through the second semester of the _____ school year.
3. The suspension of the expulsion order may be revoked by the Board of Education upon PUPIL's commission of any of the acts enumerated in Education Code 48900 that would normally result in a suspension. Upon revocation of the suspension of the expulsion order, PUPIL may be expelled under the terms of the original expulsion order and excluded from all District schools.

The Panel also recommends that the Board of Education instruct _____ to comply with

the Probation Plan listed below, and provide evidence of compliance prior to the end of the second semester, as a condition for full reinstatement upon completion of the term of suspended expulsion:

PROBATION PLAN

1. Do not violate any of the laws of the State of California.
2. Comply with all rules and regulations established by the Sierra-Plumas Joint Unified School District.
3. Demonstrate cooperative and compliant behavior to any person with legal authority over the student, including parents.
4. Do not possess any firearms, knives, explosives or other dangerous objects.
5. Obtain at least four hours specific counseling by an appropriate counseling expert employed by an agency which helps people modify their behavior in keeping with good citizenship, including social behavior. This counseling should be verified, in writing, by the Superintendent of Schools.
6. Become involved in regularly scheduled, productive volunteer service. The total hours of such service should be at least 90 and verified, in writing, to the Superintendent of Schools.

The Board of Education is scheduled to take action on the recommended expulsion of _____ at the _____ Board meeting. A written notice confirming the Board's decision will be forwarded to you within three school days following the Board meeting.

Sincerely,

Administrative Panel Chair (or Superintendent of Schools)

NOTICE OF EXPULSION
(SUSPENDED)

Dear Mr. :

This letter is to confirm the action taken by the Board of Education of the Sierra-Plumas Joint Unified School District, at the Board Meeting with regard to the recommended expulsion of your son, .

Based on documentation presented, the Board of Education found the charges against are true, related to school activity and sufficient to support expulsion. The Board further concluded that due to the nature of the violation, pupil's continuing presence could cause a danger to the physical safety of the pupil or others. The Board thereby ordered the expulsion of from the schools of the District for violation of Education Code Section 48900, parts (b) and (k), and Administrative Regulation 5144.1.

The Board further ordered the expulsion order be suspended in accordance with Education Code Section 48917, and that be reinstated at School under the following conditions:

CONDITIONS OF SUSPENDED EXPULSION

1. PUPIL is to complete the Educational Program contained in the Probation Plan listed below.
2. During the period of suspension of PUPIL's expulsion, PUPIL shall be deemed to be on probationary status. The PUPIL's term of probation shall be the remainder of the first semester and the second semester of the school year.
3. The suspension of the expulsion order may be revoked by the Board of Education upon PUPIL's commission of any of the acts enumerated in Education Code 48900 that would normally result in a suspension. Upon revocation of the suspension of the expulsion order, PUPIL may be expelled under the terms of the original expulsion order and excluded from all District schools.

PROBATION PLAN

The Board of Education has ordered that comply with the Probation Plan listed below, and provide evidence of compliance prior to the end of the second semester, as a condition for full reinstatement upon completion of the term of suspended expulsion:

1. Do not violate any of the laws of the State of California.
2. Comply with all rules and regulations established by the Sierra-Plumas Joint Unified School

District.

3. Demonstrate cooperative and compliant behavior to any person with legal authority over the student, including parents.
4. Do not possess firearms, knives, explosives or other dangerous objects.
5. Obtain at least four hours specific counseling by an appropriate counseling expert employed by an agency which helps people modify their behavior in keeping with good citizenship, including social behavior. This counseling should be verified, in writing, to the Superintendent of Schools.
6. Become involved in regularly scheduled, productive volunteer service. The total hours of such service should be 90 and verified, in writing, to the Sierra-Plumas Joint Unified School District Superintendent of Schools.

Please plan to submit documentation verifying _____'s compliance with the terms of probation by _____. Upon receipt of your documentation, a meeting will be scheduled to consider _____'s full reinstatement as a regular student.

You have the right to appeal the expulsion of _____ to the County Board of Education pursuant to Education Code sections 48915, 48917, and 48920. A copy of the expulsion appeals procedure of the Sierra County Board of Education may be obtained from the County Superintendent of Schools located at 109 Beckwith Road, Loyalton, California, 96118. Pursuant to Education Code Section 48919, your appeal must be made within thirty (30) days following the decision of the Board of Education of this District to expel your child.

Sincerely,

Dr. Merrill M. Grant _____
Superintendent

cc:

, Principal

SECTION 15 – MAINTAINING RECORDS AT THE SCHOOL SITE

- The Superintendent sends a memo to the school informing them of the decision of the Board of Education and giving the school directions on maintaining records at the school.

MEMO TO SCHOOL SITE
REGARDING SCHOOL RECORDS

TO: , Principal

FROM: Superintendent's Office

RE: Maintaining Records of Expulsion at School Site

Attached is the Notice of Expulsion and the Findings of Fact for . Please file these attachments in 's student cumulative file. If another district requests his records, please be sure that this information is sent along with his permanent school records.

If you have any questions, feel free to call my office at 993-1660 Ext. *840.

Attachment: Expulsion Order

ATTACHMENT A – POLICIES AND REGULATIONS

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
BOARD POLICY AND ADMINISTRATIVE REGULATIONS 5144.1,
SUSPENSIONS AND EXPULSIONS/DUE PROCESS,
and
ADMINISTRATIVE REGULATION 5144.2, SUSPENSIONS AND
EXPULSIONS/DUE PROCESS (STUDENTS WITH DISABILITIES)
and
ADMINISTRATIVE REGULATION 5131, CONDUCT

Policy 5144.1: Suspension And Expulsion/Due Process

Original Adopted Date: 04/10/2007 | **Last Revised Date:** 06/23/2020

The Board of Education 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.

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

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

Except when a student's act violates Education Code 48900(a)-(e), as listed in 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)

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.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

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, 288, 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.

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)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 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 their 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

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.

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, 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

Policy adopted: April 10, 2007

revised: August 9, 2011

revised: June 12, 2012

revised: April 9, 2013

revised: June 18, 2014

revised: March 10, 2015

revised: February 13, 2018

revised: November 13, 2018

revised: June 23, 2020

Regulation 5144.1: Suspension And Expulsion/Due Process**Original Adopted Date: 04/10/2007 | Last Revised Date: 05/09/2023**

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image
- b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet web site created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

Additional Grounds for Suspension and Expulsion: Grades 9-12

Any student in grades 9-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and

Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

4. In addition, the notice may state the date and time when the student may return to school.
5. Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay.

However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

6. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
 - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
 - b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.
 - c. If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting. (Education Code 48853.5, 48911, 48918.1)
 - d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)
 - e. In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K- 12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice.

However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or

principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:
 - a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
 - b. The student's possession of over-the-counter medication for use by the student for medical purposes
 - c. Medication prescribed for the student by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)
2. Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative

procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

3. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
4. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

5. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code 48918(h))
6. Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

7. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify.

- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
 - iii. The person conducting the hearing may:
 - A. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - B. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
 - C. Permit one of the support persons to accompany the complaining witness to the witness stand
8. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester

in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48911 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245.

(Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

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

Regulation approved: April 10, 2007

revised: August 9, 2011

revised: June 12, 2012

revised: April 9, 2013

revised: June 18, 2014

revised: March 10, 2015

revised: February 13, 2018

revised: November 13, 2018

revised: June 23, 2020

revised: May 09, 2023

Regulation 5144.2: Suspension And Expulsion/Due Process (Students With Disabilities)

Original Adopted Date: 04/10/2007 | **Last Revised Date:** 05/09/2023

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

Suspension or expulsion of a student with disabilities shall be in accordance with Board Policy 5144.1 - Suspension and Expulsion/Due Process and this administrative regulation.

When a student with disabilities exhibits behavior which impedes the student's own learning or that of others, the student's individualized education program (IEP) team shall consider positive behavioral interventions and supports, and other strategies, to address the behavior. (Education Code 56521.2; 20 USC 1414)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 cumulative school days in a school year as long as the pattern of suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from the student's current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year
 - b. The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another

If a student's removal is determined to be a change of placement as specified in Items #1-2 above, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in the student's IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to the student or the student's parent/guardian when, as a result of a suspension, the student is excluded from school bus transportation.

(Education Code 48915.5)

The principal or designee shall monitor the number of days, including portions of days, in which a student with an IEP has been suspended during the school year.

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by the student's IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from the student's current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow the student to participate in the general education curriculum and to progress toward meeting the goals set out in the IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. If the student is a foster youth, the notice shall be given to the student's educational rights holder, attorney, and county social worker, and, if the student is an Indian child, the student's tribal social worker and, if applicable, county social worker. (Education Code 48853.5; 20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall

be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

If the student is a foster youth or Indian child, the foster youth's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, shall be invited to participate in the manifestation determination review. (Education Code 48915.5)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies
If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which the student was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of the disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable the student to participate in the general education curriculum in another setting and to allow the student to progress toward meeting the goals set out in the IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances), 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), the parent/guardian may appeal the decision by

requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that the student's information or records will not be disclosed to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed the student to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that the student was not an individual with a disability. (20 USC 1415(k)(5); 34 CFR 300.534)

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Regulation approved: April 10, 2007
revised: June 12, 2012
revised: May 09, 2023

PROHIBITED STUDENT CONDUCT AND CONSEQUENCES Conduct Policy AR 5131

INCIDENT	FIRST OFFENSE	SECOND OFFENSE
I BEHAVIOR THAT ENDANGERS STAFF AND/OR STUDENTS	Remove student Notify Parent Notify Superintendent for Suspension Review PowerSchool Log Entry Recommend Counseling May Contact Sheriff Refer to RTI SARB Warning Letter	Remove student Parent/Student Conference Notify Superintendent for Expulsion Review PowerSchool Log Entry Recommend Counseling Refer to RTI Refer to SARB May Contact Sheriff
II BEHAVIOR THAT DISRUPTS THE ORDERLY CLASSROOM OR SCHOOL ENVIRONMENT INCLUDING INSUBORDINATION	Remove from classroom Student Conference Notify Parent PowerSchool Log Entry Refer to RTI May Suspend from Class	Remove from Classroom PowerSchool Log Entry Parent/Student Conference May suspend 1 or More Days Revisit RTI Plan SARB Warning Letter
III HARASSMENT OF STUDENTS OR STAFF, INCLUDING BULLYING, INTIMIDATION, HAZING, OR ANY OTHER VERBAL, WRITTEN OR PHYSICAL CONDUCT THAT CAUSES OR THREATENS TO CAUSE BODILY HARM OR EMOTIONAL SUFFERING	Remove student Notify Parent PowerSchool Log Entry Student Conference May suspend 1 day Recommend Counseling Refer to RTI May Notify Sheriff SARB Warning Letter	Remove Student PowerSchool Log Entry Parent/Student Conference May suspend 1 or more days Revisit RTI Plan Recommend counseling May notify Sheriff May refer to SARB
IV DAMAGE TO OR THEFT OF PROPERTY BELONGING TO THE DISTRICT, STAFF, OR STUDENTS	PowerSchool Log Entry Student Conference Notify Parent Replace or Repair Item or Provide Money for Replacement/Repair May Notify Sheriff	PowerSchool Log Entry Student Conference Notify Parent Replace or Repair Item or Provide Money for Replacement/Repair May Notify Sheriff Refer to RTI
V PROFANE, VULGAR, OR ABUSIVE LANGUAGE – WRITTEN OR SPOKEN	PowerSchool Log Entry Detention - 1 day Other as needed	PowerSchool Log Entry Detention – 2 days Other as needed

INCIDENT	FIRST OFFENSE	SECOND OFFENSE
VI PLAGIARISM OR DISHONESTY IN SCHOOL WORK OR ON TESTS	PowerSchool Log Entry Notify Parent Loss of credit on Assignment	PowerSchool Log Entry Parent/Student Conference Loss of Credit
VII INAPPROPRIATE DRESS	PowerSchool Log Entry Student Conference Offer Alternate Article(s) of Clothing Remove from Classes Until Clothing is Within Guidelines	PowerSchool Log Entry Notify Parent Remove from Classes Until Clothing is Within Guidelines SARB Warning Letter
VIII TARDINESS AND UNEXCUSED ABSENCE FROM SCHOOL	May Notify Parent May Notify Sheriff Assign Detention – 1 Day	Assign Detention – 1 Day May Notify Parent May Notify Sheriff May refer to Social Services Eventual SARB referral
IX FAILURE TO REMAIN ON SCHOOL PREMISES ACCORDING TO SCHOOL RULES	PowerSchool Log Entry Notify Parent Detention- 1 Day Considered Truant	PowerSchool Log Entry Notify Parent Detention – 1 Day Eventual SARB Referral
X DISTURBING THE PEACE, INCLUDING, BUT NOT LIMITED TO, DESTROYING PROPERTY, FIGHTING, CHALLENGING ANOTHER TO FIGHT, OR USING OFFENSIVE WORDS LIKELY TO PROVOKE A FIGHT	Remove student Student Conference PowerSchool Log Entry Notify Parent May notify Sheriff Recommend Counseling Refer to RTI	Remove Student PowerSchool Log Entry Parent/Student Conference May suspend 1 or More Days May Notify Sheriff Recommend Counseling Revisit RTI Plan SARB Warning Letter
XI INTERFERING WITH OR UNAUTHORIZED USE OF THE DISTRICT’S COMPUTERS	PowerSchool Log Entry Notify Parent Computer Use Taken Away for up to 1 Week May notify Sheriff	PowerSchool Log Entry Notify Parent Student Conference Notify Superintendent Computer Use in Jeopardy at School May Notify Sheriff

INCIDENT	FIRST OFFENSE	SECOND OFFENSE
XII POSSESSING, USING, OR SELLING ALCOHOL, OTHER DRUGS OR PARAPHERNALIA	PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff Refer to Counseling Refer to RTI	PowerSchool Log Entry Notify Parent Student Conference Notify Superintendent for Suspension Review Notify Sheriff Review Counseling
XIII POSSESSING OR USING TOBACCO OR ANY TOBACCO OR NICOTINE PRODUCT	PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff May refer to Counseling Refer to RTI	PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff Refer to Counseling Revisit RTI Plan
XIV POSSESSING WEAPONS OF ANY KIND	PowerSchool Log Entry Notify Parent Student Conference May Notify Sheriff Notify Superintendent for Suspension/Expulsion Review Refer to Counseling Refer to RTI	PowerSchool Log Entry Notify Parent Student Conference Notify Sheriff Notify Superintendent for Expulsion Review Review Counseling Review RTI Plan
XV PUBLIC DISPLAYS OF AFFECTION	Student Conference PowerSchool Log Entry Notify Parent May Assign Detention	Student Conference PowerSchool Log Entry Notify Parent Refer to Counseling
XVI FAILURE TO SERVE DETENTION(S)	Double Detentions Assigned for Each Missed Detention	Double Detentions Assigned for Each Missed Detention SARB Warning Letter

Unresolved behavior at school may result in a referral to the School Attendance Review Board.

KEY: RTI *Response to Intervention*
SARB *Student Attendance Review Board*
SAP *Student Assistance Program*

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Regulation approved: April 10, 2007
revised: September 8, 2009
revised: December 29, 2010
revised: April 10, 2012

ATTACHMENT B – SUSPENSION FORM

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

SCHOOL (530) <h2 style="text-align: center;">NOTIFICATION OF SUSPENSION</h2> <div style="text-align: right;"><input type="checkbox"/> In-House</div>		GRADE: _____ DATE: _____ SUSPENDED BY: <input type="checkbox"/> Teacher <input type="checkbox"/> Administrator
Name: LAST: FIRST:		POLICE REPORT: <input type="checkbox"/> FILED <input type="checkbox"/> PENDING Report # _____ <i>** Indicates law enforcement MUST be notified</i>
From: <div style="display: flex; justify-content: space-between;"> Day Time Date </div> To: <div style="display: flex; justify-content: space-between;"> Day Time Date </div>		EXPULSION REVIEW: <input type="checkbox"/> N/A <input type="checkbox"/> Recommended <input type="checkbox"/> Pending Special Education: <input type="checkbox"/> Yes <input type="checkbox"/> No
PARENT CONFERENCE: <input type="checkbox"/> Held on _____ Time: _____ <input type="checkbox"/> Via telephone on _____ <input type="checkbox"/> Required. Date set _____	STUDENT CONFERENCE: <input type="checkbox"/> Held on _____ Time: _____ <input type="checkbox"/> Via telephone on _____ <input type="checkbox"/> Required. Date set _____	
MANDATORY RECOMMENDATION FOR EXPULSION (Education Code 48915c):		
<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> c1 Sale, possession or brandishing a firearm** <input type="checkbox"/> c2 Brandishing a knife at another person <input type="checkbox"/> c3 Selling a controlled substance** </div> <div> <input type="checkbox"/> c4 Sexual assault or sexual battery** <input type="checkbox"/> c5 Possession of explosives** </div> </div>		
Education Code Sections 48900 & 48915: <input type="checkbox"/> a.1 Caused, attempted to cause physical injury (mutual combat) <input type="checkbox"/> a.2 Willfully used violence on another person (battery)** <input type="checkbox"/> b. Possession of a weapon, explosive, or dangerous object** <input type="checkbox"/> c. Possessed, used, sold or furnished, drugs, alcohol, or was under the influence of any controlled substance or intoxicant** <input type="checkbox"/> d. Arranged, offered, or negotiated to sell a controlled substance and then provided a replica substance** <input type="checkbox"/> e. Attempted or committed robbery or extortion** <input type="checkbox"/> f. Attempted or caused damage to school or private property <input type="checkbox"/> g. Attempted or stole school or private property <input type="checkbox"/> h. Possessed or used tobacco product <input type="checkbox"/> i. Committed an obscene act or engaged in habitual profanity or vulgarity <input type="checkbox"/> j. Possessed, offered, arranged, or negotiated to sell drug paraphernalia <input type="checkbox"/> k. Disrupted school activities or defied school personnel <input type="checkbox"/> l. Knowingly received stolen school or private property	<input type="checkbox"/> m. Possessed an imitation firearm <input type="checkbox"/> n. Attempted or committed sexual assault or sexual battery <input type="checkbox"/> o. Harassed, threatened, or intimidated a student complainant or witness in a school disciplinary matter <input type="checkbox"/> p. Unlawfully offered, arranged to sell, negotiate to sell, or sold the prescription drug Soma <input type="checkbox"/> q. Engaged in, or attempted to engage in hazing (Penal Code 245.6)** <input type="checkbox"/> r. Engaging in an act of bullying directed to student or school personnel, including via electronic device as defined in Ed Code §32261(f) (g) <input type="checkbox"/> s. Causing or attempting to cause damage to school property, stealing or attempting to steal school property, including computer information <input type="checkbox"/> .2 Committed sexual harassment (Grades 4-12) <input type="checkbox"/> .3 Attempted, threatened, caused or participated in hate violence (Gr 4-12) <input type="checkbox"/> .4 Created an intimidating or hostile environment (Grades 4-12) <input type="checkbox"/> .7 Made terrorist threat <input type="checkbox"/> (48915 a.5) Assault or battery on a school employee** <i>State laws require that the principal recommend expulsion for violations of subsections (a), (b), (c), (d), (e) and other subsections if the incident is deemed to be serious, or is a danger, or recurring.</i>	
Explanation:		
Parents and Guardians: This suspension is in compliance with Education Code Section 48900 and 48915 et.seq. The suspension has been discussed with your student and he/she has been given an opportunity to explain his/her side of the incident.** If a conference has been requested, please make every effort to attend. Under state law, you are required to respond to this request without delay. If you wish, you and your student may review his/her records provided in Education Code 49069. Make-up work and/or tests may be provided for your student, if requested, for the period of suspension. If you feel the suspension is inappropriate and have discussed your concerns with the school principal, you may request an appeal of the suspension to the Superintendent of Schools by writing to P.O. Box 955, Loyalton CA 96118 or calling for an appointment. PLEASE NOTE: During the school day, your student must not be on or near any school campus. Supervision is the responsibility of the parent/guardian during the suspension.		
_____ Principal or Designee	_____ Parent Signature	_____ Student Signature
		_____ Date:
**The principal or designee may suspend a student without a conference if an emergency situation exists.		
Superintendent Initials: _____		

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Sierra County Office of Education	James Berardi County Superintendent	jberardi@spjUSD.org 530-289-3473

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-2022	26.2	66.5%	1.0%	0%	32%	0%	0.5%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics		2			
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards		2				
Physical Education Model Content Standards					5	
Visual and Performing Arts			3			
World Language			3			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

We place a strong emphasis on building positive partnerships with families as evidenced by LCAP goal #3, "All families and the larger school community will have increased levels of engagement with our schools, and families will feel welcomed to be an active participant in their child's education." All elementary teachers, and some junior high and high school teachers hold parent conferences for each of their students to identify areas of strength and areas of improvement for the child's learning. Our schools also hold SST, 504, and IEP meetings for specific students; these meetings include teachers, administrators, parents and students and are focused on improving student learning outcomes. Loyalton High School meets with each student and their family to review their 4 year plan toward graduation and postsecondary education or career. We have active school site councils, booster clubs, parent clubs, and many parent volunteers that support our schools in countless ways.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Our focus areas for the 2024-2025 school year include continuing to improve our school and district websites, improving communication to ensure all families are aware of school activities and events, and efforts to improve parent involvement at the high school level.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We will continue to place emphasis on our bilingual aide reaching out personally to each family to ensure they are connected to their child's school and informed about their child's education. We will administer the EL Parent Survey, as well as each school's specific climate survey again next year. Even though our numbers don't require it, we will re-establish English Language Advisory Committees (ELACs) and a District English Learner Advisory Committee

(DELAC) to ensure everyone's voices are represented in decisions. We will increase communication in Spanish as well as English, and we will increase the number of individual meetings with families.

We will also use our Foster and Homeless Liaison to reach out personally to families under her purview to ensure they are connected to their child's school and informed about their child's education. We will work with the team on the SARB board to provide supports and connect families to resources available in the community. We will work with Sierra County Behavioral Health to update the job description for the student/parent navigator position and utilize that person to conduct home visits and engage those families in the educational process of their children.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	1
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

We have many strengths in the area of building partnerships with families for student outcomes. We have strong communication to ensure consistent and transparent information flow between the school and families. Methods of communication include weekly all-calls, the new text and email communication system, weekly menu, newsletters, school and district websites, Facebook, and parent-teacher conferences to name a few. We have implemented various family engagement initiatives, such as family nights (Back to School Night, Open House, Senior Revue, Tech-Wise Family Night to name a few) to involve parents in the educational process and empower them with tools to support their children’s learning at home. SCOE actively involves parents in decision-making processes through committees and councils, to promote a sense of ownership and collaboration in school improvement efforts. We offer resources such as counseling, academic support, and community partnerships to address diverse family needs, contributing to a supportive and inclusive educational environment. These efforts collectively enhance student outcomes by creating a cohesive and supportive school community all working together to improve student success.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We would like to offer more parent workshops and family nights next year.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We will continue to place emphasis on our bilingual aide reaching out personally to each family to ensure they are connected to their child's school and informed about their child's education. We will administer the EL Parent Survey, as well as each school's specific climate survey again next year. Even though our numbers don't require it, we will re-establish English Language Advisory Committees (ELACs) and a District English Learner Advisory Committee (DELAC) to ensure everyone's voices are represented in decisions. We will increase communication in Spanish as well as English, and we will increase the number of individual meetings with families.

We will also use our Foster and Homeless Liaison to reach out personally to families under her purview to ensure they are connected to their child's school and informed about their child's education. We will work with the team on the SARB board to provide supports and connect families to resources available in the community. We will work with Sierra County Behavioral Health to update the job description for the student/parent navigator position and utilize that person to conduct home visits and engage those families in the educational process of their children.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

We have many strengths when it comes to seeking input for decision making. We have active school site councils, advisory boards, booster clubs, and parent groups where parents are actively involved in making decisions for their child's school. We conduct surveys and hold LCAP community input sessions to get feedback on important issues. We maintain open and transparent communication channels, providing families with timely updates and opportunities to voice their opinions during public meetings. We also demonstrate responsiveness by incorporating this feedback into various plans, reflecting community needs and preferences in school improvement strategies.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We would like to increase the number of parents engaged in our schools, using a variety of creative strategies.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We will continue to place emphasis on our bilingual aide reaching out personally to each family to ensure they are connected to their child's school and informed about their child's education. We will administer the EL Parent Survey, as well as each school's specific climate survey again next year. Even though our numbers don't require it, we will re-establish English Language Advisory Committees (ELACs) and a District English Learner Advisory Committee (DELAC) to ensure everyone's voices are represented in decisions. We will increase communication in Spanish as well as English, and we will increase the number of individual meetings with families.

We will also use our Foster and Homeless Liaison to reach out personally to families under her purview to ensure they are connected to their child's school and informed about their child's education. We will work with the team on the SARB board to provide supports and connect families to resources available in the community. We will work with Sierra County Behavioral Health to update the job description for the student/parent navigator position and utilize that person to conduct home visits and engage those families in the educational process of their children.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The Sierra-Plumas County Office of Education conducted the California Healthy Kids Survey (CHKS) to assess various aspects of student well-being and school climate. The survey results provide insights into school connectedness, academic motivation, the presence of caring adults, safety perceptions, and experiences with bullying and cyberbullying.

The survey results indicate that school connectedness remains relatively consistent across grade levels, with about 64-66% of students feeling connected to their school. Academic motivation declines as students progress to higher grades, with the highest motivation reported in 5th grade (78%) and the lowest in 11th grade (46%). Perceptions of having caring adults at school vary, peaking in 7th grade (66%) and dipping in 9th grade (47%).

Feelings of safety at school are generally high, especially in 5th and 11th grades, where 81% and 92% of students, respectively, report feeling safe. However, there is a notable concern with bullying and cyberbullying. A significant percentage of 5th graders (69%) report being called bad names or targeted by mean jokes, and cyberbullying is a consistent issue across grades, particularly severe in 11th grade (67%).

These findings highlight areas for improvement, particularly in addressing bullying, enhancing academic motivation in higher grades, and ensuring that students have access to caring adults throughout their school experience.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Our CHKS data for 2020-2021 reveals important insights into student well-being and school climate across grades 5, 7, 9, and 11. Here are the key learnings, identified needs, and areas of strength based on the survey data:

Areas of Strength:

School Connectedness- Consistent levels of school connectedness are observed across all grades, with 64-66% of students feeling connected to their school. This indicates a stable sense of belonging, crucial for fostering a positive school environment.

Perceived Safety- A majority of students report feeling safe at school, particularly in 5th grade (81%) and 11th grade (92%). Ensuring student safety is fundamental for academic success and personal growth.

Caring Adults in Middle and High School- In 7th grade, 66% of students feel they have caring adults at school, with similar numbers of 11th graders feeling the same (64%). Access to supportive relationships during these critical developmental stages is a significant strength.

Identified Needs:

Decline in Academic Motivation- There is a noticeable drop in academic motivation as students progress to higher grades: from 78% in 5th grade to just 46% in 11th grade. Addressing this decline is essential to maintaining student engagement and ensuring long-term academic achievement.

Bullying and Cyberbullying- Bullying remains a significant issue. In 5th grade, 69% of students report being called bad names or being the target of mean jokes. By 7th grade, 56% have experienced mean rumors or lies, and 31% report cyberbullying. In 11th grade, cyberbullying affects 67% of students, with 75% experiencing mean rumors or lies. These figures highlight a pressing need for robust anti-bullying initiatives and digital safety education.

Caring Adults in Lower and Upper Grades- Only 50% of 5th graders and 47% of 9th graders report having caring adults at school. Enhancing support systems to ensure every student feels supported by caring adults is critical.

Safety Concerns in Middle School- Only 63% of 7th graders feel safe at school, compared to higher safety perceptions in other grades. Improving safety measures and creating a secure environment for middle school students is necessary.

Conclusion:

While we show strength in maintaining school connectedness and ensuring safety for a majority of students, there are also areas needing attention. The decline in academic motivation through the grades, persistent bullying and cyberbullying issues, and varying levels of perceived support from adults require targeted interventions. By focusing on these areas, we can enhance the educational experience and overall well-being of our students, ensuring they have the support and safe environment needed to succeed academically and personally.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We will direct our focus to addressing the decline in academic motivation through the grades, persistent bullying and cyberbullying issues, and varying levels of perceived support from adults. By focusing on these areas, we can enhance the educational experience and overall well-being of our students, ensuring they have the support and safe environment needed to succeed academically and personally.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We utilize our master schedules and our student information system (Power School) to monitor and track all students' access to and enrollment in a broad course of study. Instruction is monitored via routine classroom walkthroughs to determine the extent to which instructional practice and the instructional materials support student access to a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

According to our monitoring tools and placement practices, we note that all students have access to a broad course of study, with no differences in access to a broad course of study across school sites. Due to our small size, we utilize online platforms to expand offerings beyond what our small teaching staff can provide. The standards-aligned instructional resources in use are evidence that the course of study for Grades TK-6 encompasses each of the subject areas identified in Education Code 51210 including English Language Arts (ELA), Mathematics, Social Studies, Science, Visual and Performing Arts, Health, and Physical Education. The standards-aligned instructional resources in use and the master schedules provide evidence that the course of study for Grades 7-12 encompasses each of the subject areas identified in Education Code 51220, including English Language Arts, Mathematics, Social Studies, Science, Visual and Performing Arts, Health, Physical Education, Foreign Language, Applied Arts, Career Technical Education, and other areas as appropriate.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Our biggest barrier preventing us from providing greater access to a broad course of study is our small size and associated lack of funding. Putting together a master schedule without conflicts that has broad, competitive offerings at high schools of 20 students and 150 students (both schools serving students grades 7-12) is extremely challenging. In grades TK-6, the local tools and monitoring practices reveal that the demands of literacy and mathematics instruction, as well as mandated physical education minutes, infringe on the full experience of a broad course of study for some students. In the primary grades, some students receive intensive reading interventions which limits opportunities to fully access other subject areas. In grades 7-12, the local tools and monitoring practices reveal that teacher credentialing requirements and the limits of a 7 period schedule represent challenges to expand opportunities beyond what currently exists.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

ONLINE COURSES: In 2024-25, we will expand opportunities for online learning offered through Peak / Fuel Ed and UC Scout to provide greater AP, elective, and credit recovery opportunities. We will continue with our targeted professional development in an effort to increase student learning by a continued focus on using data to inform decisions about instruction. We will decrease the number of students enrolled in low-level courses and increase the number of students enrolled in college preparation courses with support and intervention built into the master schedule and the general education classrooms.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					5

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).			3		
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.				4	
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.			3		

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.				4	
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.			3		



2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Sierra-Plumas Joint Unified School District	Sean Snider District Superintendent	ssnider@spjUSD.org 530-993-1660

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-2022	26.2	66.5%	1.0%	0%	32%	0%	0.5%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics		2			
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards		2				
Physical Education Model Content Standards					5	
Visual and Performing Arts			3			
World Language			3			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

We place a strong emphasis on building positive partnerships with families as evidenced by LCAP goal #3, "All families and the larger school community will have increased levels of engagement with our schools, and families will feel welcomed to be an active participant in their child's education." All elementary teachers, and some junior high and high school teachers hold parent conferences for each of their students to identify areas of strength and areas of improvement for the child's learning. Our schools also hold SST, 504, and IEP meetings for specific students; these meetings include teachers, administrators, parents and students and are focused on improving student learning outcomes. Loyalton High School meets with each student and their family to review their 4 year plan toward graduation and postsecondary education or career. We have active school site councils, booster clubs, parent clubs, and many parent volunteers that support our schools in countless ways.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Our focus areas for the 2024-2025 school year include continuing to improve our school and district websites, improving communication to ensure all families are aware of school activities and events, and efforts to improve parent involvement at the high school level.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We will continue to place emphasis on our bilingual aide reaching out personally to each family to ensure they are connected to their child's school and informed about their child's education. We will administer the EL Parent Survey, as well as each school's specific climate survey again next year. Even though our numbers don't require it, we will re-establish English Language Advisory Committees (ELACs) and a District English Learner Advisory

Committee (DELAC) to ensure everyone's voices are represented in decisions. We will increase communication in Spanish as well as English, and we will increase the number of individual meetings with families.

We will also use our Foster and Homeless Liaison to reach out personally to families under her purview to ensure they are connected to their child's school and informed about their child's education. We will work with the team on the SARB board to provide supports and connect families to resources available in the community. We will work with Sierra County Behavioral Health to update the job description for the student/parent navigator position and utilize that person to conduct home visits and engage those families in the educational process of their children.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	1
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

We have many strengths in the area of building partnerships with families for student outcomes. We have strong communication to ensure consistent and transparent information flow between the school and families. Methods of communication include weekly all-calls, the new text and email communication system, weekly menu, newsletters, school and district websites, Facebook, and parent-teacher conferences to name a few. We have implemented various family engagement initiatives, such as family nights (Back to School Night, Open House, Senior Revue, Tech-Wise Family Night to name a few) to involve parents in the educational process and empower them with tools to support their children's learning at home. SPJUSD actively involves parents in decision-making processes through committees and councils, to promote a sense of ownership and collaboration in school improvement efforts. We offer resources such as counseling, academic support, and community partnerships to address diverse family needs, contributing to a supportive and inclusive educational environment. These efforts collectively enhance student outcomes by creating a cohesive and supportive school community all working together to improve student success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We would like to offer more parent workshops and family nights next year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We will continue to place emphasis on our bilingual aide reaching out personally to each family to ensure they are connected to their child's school and informed about their child's education. We will administer the EL Parent Survey, as well as each school's specific climate survey again next year. Even though our numbers don't require it, we will re-establish English Language Advisory Committees (ELACs) and a District English Learner Advisory Committee (DELAC) to ensure everyone's voices are represented in decisions. We will increase communication in Spanish as well as English, and we will increase the number of individual meetings with families.

We will also use our Foster and Homeless Liaison to reach out personally to families under her purview to ensure they are connected to their child's school and informed about their child's education. We will work with the team on the SARB board to provide supports and connect families to resources available in the community. We will work with Sierra County Behavioral Health to update the job description for the student/parent navigator position and utilize that person to conduct home visits and engage those families in the educational process of their children.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

We have many strengths when it comes to seeking input for decision making. We have active school site councils, advisory boards, booster clubs, and parent groups where parents are actively involved in making decisions for their child's school. We conduct surveys and hold LCAP community input sessions to get feedback on important issues. We maintain open and transparent communication channels, providing families with timely updates and opportunities to voice their opinions during public meetings. We also demonstrate responsiveness by incorporating this feedback into various plans, reflecting community needs and preferences in school improvement strategies.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We would like to increase the number of parents engaged in our schools, using a variety of creative strategies.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We will continue to place emphasis on our bilingual aide reaching out personally to each family to ensure they are connected to their child's school and informed about their child's education. We will administer the EL Parent Survey, as well as each school's specific climate survey again next year. Even though our numbers don't require it, we will re-establish English Language Advisory Committees (ELACs) and a District English Learner Advisory Committee (DELAC) to ensure everyone's voices are represented in decisions. We will increase communication in Spanish as well as English, and we will increase the number of individual meetings with families.

We will also use our Foster and Homeless Liaison to reach out personally to families under her purview to ensure they are connected to their child's school and informed about their child's education. We will work with the team on the SARB board to provide supports and connect families to resources available in the community. We will work with Sierra County Behavioral Health to update the job description for the student/parent navigator position and utilize that person to conduct home visits and engage those families in the educational process of their children.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The Sierra-Plumas Joint Unified School District conducted the California Healthy Kids Survey (CHKS) to assess various aspects of student well-being and school climate. The survey results provide insights into school connectedness, academic motivation, the presence of caring adults, safety perceptions, and experiences with bullying and cyberbullying.

The survey results indicate that school connectedness remains relatively consistent across grade levels, with about 64-66% of students feeling connected to their school. Academic motivation declines as students progress to higher grades, with the highest motivation reported in 5th grade (78%) and the lowest in 11th grade (46%). Perceptions of having caring adults at school vary, peaking in 7th grade (66%) and dipping in 9th grade (47%).

Feelings of safety at school are generally high, especially in 5th and 11th grades, where 81% and 92% of students, respectively, report feeling safe. However, there is a notable concern with bullying and cyberbullying. A significant percentage of 5th graders (69%) report being called bad names or targeted by mean jokes, and cyberbullying is a consistent issue across grades, particularly severe in 11th grade (67%).

These findings highlight areas for improvement, particularly in addressing bullying, enhancing academic motivation in higher grades, and ensuring that students have access to caring adults throughout their school experience.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Our CHKS data for 2020-2021 reveals important insights into student well-being and school climate across grades 5, 7, 9, and 11. Here are the key learnings, identified needs, and areas of strength based on the survey data:

Areas of Strength:

School Connectedness- Consistent levels of school connectedness are observed across all grades, with 64-66% of students feeling connected to their school. This indicates a stable sense of belonging, crucial for fostering a positive school environment.

Perceived Safety- A majority of students report feeling safe at school, particularly in 5th grade (81%) and 11th grade (92%). Ensuring student safety is fundamental for academic success and personal growth.

Caring Adults in Middle and High School- In 7th grade, 66% of students feel they have caring adults at school, with similar numbers of 11th graders feeling the same (64%). Access to supportive relationships during these critical developmental stages is a significant strength.

Identified Needs:

Decline in Academic Motivation- There is a noticeable drop in academic motivation as students progress to higher grades: from 78% in 5th grade to just 46% in 11th grade. Addressing this decline is essential to maintaining student engagement and ensuring long-term academic achievement.

Bullying and Cyberbullying- Bullying remains a significant issue. In 5th grade, 69% of students report being called bad names or being the target of mean jokes. By 7th grade, 56% have experienced mean rumors or lies, and 31% report cyberbullying. In 11th grade, cyberbullying affects 67% of students, with 75% experiencing mean rumors or lies. These figures highlight a pressing need for robust anti-bullying initiatives and digital safety education.

Caring Adults in Lower and Upper Grades- Only 50% of 5th graders and 47% of 9th graders report having caring adults at school. Enhancing support systems to ensure every student feels supported by caring adults is critical.

Safety Concerns in Middle School- Only 63% of 7th graders feel safe at school, compared to higher safety perceptions in other grades. Improving safety measures and creating a secure environment for middle school students is necessary.

Conclusion:

While the district shows strength in maintaining school connectedness and ensuring safety for a majority of students, there are also areas needing attention. The decline in academic motivation through the grades, persistent bullying and cyberbullying issues, and varying levels of perceived support from adults require targeted interventions. By focusing on these areas, we can enhance the educational experience and overall well-being of our students, ensuring they have the support and safe environment needed to succeed academically and personally.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We will direct our focus to addressing the decline in academic motivation through the grades, persistent bullying and cyberbullying issues, and varying levels of perceived support from adults. By focusing on these areas, we can enhance the educational experience and overall well-being of our students, ensuring they have the support and safe environment needed to succeed academically and personally.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We utilize our master schedules and our student information system (Power School) to monitor and track all students' access to and enrollment in a broad course of study. Instruction is monitored via routine classroom walkthroughs to determine the extent to which instructional practice and the instructional materials support student access to a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

According to our monitoring tools and placement practices, we note that all students have access to a broad course of study, with no differences in access to a broad course of study across school sites. Due to our small size, we utilize online platforms to expand offerings beyond what our small teaching staff can provide. The standards-aligned instructional resources in use are evidence that the course of study for Grades TK-6 encompasses each of the subject areas identified in Education Code 51210 including English Language Arts (ELA), Mathematics, Social Studies, Science, Visual and Performing Arts, Health, and Physical Education. The standards-aligned instructional resources in use and the master schedules provide evidence that the course of study for Grades 7-12 encompasses each of the subject areas identified in Education Code 51220, including English Language Arts, Mathematics, Social Studies, Science, Visual and Performing Arts, Health, Physical Education, Foreign Language, Applied Arts, Career Technical Education, and other areas as appropriate.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Our biggest barrier preventing us from providing greater access to a broad course of study is our small size and associated lack of funding. Putting together a master schedule without conflicts that has broad, competitive offerings at high schools of 20 students and 150 students (both schools serving students grades 7-12) is extremely challenging. In grades TK-6, the local tools and monitoring practices reveal that the demands of literacy and mathematics instruction, as well as mandated physical education minutes, infringe on the full experience of a broad course of study for some students. In the primary grades, some students receive intensive reading interventions which limits opportunities to fully access other subject areas. In grades 7-12, the local tools and monitoring practices reveal that teacher credentialing requirements and the limits of a 7 period schedule represent challenges to expand opportunities beyond what currently exists.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

ONLINE COURSES: In 2024-25, we will expand opportunities for online learning offered through Peak / Fuel Ed and UC Scout to provide greater AP, elective, and credit recovery opportunities. We will continue with our targeted professional development in an effort to increase student learning by a continued focus on using data to inform decisions about instruction. We will decrease the number of students enrolled in low-level courses and increase the number of students enrolled in college preparation courses with support and intervention built into the master schedule and the general education classrooms.

Dear California School Boards Association,

As members of the California School Boards Association, we are writing to express our strong opposition to AB 1955 and encourage the CSBA to actively oppose this measure. This bill threatens parental rights, erodes the trust between parents and schools, and undermines local control. If passed, AB 1955 will harm all education stakeholders - students, parents, schools, and teachers.

Notifying and involving parents when a school takes an active role in socially transitioning a child is critical for the well-being of children and for maintaining trust between schools and parents. AB 1955 would do the opposite by prohibiting schools from enacting or enforcing policies to bring parents into the process of supporting their own children and would strengthen policies meant to keep secrets from parents.

We CSBA members firmly believe that parents have the right to know about these critical issues affecting their children and that they have a fundamental right to direct the care and upbringing of their children. Transparency and communication between schools and parents are essential for fostering trust and collaboration. Eroding this trust between schools and parents will have a negative impact on the success and well-being of students and further exacerbate enrollment issues schools are facing.

Furthermore, local control is crucial when serving our communities. AB 1955 would undermine local control by imposing burdensome restrictions on schools' ability to communicate with parents. Each school district understands the unique needs and values of its community, and local jurisdictions should be allowed to make these kinds of decisions.

We urge the California School Boards Association to take a firm stance against AB 1955 and oppose this legislation on behalf of our members and the families we serve.

Thank you for your attention to this matter.

Sincerely,

The Following CSBA Members:

Jonathan Zachreson, Roseville City School District

Sonja Shaw, Chino Valley Unified School District

Eric Wray, Alpine Union Scholl District

Jaclyn LaBarbera, Anderson Union High School District

Rebekah Koznek, Atascadero Unified School District

Jayson Wedge, Auburn Union School District

Anthony Carnevale, Cajon Valley Union School District

James P Miller, Jr., Esq., Cajon Valley Union School District

Jill Barto , Cajon Valley Union School District (Retired)

Lisa Davis, Capistrano Unified School District

Andrew Cruz, Chino Valley Unified School District

James Na, Chino Valley Unified School District

Jonathan Monroe, Chino Valley Unified School District

Jean Pagnone, Dry Creek Joint Elementary School District

Jon Fenske, Dry Creek Joint Elementary School District

Bob Weller, Escondido Union High School District

David Vincent, Escondido Union High School District

Bob Weller, Escondido Union High School District

Mary McBride, Fallbrook Union Elementary School District

Shelley A. Johnson, Golden Valley Unified School District

Kenneth Prado, Hemet Unified School District

Lori Cisneros, Kern County Board of Education

Mary Little, Kern County Superintendent of Schools

Jill Leonard, Lake Elsinore Unified School District

Andrew Hayes, Lakeside Union School District

Ron Kasper, Lakeside Union School District

Autumn Ellenson, Lakeside Union School District

Mendi Chadwick, Loomis Union School District

Julie Vandegrift, Murrieta Valley Unified School District

Nicolas Pardue, Murrieta Valley Unified School District

Jacqueline Lostritto, Newcastle Elementary School District

Michelle Barto, Newport-Mesa Unified School District

Morgan Westmoreland, Ocean View School District

Eleanor Evans , Oceanside Unified School District

Mari Barke, Orange County Board of Education

Tim Shaw, Orange County Board of Education

Dorian Baker, Paso Robles Joint Unified School District

Laurene D. McCoy , Paso Robles Joint Unified School District

Kenney Enney , Paso Robles Joint Unified School District

Edward Garcia, Perris Union High School District

Steve Campos, Perris Union High School District

David McEntire, Placer Hills Union School District

Narayan Lawrence, Placer Hills Union School District

Jessica Spaid, Placer Union High School District

Maya Phillips, Ramona Unified School District

Maya Phillips, Ramona Unified School District

Jee Manghani, Rancho Santa Fe School District

Paul Seitz, Rancho Santa Fe School District

Dereck Counter, Rocklin Unified School District

Julie Hupp, Rocklin Unified School District

Cynthia Navarro, Romoland School District

Manuel Aguirre , Romoland School District

John Quintanilla, Rosemead School District

Julie Constant, Roseville City School District

Heidi Hall, Roseville Joint Union High School District

Keri Kochhar, Roseville Joint Union High School District

Marla Franz, Roseville Joint Union High School District

Pete Constant, Roseville Joint Union High School District

Tiffany Coleman, Roseville Joint Union High School District

Tanya Kravchuk, San Juan Unified School District

Michelle de Werd, Board Member, Santa Barbara County Board of Education

Anna Griesse, Saugus Union School District

Authur Gorman, Shasta County Board Of Education

Jennifer Wiersma, Temecula Valley Unified School District

Joseph Komrosky, Temecula Valley Unified School District

Jennifer Grinager, Templeton Unified School District

Walta Gamoian, Visalia Unified School District

Marjorie Proffitt, Western Placer Unified School District

Bob Jensen, William S. Hart Union High School District

Erin Wilson, William S. Hart Union High School District

Joe Messina, William S. Hart Union High School District



AB-1955 Support Academic Futures and Educators for Today's Youth Act. (2023-2024)

SHARE THIS:



Date Published: 05/22/2024 09:00 PM

AMENDED IN SENATE MAY 22, 2024

CALIFORNIA LEGISLATURE— 2023–2024 REGULAR SESSION

ASSEMBLY BILL

NO. 1955

Introduced by Assembly Member Ward

(Principal coauthors: Assembly Members Cervantes, Jackson, Lee, Low, and Zbur)

(Principal coauthors: Senators Atkins, Eggman, Laird, Menjivar, Padilla, and Wiener)

(Coauthor: Assembly Member Muratsuchi)

(Coauthor: Senator Rubio)

January 29, 2024

An act to amend Section 33319 of the Education Code, relating to pupil health, add Sections 220.1, 220.3, and 220.5 to, and to add Article 2.6 (commencing with Section 217) to Chapter 2 of Part 1 of Division 1 of Title 1 of, the Education Code, relating to pupil rights.

LEGISLATIVE COUNSEL'S DIGEST

AB 1955, as amended, Ward. ~~Pupil health: school-based health services and school-based mental health services.~~ Support Academic Futures and Educators for Today's Youth Act.

(1) Existing law requires the State Department of Education to develop resources or, as appropriate, update existing resources for in-service training on schoolsite and community resources for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils, and strategies to increase support for LGBTQ pupils, as specified.

This bill would require the State Department of Education to develop resources or, as appropriate, update existing resources, for supports and community resources for the support of parents, guardians, and families of LGBTQ pupils and strategies to increase support for LGBTQ pupils, as specified.

(2) Existing law prohibits discrimination on the basis of, among other characteristics, gender, gender identity, gender expression, and sexual orientation in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid. Existing law requires the State Board of Education to adopt regulations to implement these provisions.

This bill would prohibit school districts, county offices of education, charter schools, and the state special schools, and a member of the governing board or body of those educational entities, from enacting or enforcing any policy, rule, or administrative regulation that requires an employee or a contractor to disclose any information related to a pupil's sexual orientation, gender identity, or gender expression to any other person without the pupil's consent unless otherwise required by law, as provided. The bill would prohibit employees or contractors of those educational entities from being required to make such a disclosure unless otherwise required by law, as provided. The bill would prohibit employees or contractors of school districts, county offices of education, charter schools, or the state special schools, or members of the governing boards or bodies of those educational entities, from retaliating or taking adverse action against an employee on the basis that the employee supported a pupil in the exercise of specified rights, work activities, or providing certain instruction, as provided.

~~Existing law establishes the State Department of Education in state government, and vests the department with specified powers and duties relating to the state's public school system, including encouraging and assisting school districts to improve and monitor the health of their pupils. Existing law requires the department, as part of that assistance, to provide information and guidance to schools that request the information and guidance to establish "Health Days" to provide screenings for common health problems among pupils.~~

~~This bill would require the department to include county offices of education and charter schools in the above-described provisions. The bill would require the department to encourage school districts, county offices of education, and charter schools to participate in programs that offer reimbursement for school-based health services and school-based mental health services, as provided.~~

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. *This act shall be known, and may be cited, as the Support Academic Futures and Educators for Today's Youth Act or SAFETY Act.*

SEC. 2. *The Legislature finds and declares all of the following:*

- (a) All pupils deserve to feel safe, supported, and affirmed for who they are at school.*
- (b) Choosing when to "come out" by disclosing an LGBTQ+ identity, and to whom, are deeply personal decisions, impacting health and safety as well as critical relationships, that every LGBTQ+ person has the right to make for themselves.*
- (c) Parents and families across California understand that coming out as LGBTQ+ is an extremely personal decision and want to support their children in coming out to them on their own terms.*
- (d) Parents and families have an important role to play in the lives of young people. Studies confirm that LGBTQ+ youth thrive when they have parental support and feel safe sharing their full identities with them, but it can be harmful to force young people to share their full identities before they are ready.*
- (e) Policies that forcibly "out" pupils without their consent remove opportunities for LGBTQ+ young people and their families to build trust and have these conversations when they are ready.*
- (f) LGBTQ+ pupils have the right to express themselves freely at school without fear, punishment, or retaliation, including that teachers or administrators might "out" them without their permission. Policies that require outing pupils without their consent violate pupils' rights to privacy and self-determination.*
- (g) Pupils have a constitutional right to privacy when it comes to sensitive information about them, and courts have affirmed that young people have a right to keep personal information private.*
- (h) Laws and policies that target or invite targeting of pupils on the basis of gender or sexual orientation are prohibited under state and federal law.*
- (i) Attacks on the rights, safety, and dignity of transgender, gender-expansive, and other LGBTQ+ youth continue to grow across the country, including here in California. These efforts are having a measurable impact on the health and well-being of LGBTQ+ pupils, and have led to a rise in bullying, harassment, and discrimination.*
- (j) School policies that support LGBTQ+ pupils and their parents and families in working towards family acceptance on their own terms, without interference from teachers and school staff, build safety and trust within school communities.*

(k) (1) Teachers and school staff can provide crucial support to LGBTQ+ young people and can play an important role in encouraging them to seek out appropriate resources and support.

(2) Affirming school environments significantly reduce the odds of transgender youth attempting suicide, according to The Trevor Project Research Brief: LGBTQ & Gender-Affirming Spaces (2020).

(3) LGBTQ+ students with supportive staff at their school experienced a number of positive outcomes, including being less likely to feel unsafe at school because of their gender expression or sexual orientation, or both, and reporting lower levels of depression, according to Joseph G. Kosciw, Ph.D., et al., The 2019 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools (2019).

(4) Transgender and gender-nonconforming youth with supportive educators had better education outcomes, according to Michelle Marie Johns et al., Protective Factors Among Transgender and Gender Variant Youth: A Systematic Review by Socioecological Level (2018).

(l) School personnel have faced increasing harassment and adverse employment actions because of their lawful efforts to protect pupil privacy, to protect pupils from discrimination, to provide instruction consistent with state standards, and to create a safe and supportive learning environment for all pupils, including LGBTQ+ pupils.

(m) This harassment and adverse treatment of school personnel prevents all pupils from accessing safe and supportive learning environments.

(n) No school employee should suffer an adverse employment action because the employee supported a pupil or pupils in exercising their legal rights to privacy, nondiscrimination, state-aligned instructional materials, and equal educational opportunity.

SEC. 3. Article 2.6 (commencing with Section 217) is added to Chapter 2 of Part 1 of Division 1 of Title 1 of the Education Code, to read:

Article 2.6. Supports and Resources for Parents, Guardians, and Families of Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Pupils

217. (a) (1) The department shall develop resources, or, as appropriate, update existing resources, for supports and community resources for the support of parents, guardians, and families of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils and strategies to increase support for LGBTQ pupils and thereby improve overall school and community climate. The resources shall be designed for use in schools operated by a school district or county office of education and charter schools serving pupils in grades 7 to 12, inclusive.

(2) The department shall develop the supports and community resources for parents, guardians, and families of LGBTQ pupils in collaboration with parents, guardians, and families of, including, but not limited to, LGBTQ pupils.

(b) The department shall periodically update the supports and community resources for the support of parents, guardians, and families of LGBTQ pupils to reflect changes in law.

(c) (1) As used in this section, school-based supports and community resources for the support of parents, guardians, and families of LGBTQ pupils include, but are not limited to, all of the following:

(A) Parents, guardians, and families of LGBTQ pupils support groups or affinity clubs and organizations.

(B) Safe spaces for parents, guardians, and families of LGBTQ pupils.

(C) Antibullying and harassment policies and related complaint procedures for parents, guardians, and families to access.

(D) Counseling services.

(E) School staff who have received antibias or other training aimed at supporting LGBTQ youth and their parents, guardians, and families.

(F) Suicide prevention policies and related procedures for parents, guardians, and families to access.

(2) As used in this section, community resources for the support of parents, guardians, and families of LGBTQ pupils include, but are not limited to, both of the following:

(A) Local community-based organizations that provide support to parents, guardians, and families of LGBTQ youth.

(B) Local physical and mental health providers with experience in treating and supporting parents, families, and guardians of LGBTQ youth.

SEC. 4. Section 220.1 is added to the Education Code, to read:

220.1. An employee or a contractor of a school district, county office of education, charter school, or state special school for the blind or the deaf, or a member of the governing board of a school district or county office of education or a member of the governing body of a charter school, shall not in any manner retaliate or take adverse action against any employee, including by placing the employee on administrative leave, on the basis that the employee (a) supported a pupil in the exercise of rights set forth in Article 1 (commencing with Section 200) of, Article 2.7 (commencing with Section 218) of, Article 3 (commencing with Section 220) of, or Article 4 (commencing with Section 221.5) of, this chapter, (b) performed the employee's work activities in a manner consistent with the recommendations or employer obligations set forth in this chapter, or (c) provided instruction to pupils consistent with the current content standards, curriculum frameworks, and instructional materials adopted by the state board, and any other requirements of this code, including, but not limited to, Section 51204.5 and the California Healthy Youth Act (Chapter 5.6 (commencing with Section 51930) of Part 28 of Division 4 of Title 2).

SEC. 5. Section 220.3 is added to the Education Code, to read:

220.3. (a) An employee or a contractor of a school district, county office of education, charter school, or state special school for the blind or the deaf shall not be required to disclose any information related to a pupil's sexual orientation, gender identity, or gender expression to any other person without the pupil's consent unless otherwise required by state or federal law.

(b) Subdivision (a) does not constitute a change in, but is declaratory of, existing law.

SEC. 6. Section 220.5 is added to the Education Code, to read:

220.5. (a) A school district, county office of education, charter school, state special school for the blind or the deaf, or a member of the governing board of a school district or county office of education or a member of the governing body of a charter school, shall not enact or enforce any policy, rule, or administrative regulation that would require an employee or a contractor to disclose any information related to a pupil's sexual orientation, gender identity, or gender expression to any other person without the pupil's consent, unless otherwise required by state or federal law.

(b) Subdivision (a) does not constitute a change in, but is declaratory of, existing law.

(c) Any policy, regulation, guidance, directive, or other action of a school district, county office of education, charter school, or state special school for the blind or the deaf, or a member of the governing board of a school district or county office of education or a member of the governing body of a charter school, that is inconsistent with subdivision (a) is invalid and shall not have any force or effect.

~~SECTION 1. Section 33319 of the Education Code is amended to read:~~

~~33319.(a)The department shall encourage and assist local educational agencies to improve and monitor the health of their pupils. The department shall provide guidance and assist local educational agencies to secure the voluntary assistance of local health professionals, schools of medicine, schools of public health, schools of nursing, voluntary health agencies, and other appropriate entities to provide pupil health screening and appropriate medical referrals and to provide valuable health information to pupils and their parents. The department shall encourage local educational agencies to contact and cooperate with local maternal, child, and adolescent health boards and child health and disability prevention programs established pursuant to Article 6 (commencing with Section 124025) of Chapter 3 of Part 2 of Division 106 of the Health and Safety Code.~~

~~(b)As part of the assistance provided to local educational agencies pursuant to subdivision (a), the department shall provide information and guidance to local educational agencies that request the information and guidance to establish "Health Days" to provide screenings for common health problems among pupils and to provide information to pupils and parents on the prevention of illness, proper nutrition, and other aspects of good health. The Health Days should be organized and staffed by school nurses working in cooperation with volunteers from schools of medicine, schools of public health, schools of nursing, voluntary health agencies, health professionals,~~

~~local maternal, child, and adolescent health boards, and other appropriate entities. Medical screenings and services conducted pursuant to this section shall be conducted in accordance with Chapter 9 (commencing with Section 49400) of Part 27 of Division 4.~~

~~(c)The department shall encourage local educational agencies to participate in programs that offer reimbursement for school-based health services and school-based mental health services, including, but not limited to, both of the following:~~

~~(1)The Medi-Cal billing option for local educational agencies pursuant to Section 14115.8 of the Welfare and Institutions Code.~~

~~(2)The statewide fee schedule for school-linked outpatient mental health or substance use disorder treatment pursuant to Section 5961.4 of the Welfare and Institutions Code.~~

~~(d)For purposes of this section, a "local educational agency" means a school district, county office of education, or charter school.~~

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 24-016D

Spanish Curriculum Adoption
Grades 9th through 12th

WHEREAS, the Sierra-Plumas Joint Unified School District Governing Board met in regular session on Tuesday, June 25, 2024; and

NOW, THEREFORE BE IT RESOLVED, that the Governing Board of the Sierra-Plumas Joint Unified School District at the June 25, 2024, regular meeting of the Board, adopted the grades Ninth (9th) through Twelfth (12th) standards-aligned Spanish curriculum as follows:

Grades 9-12: Senderos 2023, Levels 1-4

and certified that they comply with State standards for students of the Sierra-Plumas Joint Unified School District and has adhered to all laws and regulations regarding the expenditure of instructional materials funding.

Passed and adopted at a regular meeting of the Sierra-Plumas Joint Unified School District Governing Board meeting held on June 25, 2024, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

VACANT: _____

Patty Hall, Clerk



The 2019 California World Languages Standards

What is essential for educators to know?

Students in the twenty-first century, with all its technological developments, live in a global society. People all over the world can communicate in real time, organizations and businesses are multinational, and new professions are continually emerging. Students that are successful in the twenty-first century will be those who are proficient in more than just the core subjects. These students will be global citizens with the ability to navigate the international marketplace, communicate proficiently, and interact meaningfully with understanding and awareness across cultures. These skills—understanding, speaking, reading, writing, and signing in world languages, as well as in English—are essential for students to effectively contribute to state and national efforts and succeed in business, research, and international relations in the twenty-first century.

California is ready to expand opportunities for its unique and diverse student population to acquire world languages, develop intercultural competence, and become global citizens. California educators will find that the 2019 *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (WL Standards) are aligned with and support recent legislation and initiatives that champion these outcomes. Naturally, the WL Stan-

dards establish a path for students to become multilingual and prepare to attain California's Seal of Biliteracy. The WL Standards also provide guidance in light of two significant pieces of legislation. In 2016, the passage of Proposition 58, the California Education for a Global Economy (EdGE), initiated a statewide effort to promote linguistic, global, and intercultural competency among California students. The charge of this legislation and a subsequent initiative—Global California 2030—is for K–12 schools to support multilingualism for California's unique and diverse student population through access to world languages programs.

Taken together, these initiatives prompt schools to introduce and support language learning early in elementary school, offer a wider range of world languages, and streamline the progression of language acquisition from elementary through high school and beyond. The WL Standards can help schools bolster opportunities for students to develop essential, lifelong aptitudes by offering multiple entry points to instruction in world languages from kindergarten through grade twelve. The standards also support local education agencies as they promote multilingualism for all students through access to high-quality, well-articulated world languages programs.

Note: This document provides an overview of the essential information California educators need to know about the WL Standards. The standards document itself includes additional information not included here. Two notable examples are appendices that provide guidance regarding ways the WL Standards support biliteracy and multilingual education and ways students with disabilities may access the WL Standards.

Communities and Comparisons Curricular Areas are Integrated Throughout the World Languages Standards

The WL Standards incorporate the five goal areas, also known as the five Cs, of the American Council on the Teaching of Foreign Languages (ACTFL), into three curricular strands—Communication, Cultures, and Connections. Educators familiar with the ACTFL standards will recognize what this redistribution accomplishes: The integral components of proficiency in the Communities and Comparisons goal areas can be found in all three goal areas of Communication, Cultures, and Connections. For example, Comparisons are found under the *Language Comparisons*, *Cultural Comparisons*, and *Connections to Other Disciplines* standards. The integration of the Comparisons goal area addresses how students make connections between the home and target language and culture and to their studies in other disci-

plines. The Communities goal area can be found under the *Settings for Communication*, *Cultural Products*, *Practices*, and *Perspectives*, and *Diverse Perspectives and Distinctive Viewpoints* standards. This integration of the Communities goal area addresses the language skills that learners need to interact in target-language communities at home and around the world. While the approach to teaching and learning world languages remains aligned with the ACTFL standards, the Communities and Comparisons goal areas have been strategically distributed throughout the WL Standards to emphasize communicative proficiency in the world languages classroom.

COMMUNICATION

Communication takes place in a variety of authentic *settings* that represent what students will experience in the target cultures.

- **Interpretive:** language users listen, view, and read using knowledge of cultural products, practices, and perspectives.
- **Interpersonal:** culturally appropriate listening and speaking, reading and writing, and viewing and signing (American Sign Language [ASL]) take place as a shared activity among language users.
- **Presentational:** speaking, signing, and writing take place for an audience of listeners, readers, and viewers in culturally appropriate ways.

The Communication Standard uses the term *structures* to capture the multiple components of grammar that students must learn to communicate with accuracy.

CULTURES

Students need to acquire the ability to interact appropriately with *culture bearers* to communicate successfully. Culturally appropriate language use requires an understanding of the relationships between the *products* and *practices* of cultures and their underlying *perspectives*. While acquiring knowledge of products, practices, and perspectives of the target cultures, learners engage in *comparisons* of similarities and differences among their cultures and the target cultures, and also explore *intercultural influences* when they come into contact with multilingual and multicultural communities.

CONNECTIONS

Language users address a variety of topics that are appropriate to their age and range of proficiency, increase their knowledge of numerous areas of the curriculum, and make connections across K–12 areas of study. As students develop their ability to communicate in the target language and cultures, they are able to more fully address topics that increase in complexity and learn how target-culture bearers understand and address discipline-specific and cross-disciplinary concepts.

cultural comparisons – Students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know in order to interact with cultural competence.

culture bearers – Individuals in a group who share common behaviors and views of the world.

intercultural influences – How diverse cultural groups affect one another's products, practices, and perspectives through interaction.

interpersonal communication – Language users listen and speak, read and write, and view and sign as they negotiate meaning with others.

interpretive communication – Language users listen to, read, and view authentic materials using knowledge of cultural products, practices, and perspectives without the opportunity for interpersonal communication.

perspectives (cultural) – Beliefs of members of a particular group.

practices (cultural) – Behaviors of members of a particular group.

presentational communication – Language users speak, sign, and write in culturally appropriate ways for audiences of listeners and readers without the opportunity to negotiate meaning.

products – (1) [cultural] Tangible and intangible items created and used by members of a particular group; (2) The "how" of differentiation; a teacher may provide a variety of ways for students to demonstrate their learning.

settings – Situations where the language is used (highly predictable, transactional, informal, formal); may be face-to-face or mediated by technology.

structures – Elements of the linguistic system (phonology/parameters in ASL, morphology, syntax).

Goal Areas for Communication, Cultures, and Connections Standards

The goal areas for the standards highlight the kinds of knowledge and skills students will be acquiring. These goals are aligned with the most current documents that inform language and culture teaching communities, including guidance from ACTFL.

The goals compiled below highlight how California's *WL Standards* support the Global California 2030 initiative by identifying what students should know and be able to do in languages other than English. The standards also establish a path for students to become multilingual and prepare to attain California's Seal of Biliteracy.

Communication Goals

Interpretive Communication

WL.CM7.1 To access information, students demonstrate understanding and interpret and analyze what is heard, read, or viewed on a variety of topics from authentic texts, using technology when appropriate.

Interpersonal Communication

WL.CM7.2 To collaborate and share information, reactions, feelings, and opinions, students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed (ASL), or written conversations, using technology as appropriate.

Presentational Communication

WL.CM7.3 To present and publish, students present information, concepts, and ideas to inform, narrate, explain, and persuade, on a variety of topics and for multiple purposes, in culturally appropriate ways, adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies.

Settings for Communication

WL.CM7.4 Students use language in highly predictable, daily settings (Novice); transactional and some informal settings (Intermediate); most informal and formal settings (Advanced); informal, formal, and professional settings, and unfamiliar and problem situations (Superior) in their communities and in the globalized world.

WL.CM7.5 Students recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior) language-use opportunities outside the classroom and set goals, reflect on progress, and use language for enjoyment, enrichment, and advancement.

Language Structures in Service of Communication

WL.CM7.6 Students use structures to communicate: sounds, parameters (ASL); writing systems (Novice); basic word and sentence formation (Intermediate); structures for major time frames; text structures for paragraph-level discourse (Advanced); all structures (Superior); and text structures for extended discourse (Superior).

Students use language text types to communicate: learned words, signs, and fingerspelling (ASL); phrases (Novice); sentences and strings of sentences (Intermediate); paragraphs and strings of paragraphs (Advanced); or coherent, cohesive multi-paragraph texts (Superior).

Language Comparisons

WL.CM7.7 To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

Cultures Goals

Culturally Appropriate Behavior

WL.CL7.1 Students interact with cultural competence and understanding.

Cultural Products, Practices, and Perspectives

WL.CL7.2 To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.

Cultural Comparisons

WL.CL7.3 To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target culture and the culture(s) they know.

Intercultural Influences

WL.CL7.4 To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.

Connections Goals

Connections to Other Disciplines

WL.CN7.1 To function in real-world situations in academic and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

Diverse Perspectives and Distinctive Viewpoints

WL.CN7.2 To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

Communication Standard 7: Language Comparisons in Service of Communication Goal

- To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

Novice	Intermediate	Advanced	Superior
WL.CM7.N Identify similarities and differences in the orthography, phonology, ASL parameters, and very basic sentence-level elements (morphology and/or syntax) of the languages known.	WL.CM7.I Identify similarities and differences in the basic sentence-level elements (morphology and syntax) of the languages known.	WL.CM7.A Identify similarities and differences in sentence-level elements (morphology and syntax in major time frames) and in paragraph-level discourse (text structure) of the languages known.	WL.CM7.S Identify similarities and differences in sentence-level elements (morphology and syntax of common and uncommon structures) and in extended discourse (text structure) of the languages known.

Each standard is presented first with its name—in this case, "Communication Standard 7: Language Comparisons in Service of Communication." The goal(s) of that particular standard are placed under the title, followed by a chart describing student outcomes in the different ranges of proficiency for that standard.

Shifts in Instructional Approaches in the World Languages Standards

The *WL Standards* illustrate necessary shifts in instructional approaches intended to bring about optimal performance among students in world languages classrooms. The standards, and more specifically the **Then** and **Now** chart highlighted in the appendix called "Ways Students May Access the World Languages Standards," respond to a call to action to create a more inclusive learning environment in the world languages classroom.

The **Then** and **Now** chart calls attention to necessary shifts in instructional approaches by contrasting the ineffective practices of the past (**Then**) with the research-based practices that yield evidence of positive impact on world languages acquisition (**Now**). Additional guidance for program delivery is provided in the appendices of the *WL Standards* and will be fully developed in the California *World Languages Framework*.

1. **Then** – Students learn about the language (grammar)

Now – Students learn to use the target language

- Teachers use the target language almost exclusively.
- Teachers use the target language to make language, culture, and content comprehensible using multiple modalities for learning.
- Grammar is taught as a tool for communication.

2. **Then** – Teacher-centered class

Now – Student-centered with teacher as facilitator or collaborator

- Teachers design activities that lead to autonomy and flexibility in unrehearsed situations and create a student-driven class.
- Students engage in individual, pair, and small- and whole-group activities.
- Students are able to choose activities based on learning profiles, readiness, and interests.
- Students are able to assess, plan, and direct their own learning.

3. **Then** – Focus on four skills

Now – Focus on interpersonal, interpretive, and presentational communication in the target language

- Students interpret authentic (informative, cultural, literary) audio, video, and written texts.
- Students communicate spontaneously in culturally authentic, real-world settings.
- Students make a variety of presentations for target-culture audiences in appropriate ways.

4. **Then** – Coverage of the textbook

Now – Use of backward design focusing on the end goal

- Teachers design culturally authentic integrated performance tasks for units and courses in the target language.
- Performance tasks develop skills measured in benchmarks and final examinations.
- Assessment (form checks, measures, integrated performance tasks) informs instruction.

5. **Then** – Use of the textbook as the curriculum

Now – Use of thematic units and authentic resources

- Essential questions guide the selection of themes and sub-themes.
- Materials from the textbook are used only when those materials develop appropriate knowledge and skills.
- Teachers use authentic materials rich in language, culture, and content.

6. **Then** – Emphasis on teacher as presenter

Now – Emphasis on student as "doer" and "creator"

- Students use the target language for real-world purposes in culturally appropriate ways.
- Students use the target language beyond the classroom.
- Students use the target language to learn content, think critically, and solve problems.

7. **Then** – Focus on isolated cultural "factoids"

Now – Focus on relationships among products, practices, and perspectives

- Students learn the target cultures through the target language.
- Students learn to function in culturally appropriate ways.
- Students learn target-culture perspectives that underlie cultural products and practices.
- Students learn about the effects of intercultural influences.

8. **Then** – Use of technology as a "cool tool"

Now – Integrating technology into instruction to enhance learning

- Teachers use technology to teach authentic texts rich in language, culture, and content.
- Students use technology to research, collaborate, cite evidence, revise, edit, and publish in the target language.
- Students use technology to communicate in the target language, supported with digital media and visual displays.

9. **Then** – Teaching only the language

Now – Use of language as the vehicle to teach academic content

- Students further their knowledge of content through target-language sources.
- Students learn target-culture perspectives on content.
- Students develop information, media, technology, and emotional literacies.

10. **Then** – Same instruction for all students

Now – Differentiating instruction to meet individual needs

- Teachers differentiate based on student learning profiles, readiness, and interests.
- Teachers differentiate content, process, and products.
- Teachers differentiate for students who are disengaged or accelerated, who have disabilities or other special needs, and who are heritage and native speakers.

11. **Then** – Use of situations from textbook

Now – Use of personalized real-world tasks

- Students use the target language in real-world settings.
- Students use the target language spontaneously.
- Students exchange information and opinions and express thoughts and feelings through the target language.

12. **Then** – Classroom language learning

Now – Opportunities to use the target language beyond the classroom

- Students participate in language-use opportunities with target-language users in the school.
- Students participate in target-language-use opportunities in local and global communities.
- Students show evidence of becoming lifelong learners.

13. **Then** – Test to find out what students do not know

Now – Assess to find out what students can do

- Teachers use measures to generate a profile of student strengths and weaknesses.
- Teachers design tasks that require proficiency in language, culture, and content.
- Teachers differentiate content, process, and products to optimize opportunities for success.

14. **Then** – Teacher knows criteria for grading

Now – Students understand criteria for assessment and use rubrics

- Teachers use criteria that focus on language, culture, and content.
- Students participate in self-assessment using criteria and rubrics.
- Students self-direct when demonstrating knowledge and proficiency.

15. **Then** – Students "turn in" work for the teacher

Now – Students create to "share and publish" for target-culture audiences

- Students interpret a wide variety of authentic materials.
- Students communicate interpersonally in real-world situations.
- Students present to target-culture audiences for a variety of purposes and in appropriate ways.



Keep up with the latest developments by visiting the World Languages Standards and the World Languages Framework web pages on the California Department of Education website.

Spanish Adoption Recommendation

Señora Andaluz <mandaluz1@spjUSD.com>

Mon 6/3/2024 6:06 PM

To: Megan Meschery <mmeschery@spjUSD.org>

Cc: Sean Snider <ssnider@spjUSD.org>; paul@downievillelearning.com <paul@downievillelearning.com>; Paul Douville <pdouville@spjUSD.org>; James Berardi <jberardi@spjUSD.org>

Hello, everyone!

In the end, I think that the Senderos book and online resources are a better fit for our students.

Over the course of the trial, I found the Qué Chévere books to have more beautiful pictures and more interesting stories and cultural focus points. However, the units were much more rigorous and the activities more demanding overall. The students got easily overwhelmed.

The self-grading online activities for Qué Chévere were also very particular, to the point that the students ended up dreading the activities and feeling like they were bad at Spanish. The activities were also not mobile-friendly and it was not possible to see an entire activity at one time, even on a Chromebook.

I found the videos for Qué Chévere to be kind of painful to watch. Really cheesy with weird relational dynamics and also way too long of intros to the point that even I myself was drifting off attention-wise. Qué Chévere also included a lot of online content that was not actually their own, requiring different log-ins and terms of use. Many of the songs they vetted were also not really classroom appropriate, in my opinion, and I found it hard to search for specific resources on their platform.

The Senderos book was, in general, much simpler both in terms of explanation of concepts as well as in regards to the amount of content expected to be learned in any given lesson. I liked the structure of the chapters, with vocabulary given first, then grammar using that vocabulary, and then cultural context bringing it all together.

Interestingly enough, I felt like the videos provided for Senderos were much more challenging, but in a good way. They had fun stories with people speaking at normal speeds. They also included actors from a variety of countries, not just the easy-to-understand ones. Then they would break down the dialogue into small chunks that the students could replay, read as text, and repeat back.

In the "Prime" version of the Senderos online curriculum, the computer will tell students whether or not their repetition (speaking) is good enough to be understood and then give them a thumbs-up or thumbs-down. Students can keep trying until they get it right. This was an incredibly useful feature, in my opinion! Most students loved it and it was really cool to see them start to believe in themselves because something "objective" had told them they were doing well. I started to see even some of the most "checked out" students get excited about speaking and be trying their best with these activities.

In a similar way, I thought the auto-grading multiple choice activities online were really cool for student practice. Teachers can allow multiple tries and have the computer give feedback on which parts they messed up. (Only the incorrect answers are erased for their next attempt.) This was a confidence booster as well.

The Senderos online curriculum did have some glitches for some of the students and I found the teacher-graded online assessments to be very frustrating and time-consuming to get through. However, paper copies of the assessments are available.

The Senderos help team was incredibly quick to respond to any questions I had, both via email and chat. They also had many useful videos demonstrating how to use different features and had offered to do more Zoom one-on-one help, although I didn't end up utilizing that.

In the end, my recommendation would be to adopt the Senderos textbook. If financially feasible, I would also very, very strongly recommend purchasing the Prime subscription for the online activities.

Sincerely,

Megan Andaluz
Spanish Teacher, LHS

Senderos Eval Form

Paul Douville <paul@downievillelearning.com>

Tue 6/4/2024 9:14 AM

To: Megan Meschery <mmeschery@spjUSD.org>; Señora Andaluz <mandaluz1@spjUSD.com>

■ 1 attachments (293 KB)

Senderos Work sheet.pdf;

Good Morning,

I have filled out the form for the Senderos program. My decision for adoption is the Senderos over the Chevere for the following reasons. The Senderos is much simpler to use and is less frustrating for students who make simple input errors.

The workbook and textbooks are bit less glitzy but the content is similar in content and progress.

Paul

Senderos

Top Line Thoughts

ext. 451

(*) Dialogue listen + Repeat = Really great!

(*) Might cost more.

(*) Fotonovelas - good

(*) Didn't love assessments online - Paper copy better.

(*) Love the autograded stuff

(*) Book is boring but useful

(*) Liked "Flash Cultura"

Section
4

Determine Optional Program Review Tasks

Purpose: Determine and conduct additional program review.

Task 4.1b - Rating How the Materials Align to the Three Main Goals of the Standards During the Pilot Process

As noted above, the core of the pilot process is determining the alignment of the materials to the standards. Although the committee has initially reviewed and rated the instructional materials, it is recommended that alignment to the standards be revisited for piloting purposes as well. In the tool below, write in the previous reviewing rating score and then rate how the materials align to each of the goals throughout the piloting process.

Access the template via Google Docs: [Task 4.1b Integration of the Three Main Goals: Communication, Cultures, Connections for Piloting Purposes](#)

Access the template via Google Forms: [Task 4.1b Integration of the Three Main Goals: Communication, Cultures, Connections for Piloting Purposes](#) — Use One Form per Publisher (Note: Will need Compare with Task/Template 2.3 from Section 2 and Enter Scores in Previous Review Rating Column)

Evidence: 4 = Strong 3 = Adequate 2 = Limited 1 = None

Integration of the Three Main Goals: Communication, Cultures, Connections for Piloting Purposes			
Publisher Program: <u>Senderos</u>		Target Language: <u>Spanish</u>	
Proficiency Range: <input type="checkbox"/> N <input type="checkbox"/> I <input type="checkbox"/> A		Grade Span: <input type="checkbox"/> K-5/6 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12	
Program: <input type="checkbox"/> F/F <input type="checkbox"/> HL <input type="checkbox"/> DL <input type="checkbox"/> WL			
Guiding Statements: Aligned to World Languages Standards	Evidence/Notes (Include specific unit/lesson information and page numbers)	Previous Review Rating	Pilot Rating
1. Communication: Authentic texts are evident, utilizing technology, when appropriate	Chapter 4, p. 156 Good videos also.		4
2. Communication: Evidence of real-world settings, for multiple purposes, utilizing technology as appropriate	Chapter 4, p. 157-159		4
3. Communication: Evidence of information on a variety of topics, for multiple purposes, that are culturally appropriate, adapt to various audiences of listeners, readers, or viewers, and uses the most suitable media and technologies	Chapter 4, p. 148-149 I liked that they included a lot of familiar topics with some new/foreign things introduced. Gave students words to talk about their own lives.		4

Section 4

Determine Optional Program Review Tasks

Purpose: Determine and conduct additional program review.

12. Connections: Evidence of discipline-specific texts in the target language that focus on real-world situations and academic and career-related settings	Chapter 4, p. 163 talk about common activities		4
13. Connections: Evidence of diverse perspectives that are readily or only available through the target language and its cultures	I'm not fully understanding why it would be important/ good to have something		3
Subtotal			40

"only available" in the target language, but yes, it does appear to happen. P. 156

Task 4.1c - Select and Trace Identified Standards during the Pilot Process

Just as important as revisiting the alignment with WL standards during the pilot process, another relevant activity would be to engage in tracing standards activity so as to evaluate a program's core program materials and/or Teacher's Edition (TE) and its treatment of some standards deemed critical to student achievement. A sampling of three standards is optimal; however, if this is not possible, one or two comprehensive standards will inform the process.

The work should focus on determining how thoroughly the identified standards are addressed in each publisher program examined. The goal is to create a comparison of each publisher's TE to narrow the field to those programs that best match the needs identified in the District Lens.

In Grade Span, Target Language, and Proficiency Range Group, select standards from suggested list or identify standards for tracing activity for a Tracing Activity during the piloting process.

Use the following suggestions to identify standards to trace at each grade span or choose standards based on district context. These recommendations are based on the key shifts in World Languages.

World Languages Standards Trace Recommendations

Communication (CM)	Cultures (CL)	Connections (CN)
Standards 1-3	Standard 2	Standard 1

Use the guiding statements below to trace the identified standard(s) for each publisher program. Record evidence/comments and rate each publisher program using the scale below. Use one chart for each program under consideration. It is recommended to do this activity with the previously selected standards if the adoption committee had chosen to conduct this activity.

Recommendations for Completing This Tool—Jigsaw and/or Gallery Walk: It is recommended that committee members each take one of the suggested world languages standards and complete the tracing activity individually, and then come together as a group to share each member's respective responses and engage in a whole group discussion. Committee members could also post the responses to their respective standards on a large poster paper and then engage in a Gallery Walk activity to discuss further.

Section
4

Determine Optional Program Review Tasks

Purpose: Determine and conduct additional program review.

Task 4.1b - Rating How the Materials Align to the Three Main Goals of the Standards During the Pilot Process

As noted above, the core of the pilot process is determining the alignment of the materials to the standards. Although the committee has initially reviewed and rated the instructional materials, it is recommended that alignment to the standards be revisited for piloting purposes as well. In the tool below, write in the previous reviewing rating score and then rate how the materials align to each of the goals throughout the piloting process.

Access the template via Google Docs: [Task 4.1b Integration of the Three Main Goals: Communication, Cultures, Connections for Piloting Purposes](#)

Access the template via Google Forms: [Task 4.1b Integration of the Three Main Goals: Communication, Cultures, Connections for Piloting Purposes](#) — Use One Form per Publisher (Note: Will need Compare with Task/Template 2.3 from Section 2 and Enter Scores in Previous Review Rating Column)

Evidence: 4 = Strong 3 = Adequate 2 = Limited 1 = None

Integration of the Three Main Goals: Communication, Cultures, Connections for Piloting Purposes			
Publisher Program: <u>Sendas</u>		Target Language: <u>Spanish</u>	
Proficiency Range: <input type="checkbox"/> N <input type="checkbox"/> I <input type="checkbox"/> A		Grade Span: <input type="checkbox"/> K-5/6 <input type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-12	
Program: <input type="checkbox"/> F/F <input type="checkbox"/> HL <input type="checkbox"/> DL <input type="checkbox"/> WL			
Guiding Statements: Aligned to World Languages Standards	Evidence/Notes (Include specific unit/lesson information and page numbers)	Previous Review Rating	Pilot Rating
1. Communication: Authentic texts are evident, utilizing technology, when appropriate	Yes - good videos videos		4
2. Communication: Evidence of real-world settings, for multiple purposes, utilizing technology as appropriate	Not clear		3
3. Communication: Evidence of information on a variety of topics, for multiple purposes, that are culturally appropriate, adapt to various audiences of listeners, readers, or viewers, and uses the most suitable media and technologies	Yes - good choice of topics throughout program		4

Section 4

Determine Optional Program Review Tasks

Purpose: Determine and conduct additional program review.

4. Communication: Provides meaningful opportunities to use language in appropriate settings, to set goals, to reflect on progress, and to use it for enjoyment, enrichment, and advancement	Yes - Videos are simple and short,		4
5. Communication: Provides meaningful opportunities for students to engage with receptive structures in service of communication and appropriate for their age and range of proficiency	Yes - Sequential Intro to vocabulary		4
6. Communication: Provides meaningful opportunities for students to engage with productive structures in service of communication and appropriate for their age and range of proficiency	Yes - Relates to high school		4
7. Communication: Provides meaningful opportunities to use the target language to investigate, explain, and reflect on the nature of language	Not clear what is being asked		—
8. Cultures: Provides meaningful opportunities to engage with age-appropriate texts presented in culturally appropriate ways in order to interact with cultural competence	Yes - age appropriate		4
9. Cultures: Provides meaningful opportunities to use the target language to investigate, explain, and reflect on cultural products, practices, and perspectives	Not clear		—
10. Cultures: Provides meaningful opportunities to use the target language to investigate how cultures influence each other over time in order to interact with intercultural competence	Not clear		
11. Cultures: Provides meaningful opportunities for students to use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know	Yes - gives feedback for English speakers		

Section 4

Determine Optional Program Review Tasks

Purpose: Determine and conduct additional program review.

12. Connections: Evidence of discipline-specific texts in the target language that focus on real-world situations and academic and career-related settings	Real world situation are not experiential		—
13. Connections: Evidence of diverse perspectives that are readily or only available through the target language and its cultures	Not clear		—
Subtotal			

Task 4.1c - Select and Trace Identified Standards during the Pilot Process

Just as important as revisiting the alignment with WL standards during the pilot process, another relevant activity would be to engage in tracing standards activity so as to evaluate a program's core program materials and/or Teacher's Edition (TE) and its treatment of some standards deemed critical to student achievement. A sampling of three standards is optimal; however, if this is not possible, one or two comprehensive standards will inform the process.

The work should focus on determining how thoroughly the identified standards are addressed in each publisher program examined. The goal is to create a comparison of each publisher's TE to narrow the field to those programs that best match the needs identified in the District Lens.

In Grade Span, Target Language, and Proficiency Range Group, select standards from suggested list or identify standards for tracing activity for a Tracing Activity during the piloting process.

Use the following suggestions to identify standards to trace at each grade span or choose standards based on district context. These recommendations are based on the key shifts in World Languages.

World Languages Standards Trace Recommendations

Communication (CM)	Cultures (CL)	Connections (CN)
Standards 1-3	Standard 2	Standard 1

Use the guiding statements below to trace the identified standard(s) for each publisher program. Record evidence/comments and rate each publisher program using the scale below. Use one chart for each program under consideration. It is recommended to do this activity with the previously selected standards if the adoption committee had chosen to conduct this activity.

Recommendations for Completing This Tool—Jigsaw and/or Gallery Walk: It is recommended that committee members each take one of the suggested world languages standards and complete the tracing activity individually, and then come together as a group to share each member's respective responses and engage in a whole group discussion. Committee members could also post the responses to their respective standards on a large poster paper and then engage in a Gallery Walk activity to discuss further.

Qvê Chêvere

Top Line Thoughts

videos?
presentat-?

- Like Book
- P. → physical Workbook is great - really like it. Kids like it.
- (+) → The online part was frustrating because the computers are too small & screen is too small
- (-) → Digital - no grace for mistakes. The digital correction kicks it back with small mistakes.
- (-) → Seems like they try to do too much
- (*) Flash cards are a separate website
- Listening to the story & answering
- Culture → Disappointed

-
- M. → Online ⇒ if you missed a small thing got that very wrong
- (+) Liked that you could assign separate work for kids. → multiple choice was better.
- (-) Listening matching w/ pictures was successful.
- (*) Liked that
- Online = not user friendly or phone doesn't work
- (+) → Textbook ⇒ Great stories. Well laid out.
- (+) → Workbooks - good ⇒ good exercises but lots of copying & cheating
- Culture ⇒ Here's interesting info about culture. Window into dif. cultures.

Section 4

Determine Optional Program Review Tasks

Purpose: Determine and conduct additional program review.

12. Connections: Evidence of discipline-specific texts in the target language that focus on real-world situations and academic and career-related settings	Not evident for Level 1		2
13. Connections: Evidence of diverse perspectives that are readily or only available through the target language and its cultures	Not sure		2
Subtotal			

Task 4.1c - Select and Trace Identified Standards during the Pilot Process

Just as important as revisiting the alignment with WL standards during the pilot process, another relevant activity would be to engage in tracing standards activity so as to evaluate a program's core program materials and/or Teacher's Edition (TE) and its treatment of some standards deemed critical to student achievement. A sampling of three standards is optimal; however, if this is not possible, one or two comprehensive standards will inform the process.

The work should focus on determining how thoroughly the identified standards are addressed in each publisher program examined. The goal is to create a comparison of each publisher's TE to narrow the field to those programs that best match the needs identified in the District Lens.

In Grade Span, Target Language, and Proficiency Range Group, select standards from suggested list or identify standards for tracing activity for a Tracing Activity during the piloting process.

Use the following suggestions to identify standards to trace at each grade span or choose standards based on district context. These recommendations are based on the key shifts in World Languages.

World Languages Standards Trace Recommendations

Communication (CM)	Cultures (CL)	Connections (CN)
Standards 1-3	Standard 2	Standard 1

Use the guiding statements below to trace the identified standard(s) for each publisher program. Record evidence/comments and rate each publisher program using the scale below. Use one chart for each program under consideration. It is recommended to do this activity with the previously selected standards if the adoption committee had chosen to conduct this activity.

Recommendations for Completing This Tool—Jigsaw and/or Gallery Walk: It is recommended that committee members each take one of the suggested world languages standards and complete the tracing activity individually, and then come together as a group to share each member's respective responses and engage in a whole group discussion. Committee members could also post the responses to their respective standards on a large poster paper and then engage in a Gallery Walk activity to discuss further.

Section 4

Determine Optional Program Review Tasks

Purpose: Determine and conduct additional program review.

Task 4.1b - Rating How the Materials Align to the Three Main Goals of the Standards During the Pilot Process

As noted above, the core of the pilot process is determining the alignment of the materials to the standards. Although the committee has initially reviewed and rated the instructional materials, it is recommended that alignment to the standards be revisited for piloting purposes as well. In the tool below, write in the previous reviewing rating score and then rate how the materials align to each of the goals throughout the piloting process.

Access the template via Google Docs: [Task 4.1b Integration of the Three Main Goals: Communication, Cultures, Connections for Piloting Purposes](#)

Access the template via Google Forms: [Task 4.1b Integration of the Three Main Goals: Communication, Cultures, Connections for Piloting Purposes](#) — Use One Form per Publisher (Note: Will need Compare with Task/Template 2.3 from Section 2 and Enter Scores in Previous Review Rating Column)

Evidence: 4 = Strong 3 = Adequate 2 = Limited 1 = None

Integration of the Three Main Goals: Communication, Cultures, Connections for Piloting Purposes			
Publisher Program: <u>iQué Chévere!</u> Target Language: <u>Spanish</u>			
Proficiency Range: <input type="checkbox"/> N <input type="checkbox"/> I <input type="checkbox"/> A Grade Span: <input type="checkbox"/> K-5/6 <input type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-12			
Program: <input type="checkbox"/> F/F <input type="checkbox"/> HL <input type="checkbox"/> DL <input checked="" type="checkbox"/> WL			
Guiding Statements: Aligned to World Languages Standards	Evidence/Notes (Include specific unit/lesson information and page numbers)	Previous Review Rating	Pilot Rating
1. Communication: Authentic texts are evident, utilizing technology, when appropriate	Student response conversations	3	3
2. Communication: Evidence of real-world settings, for multiple purposes, utilizing technology as appropriate	Real world situations more in online technology		2
3. Communication: Evidence of information on a variety of topics, for multiple purposes, that are culturally appropriate, adapt to various audiences of listeners, readers, or viewers, and uses the most suitable media and technologies	Lots of variety in presentation of materials		4

Section 4

Determine Optional Program Review Tasks

Purpose: Determine and conduct additional program review.

Task 4.1b - Rating How the Materials Align to the Three Main Goals of the Standards During the Pilot Process

As noted above, the core of the pilot process is determining the alignment of the materials to the standards. Although the committee has initially reviewed and rated the instructional materials, it is recommended that alignment to the standards be revisited for piloting purposes as well. In the tool below, write in the previous reviewing rating score and then rate how the materials align to each of the goals throughout the piloting process.

Access the template via Google Docs: [Task 4.1b Integration of the Three Main Goals: Communication, Cultures, Connections for Piloting Purposes](#)

Access the template via Google Forms: [Task 4.1b Integration of the Three Main Goals: Communication, Cultures, Connections for Piloting Purposes](#) — Use One Form per Publisher (Note: Will need Compare with Task/Template 2.3 from Section 2 and Enter Scores in Previous Review Rating Column)

Evidence: 4 = Strong 3 = Adequate 2 = Limited 1 = None

Integration of the Three Main Goals: Communication, Cultures, Connections for Piloting Purposes			
Publisher Program: <u>iQué Chévere!</u>		Target Language: <u>Spanish</u>	
Proficiency Range: <input type="checkbox"/> N <input type="checkbox"/> I <input type="checkbox"/> A		Grade Span: <input type="checkbox"/> K-5/6 <input type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-12	
Program: <input type="checkbox"/> F/F <input type="checkbox"/> HL <input type="checkbox"/> DL <input checked="" type="checkbox"/> WL			
Guiding Statements: Aligned to World Languages Standards	Evidence/Notes (Include specific unit/lesson information and page numbers)	Previous Review Rating	Pilot Rating
1. Communication : Authentic texts are evident, utilizing technology, when appropriate			
2. Communication : Evidence of real-world settings, for multiple purposes, utilizing technology as appropriate			
3. Communication : Evidence of information on a variety of topics, for multiple purposes, that are culturally appropriate, adapt to various audiences of listeners, readers, or viewers, and uses the most suitable media and technologies			

Section 4

Determine Optional Program Review Tasks

Purpose: Determine and conduct additional program review.

Task 4.1f - Teacher Review of a Lesson

After experiencing each lesson with your students, rate how the lessons went during the pilot.

Answer the questions on the table below.

Access the template via Google Forms: [Task 4.1f - Teacher Review of a Lesson](#) (Google Forms) — Use One Form per Publisher.

Evidence: 4 = Strong 3 = Adequate 2 = Limited 1 = None

Teacher Input		
Publisher Program: <u>iQue Chévere!</u> Target Language: <u>Spanish</u>		
Proficiency Range: <input type="checkbox"/> N <input type="checkbox"/> I <input type="checkbox"/> A Grade Span: <input type="checkbox"/> K-5/6 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12		
Program: <input type="checkbox"/> F/F <input type="checkbox"/> HL <input type="checkbox"/> DL <input type="checkbox"/> WL		
Questions	Responses	Rating
a. Was the lesson interesting and engaging for your students?	Telling Time - Workbook Text - Grammar Vocab -	3
b. Was the text easy, just right, or too difficult for your students? What types of scaffolds were provided?	Yes. Specific to the task	4
c. Describe what your students learned from the lesson.	How to respond to ¿Que hora es? with ease.	4
d. Describe the features of the lesson that helped your students learn.	The workbook was helpful online not easy	3
e. Was there anything you didn't like in the lesson? If so, describe.	The only thing about the program was the online problem	2
f. Insert additional questions based on District Lens.	None	

Action Step 4.2 - Teacher Analysis of Similar Lessons Option

This option is a less demanding alternative to piloting that may be more viable in certain contexts. In this option, teachers compare programs. Duplicate a similar lesson from each program and hide/cover the name of the publisher (if possible). Teachers analyze each lesson for patterns of student performance, including student needs and assets, then compare programs and determine which ones they would recommend for adoption.

You may decide use the templates above for the piloting process to support this option: [\(Task 4.1f\)](#)

Task 2.2 Browse the Program: The Big Picture

Use the following rating scale to record your first impression of each program.

3=Strong Evidence 2=Adequate Evidence 1=Limited / No Evidence

Guiding Statements	Qué Chereve		Senderos		
Materials provide a logical and coherent structure to facilitate efficient and effective teaching and learning within the lesson, unit, and grade level or grade span.	3	3			
Tables of contents, indexes, glossaries, electronic-based resources, support materials, content summaries, and assessment guides designed to help teachers, parents or guardians, and students navigate the program.	3	3			
Instructional materials include activities for developing student proficiency in the communications, cultures, and connections standards of the World Language Standards.	3	2			
Instructional materials include <u>opportunities</u> for students to develop communicative and cultural proficiency, content area knowledge, oracy, and literacy in a world language other than English.	2	2			
A broad array of diagnostic, formative, and <u>summative assessment strategies</u> that allow students to demonstrate what they know, understand, and are able to do.	2?	2			
<u>Meaningful</u> opportunities for students to <u>collaborate</u> are integrated and a integral part of the curriculum.	2	2			
Program is communicative and supports meaningful, <u>authentic</u> , and <u>affirming</u> interactions in the target language.	3	3			
Program allows for differentiation of instruction and content, so that they are accessible, rigorous, and appropriate for all students.	2?	2?			
Electronic and supplementary resources are integral to the program, support instruction, and connect explicitly.	3?	?			
High-quality standards-based placement and exit assessments to help determine appropriate instructional level for entry into and exit from a course or program.	?	?			

Maggie
Content

Kat - chat
contact after the pilot

Task 2.2 Browse the Program: The Big Picture

Paul Douville

Use the following rating scale to record your first impression of each program.

3=Strong Evidence 2=Adequate Evidence 1=Limited / No Evidence

Guiding Statements	¡Qué Chévere!	Senderos
Materials provide a logical and coherent structure to facilitate efficient and effective teaching and learning within the lesson, unit, and grade level or grade span.	Easier to use. More attractive. 3	2 content is logical sequential but a bit busy
Tables of contents, indexes, glossaries, electronic-based resources, support materials, content summaries, and assessment guides designed to help teachers, parents or guardians, and students navigate the program.	Table of content good 2	2
Instructional materials include activities for developing student proficiency in the communications, cultures, and connections standards of the World Language Standards.	More Attractive presentation 3 Activities are not creative	More grammatical 2 Activities not creative
Instructional materials include opportunities for students to develop communicative and cultural proficiency, content area knowledge, oracy, and literacy in a world language other than English.	Yes 3	Yes, but too much content per page 2
A broad array of <u>diagnostic, formative, and summative assessment</u> strategies that allow students to demonstrate what they know, understand, and are able to do.	2	3
Meaningful opportunities for students to collaborate are integrated and an integral part of the curriculum.	3	2
Program is communicative and supports meaningful, authentic, and affirming interactions in the target language.	3	Seems more grammatical 2
Program allows for differentiation of instruction and content, so that they are accessible, rigorous, and appropriate for all students.	2 2	2 2
Electronic and supplementary resources are integral to the program, support instruction, and connect explicitly.	1, 3	?, 3
High-quality standards-based placement and exit assessments to help determine appropriate instructional level for entry into and exit from a course or program.	?, 3	?, 3

Task 2.2 Browse the Program: The Big Picture

Vocab, Grammar
Cultura, Todo en contexto,

Use the following rating scale to record your first impression of each program.

3=Strong Evidence 2=Adequate Evidence 1=Limited / No Evidence

Essential Q's / Videos

Guiding Statements	¡Qué Chévere!	Senders
Materials provide a logical and coherent structure to facilitate efficient and effective teaching and learning within the lesson, unit, and grade level or grade span.	3 Sp. Speaking Region d. themes	2 Busy
Tables of contents, indexes, glossaries, electronic-based resources, support materials, content summaries, and assessment guides designed to help teachers, parents or guardians, and students navigate the program.	3 Maps	3 Busy
Instructional materials include <u>activities</u> for developing student proficiency in the communications, cultures, and connections standards of the World Language Standards.	3	3
Instructional materials include <u>opportunities</u> for students to develop communicative and cultural proficiency, content area knowledge, oracy, and literacy in a world language other than English.	2/3	2
A broad array of <u>diagnostic</u> , <u>formative</u> , and <u>summative</u> assessment strategies that allow students to demonstrate what they know, understand, and are able to do.	3 Reviews, formative online	3
Meaningful opportunities for students to <u>collaborate</u> are integrated and an integral part of the curriculum.	3	2
Program is communicative and supports meaningful, <u>authentic</u> , and <u>affirming</u> interactions in the target language.	3	2
Program allows for <u>differentiation</u> of instruction and content, so that they are accessible, rigorous, and appropriate for all students.	Differentiated Heritage Multi/Pl. I.L. 2	2
Electronic and supplementary resources are <u>integral</u> to the program, support instruction, and connect explicitly.	Digital Platform = Passport 3	?
High-quality standards-based placement and exit assessments to help determine appropriate instructional level for entry into and exit from a course or program.	?	?

Video program?



COST PROPOSAL

Quote Prepared On June 11, 2024
 Quote Valid Through October 15, 2024
 Quote No. 2406158415
 Version No. 2

Prepared For	Prepared By
Sean Snider Sierra Plumas Joint Unified School District 109 Beckwith Rd. Loyalton, CA 96118-0958	Carolyn Gill cgill@vistahigherlearning.com Vista Higher Learning 500 Boylston St, Suite 620 Boston, MA 02116-3736

Senderos 2023					
Qty	Item Number	Description	Unit Price	Total Value	Total Cost
2	978-1-54335-790-5	Senderos 2023 Level 1 Assessment Program	\$135.95	\$271.90	\$0.00
4	978-1-54337-063-8	Senderos 2023 Level 1 Practice Workbook (10-pack)	\$299.95	\$1,199.80	\$1,199.80
2	978-1-54335-792-9	Senderos 2023 Level 1 Practice Workbook TE	\$50.95	\$101.90	\$0.00
40	978-1-54337-282-3	Senderos 2023 Level 1 Student Edition(Hardcover) + Prime(6 year license)	\$206.95	\$8,278.00	\$8,278.00
2	978-1-54335-794-3	Senderos 2023 Level 1 Teacher Edition	\$151.95	\$303.90	\$0.00
2	978-1-54335-804-9	Senderos 2023 Level 2 Assessment Program	\$135.95	\$271.90	\$0.00
4	978-1-54337-087-4	Senderos 2023 Level 2 Practice Workbook (10-pack)	\$299.95	\$1,199.80	\$1,199.80
1	978-1-54335-806-3	Senderos 2023 Level 2 Practice Workbook TE	\$50.95	\$50.95	\$0.00
40	978-1-54337-283-0	Senderos 2023 Level 2 Student Edition(Hardcover) + Prime(6 year license)	\$206.95	\$8,278.00	\$8,278.00
2	978-1-54335-808-7	Senderos 2023 Level 2 Teacher Edition	\$151.95	\$303.90	\$0.00
2	978-1-54335-810-0	Senderos 2023 Level 3 Assessment Program	\$135.95	\$271.90	\$0.00
2	978-1-54337-095-9	Senderos 2023 Level 3 Practice Workbook (10-pack)	\$299.95	\$599.90	\$599.90
2	978-1-54335-812-4	Senderos 2023 Level 3 Practice Workbook TE	\$50.95	\$101.90	\$0.00
15	978-1-54337-284-7	Senderos 2023 Level 3 Student Edition(Hardcover) + Prime(6 year license)	\$206.95	\$3,104.25	\$3,104.25
2	978-1-54335-814-8	Senderos 2023 Level 3 Teacher Edition	\$151.95	\$303.90	\$0.00
2	978-1-54335-816-2	Senderos 2023 L4 Assessment Program	\$135.95	\$271.90	\$0.00
2	978-1-54337-103-1	Senderos 2023 L4 Practice Workbook (10-pack)	\$299.95	\$599.90	\$599.90
2	978-1-54335-818-6	Senderos 2023 L4 Practice Workbook TE	\$50.95	\$101.90	\$0.00
10	978-1-54337-285-4	Senderos 2023 L4 Student Edition(Hardcover) + Prime(6 year	\$206.95	\$2,069.50	\$2,069.50



COST PROPOSAL

Quote Prepared On June 11, 2024
 Quote Valid Through October 15, 2024
 Quote No. 2406158415
 Version No. 2

		license)			
2	978-1-54335-820-9	Senderos 2023 L4 Teacher Edition	\$151.95	\$303.90	\$0.00

Services WL

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
1	WBNR002	Professional Development WL Product Training: Remote/Webinar (3 hours)	\$750.00	\$750.00	\$0.00

Total Value	\$28,739.00
Total Gratis	\$3,409.85
Total Cost	\$25,329.15
Est. Shipping (5%)	\$1,436.95
Est. Grand Total Cost	\$26,766.10

Ordering Instructions

- Purchase Orders will be processed upon receipt and will be invoiced for the full "Total Cost" amount as shown above as well as the actual final Shipping charges required for your shipment, where applicable. Please note that the "Est. Shipping" amount shown above is an estimate only and may be different than the final charges applied.
- When submitting your Purchase Order, please be sure to attach:
 - A copy of this Quote
 - If applicable, a copy of your signed and dated tax exemption certificate
- To place your order, please contact Customer Support:

Vista Higher Learning
 500 Boylston Street, Suite 620
 Boston, MA 02116
Email: orders@vistahigherlearning.com
Phone: (800) 269-6311, option 3
Fax: (617) 426-5215

Terms of Purchase



COST PROPOSAL

Quote Prepared On June 11, 2024
Quote Valid Through October 15, 2024
Quote No. 2406158415
Version No. 2

By accepting a Quote, initiating a Purchase Order to us, entering into a separate agreement with us, and/or ordering online content, you are agreeing to these Terms of Purchase. The Vista Higher Learning Terms of Purchase shall govern all sales of materials and online content and shall supersede any and all terms and conditions attached to your Purchase Orders and/or any other document that you present to Vista Higher Learning, which shall be considered as a confirmation only and the terms and conditions shall in no way amend, prevail over, supplement or supersede any term or condition hereof.

- **Terms of Use:** All sales of Vista Higher Learning materials and online content are expressly made subject to the Vista Higher Learning Terms of Use: https://www.vhlcentral.com/terms_of_use.
- **Return Policy:** Returns of Vista Higher Learning materials and online content are subject to the Vista Higher Learning Return Policy: <https://vistahigherlearning.com/return-policy>.
- **Tax:** Prices included within this Quote are exclusive of all applicable taxes, which are the responsibility of the Customer. Customer must provide documentation of tax-exempt status, if applicable.
- **Subscription Term:** For digital product license purchases, the duration of access being purchased based on the product license selection outlined in the Quote above will be considered the Subscription Term.
- **Term Dates:** Subscription Terms are aligned to an academic year calendar and will start as of the next upcoming academic year following the receipt of a Purchase Order, unless otherwise requested by Customer. All product licenses will have the same start and end dates aligned with the Subscription Term.
- **Unused Licenses:** All product licenses must be used within the purchased Subscription Term. Unused licenses during the purchased Subscription Term are not refundable or eligible for credit.
- **Licensing Add-ons:** If purchasing additional license quantities and/or licensing level upgrades to be added onto an existing base of product licenses, the additional quantities and/or upgrades will be applied beginning with the currently active Subscription Term, unless otherwise requested by Customer. All product licenses must maintain the same start and end dates aligned with the Subscription Term, with any additional quantities and/or upgrades matching the current expiration date of the existing Subscription Term in place.

Thank you for your business!



Growing Smiles, Mending Spirits, Engaging Children in Their Lives

TinyEYE Service Agreement

This Service Agreement (this "**Agreement**") along with its accompanying addenda is entered into as of this Effective Date: **May 22, 2024**

BETWEEN:
(the "**Service Provider**")

TinyEYE Technologies Corporation of
109-15 Innovation Boulevard, Saskatoon, SK S7N 2X8

And
(the "**Customer**")

Sierra Plumas Joint Unified School District of
P.O. Box 955, 109 Beckwith Rd., Loyalton, CA, US, 96118

BACKGROUND:

The Parties to this Agreement are the Service Provider and the Customer.

The Customer is of the opinion that the Service Provider has the necessary qualifications, experience and abilities to provide the Services (as hereinafter defined) to the Customer.

The Service Provider is agreeable to providing the Services, outlined in the Services Provided clause, to the Customer on the terms and conditions set out in this Agreement.

Now, therefore, IN CONSIDERATION OF the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which consideration is hereby acknowledged, the parties agree as follows:

Services Provided

1. The Customer hereby agrees to engage the Service Provider to provide the Customer with services (the "**Services**") from credentialed professionals including, but not limited to, speech-language pathologists, occupational therapists, psychologists, social workers, and counselors. These Services shall, unless otherwise agreed to by the parties, include those Services described in **Schedule "B"** attached hereto or any other future Addenda. The Services will also include any other tasks which the parties may agree on. The Service Provider hereby agrees to provide such Services to the Customer.
2. The Service Provider will provide a license (which shall consist of a username and password) to the TinyEYE Therapy Software to all students and support staff that are encompassed by this Agreement. All such licences shall be deemed to be immediately revoked upon the expiration or termination of this Agreement.
3. The Service Provider follows best practices in data privacy and data security, meeting or exceeding federal and regional guidelines.



Growing Smiles, Mending Spirits, Engaging Children in Their Lives

Participant Requirements

4. Each participating location must also meet the following requirements:

- Internet, Computer & Software as per **Schedule "A" - Technical Requirements**
- A minimum of one (1) designated contact person per school (each, a "**Contact Person**") for communicating with the students:
 - Each Contact Person will also receive some guidance from the Service Provider for supporting the students' development.
 - Each Contact Person will also be generally available to help the students log in to their virtual backpack outside of the therapy sessions.
- The criteria for becoming a TinyEYE therapy student shall include:
 - The parties acknowledge and agree that all referrals might not qualify for therapy. Children will be seen when the Service Provider has received (i) a referral request, (ii) background information. The Service Provider will provide templates for these forms.
- Customer Acknowledgements Regarding Student/Parent Consent
 - The Customer confirms that it has obtained consent from all students/parents for the services to be provided by the Service Provider. The Customer represents and confirms that any student/parent receiving services hereunder, as applicable, has been informed that Service Provider will deliver services virtually and that the student/parent does not object to virtual services and that as part of the services provided, sessions may be recorded by the Service Provider. The Customer agrees to the collection, processing, and generation of data by the Service Provider. The data may be shared among other similar professional contractors to the Service Providers that are bound by confidentiality agreements and are able to contribute to the outcome of the services provided. Data may also be shared with confidentiality-bound employees of the Service Provider, with the Customer at its request, or be used for research purposes without any identifiable information of the participants of the sessions. Data includes all information collected as part of the service delivery. This could encompass, but not be limited to: Personal Data, Service Usage Data, Session Content, Technical Data, Session Recordings, Performance Data.
 - The Service Provider will anonymize data for analyses and insights, removing or encrypting identifiers to prevent individual identification, and carefully evaluate and verify outputs.
 - This clause is adaptable to future technological changes, ensuring ongoing consent and legal compliance. Terms of use are subject to change, and are in effect at contract signing, and thereafter upon annual renewal of service engagement.
 - The Customer may revoke consent in writing specifically for the use of the student's recorded session data. Upon such revocation, the Service Provider will discontinue utilizing this data for technology consumption, while continuing other necessary data processing activities in line with legal obligations and directives.
 - The Customer acknowledges that education-related information about students and the services provided hereunder to those students may be transmitted between Customer and Service provider by electronic mail.
 - The Customer represents that it shall immediately notify the Service Provider if student/parent consent for any of the items above has been withheld or withdrawn.
 - The Customer shall defend, indemnify and hold the Service Provider, including its credentialed professionals, harmless from any and all losses, damages, and/or claims that the Service Provider, including its credentialed professionals, may incur as a result of the Customer's failure



Growing Smiles, Mending Spirits, Engaging Children in Their Lives

in obtaining parental or student consent, or the consent being withheld or withdrawn for any of the items acknowledged above.

Term of Agreement

5. The term of this Agreement will commence on the Effective Date (the date this Agreement is executed) and will be terminated as provided in this Agreement. If an End Date is specified in **Schedule B** or an **Addendum** to this Agreement, the service order will terminate on that End Date.

- If the Customer or Service Provider wishes to extend the End Date of the service order, they can do so by sending a written request by email to the other party stating the new date. If agreeable, the new date will be confirmed by email response to the suggesting party. An extension of the End Date can be instigated by either party, must be confirmed by the other party, as outlined above, and does not require any further or other amendment to this Agreement.

Additionally, the Customer and the Service Provider agree to adhere to the provisions set forth in Schedule C, which outlines critical pre-service requirements. Failure to comply with the requirements detailed in Schedule C may result in adjustments to the Service Start Date as set out in Schedule B and billing as described within Schedule C itself. The Service Start Date is the first day a Service Provider's credentialed professional begins working with the schools to review caseloads and schedule sessions.

Performance

6. The parties agree to take commercially reasonable steps to ensure that the terms of this Agreement take effect.

Compensation

7. In consideration for the Services rendered by the Service Provider as required by this Agreement, the Customer shall pay to the Service Provider the Total Minimum Fee of the ordered services for the agreed upon Start Date and End Date per Schedule B regardless of whether the Customer elects to utilize the full amount of ordered services. The Customer agrees to pay for the additional services provided by the Service Provider. All fees shall be prorated.

The Total Minimum Fee per Schedule B or any other future Addenda will be payable on a monthly basis while this agreement is in force. Should the Customer use services beyond their Total Minimum Fee will incur charges based on monthly usage and will be invoiced accordingly. All invoices are to be settled 15 days upon receipt of invoice, with interest charged at 15% per annum after 45 days.

If the Service Provider is not ready to start by the Start Date outlined in Schedule B, the Service Provider will apply the accrued credit of the missed time to the Customer's account. If the Customer is not ready by the Start Date outlined in Schedule B, the Service Provider is entitled to the full payment in accordance with the signed Agreement. Any delays because of the failure in meeting the following requirements will be considered the Customer's lack of readiness to start the services:



Growing Smiles, Mending Spirits, Engaging Children in Their Lives

- Customer must provide caseload information ("Caseload Spreadsheet") at least three (3) weeks before the Start Date per Schedule B. If the Target Start Date is earlier than 3 weeks at time of signing, then the Customer must provide the information at least a week before the Target Start Date.
- Customer must provide the name and contact information of each designated contact person per school ("E-Helper") at least three (3) weeks before the Start Date per Schedule B. If the Target Start Date is earlier than 3 weeks at time of signing, then the Customer must provide the information at least a week before the Target Start Date.
- Each school must meet the TECHNICAL REQUIREMENTS per Schedule A. Customer must provide the Name and contact information of each School IT at least three (3) weeks before the Start Date per Schedule B. If the Target Start Date is earlier than 3 weeks at time of signing, then the Customer must provide the information at least a week before the Target Start Date.
- Any changes to the Customer's specified Licensing Requirements per Schedule B that lead to delays in the start of Services. These requirements only indicate the licenses and credentials required beyond the legal requirements of the Customer's state.

Payment Terms: Automated Clearing House (ACH) (Electronic Funds Transfer)

Payment Method: The customer agrees to remit payment for all invoices issued by the Service Provider via Electronic Funds Transfer (EFT).

Banking Details: The customer shall use the following banking information for the purpose of EFT payments:

Service Provider Information:

Name: TinyEYE Therapy Services
 Legal Name: TinyEYE Technologies Corporation
 Address: 105 – 15 Innovation Boulevard, Saskatoon, SK S7N 2X8, Canada
 Mailing Address 1: 1621 Central Avenue, Cheyenne, WY 82001, USA
 Mailing Address 2: PO Box 7311, Saskatoon SK, S7K 4J2, Canada
 Email Address: Accounting@TinyEYE.com

Financial Institution Information:

Bank Name: RBC Bank (Georgia), N.A.
 Bank Address: 8081 Arco Corporate Drive, Suite 400 Raleigh, NC 27617, USA
 Bank Account Name: TinyEYE Technologies
 Bank Account Number: 503293695
 Nine-Digit Bank Routing/Transit Number (ABA): 063216608
 Type of Account: Checking

Communication of Payments: The customer is responsible for communicating the relevant details of each payment, including the invoice number and any other required references, to ensure proper allocation and reconciliation.

Alternate Payment Arrangements: In exceptional circumstances where ACH is not feasible, the customer may request alternative payment arrangements in writing. Approval for such arrangements is subject to the sole discretion of the Service Provider.



Growing Smiles, Mending Spirits, Engaging Children in Their Lives

8. Absence - The Customer will inform the Service Provider through the TinyEYE Therapy System if (i) school is cancelled due to field trips, assemblies, funerals, or any other planned Interruption to the regular school schedule (ii) session(s) are cancelled due to student absences, Contact Person absences, parent or legal guardian absences. The Customer must provide at least 24 hours of notice to the Service Provider of such interruptions. Without 24 hours' notice, the cost of the session shall be incurred. Sessions canceled with at least 24 hours' notice will not be counted against your allocated usage.

9. Technical Interruptions - The Customer and the Service Provider will make every effort to ensure the therapy environment meets the required technical specifications and enough bandwidth is available for each session. Should technical issues arise, the Customer and the Service Provider will work together to resolve the technical issues to resume therapy, and schedule alternate sessions. Should the technical interruption be deemed the responsibility of the Service Provider and result in lost session time, the accrued credit will be applied to the Customer's account. Should the technical interruption be deemed the responsibility of the Customer, and result in lost session time, the Service Provider will invoice for lost session time, unless otherwise agreed in writing.

10. The Service Provider may, at its sole option:

- lend to the Customer therapy materials including, but not limited to, document cameras, occupational therapy prompts, computer hardware, or other items requested by the Customer (collectively, the "**Therapy Materials**"). Upon the expiry or termination of this Agreement, the Customer will return all such Therapy Material lent by the Service Provider (or shall pay for the actual cost of said Therapy Materials and the Service Provider will provide receipts upon request). Normal wear and tear of Therapy Materials is expected and will not be charged for; or
- sell to the Customer, for an amount equal to the actual cost, the Therapy Materials and, in such event, the Service Provider will provide receipts upon request. The purchase price for such Therapy Materials shall be payable on or before the date of the first payment of Service Fees hereunder.

11. The hourly compensation rate for all Services provided by the Service Provider as outlined in this Agreement is subject to an annual adjustment. The adjustment shall be based upon the increase in the Consumer Price Index, U.S. Department of Labor, Bureau of Labor Statistics-Group: Medical care services, Not Seasonally Adjusted. The Adjustment date will be August 1st of each year.

Confidentiality

12. The Service Provider agrees that it will not disclose, divulge, reveal, report or use, for any purpose whatsoever, any confidential information with respect to the business of the Customer, which the Service Provider has obtained, except as may be necessary or desirable to further the business interests of the Customer. This obligation will survive 3 years upon termination of this Agreement.

13. The Customer agrees that it will not disclose, divulge, reveal, report or use, for any purpose whatsoever, any confidential information with respect to the business of the Service Provider, which the Customer has obtained, except as may be necessary or desirable to further the business interests of the Service Provider. This obligation will survive 3 years upon termination of this Agreement.

Non-Solicitation



Growing Smiles, Mending Spirits, Engaging Children in Their Lives

14. The Customer agrees that, during the term of this Agreement and for a period of one (1) year after the termination or expiration of this Agreement, the Customer will not in any way, directly or indirectly:

- Induce or attempt to induce any employee or other service provider of the Service Provider to quit employment or retainer with the Service Provider;
- Otherwise interfere with or disrupt the Service Provider's relationship with its employees or other service providers;
- Discuss employment opportunities or provide information about competitive employment to any of the Service Provider's employees or other service providers; or
- Solicit, entice, or hire away any employee or other service provider of the Service Provider.

Ownership of Materials, Intellectual Property

15. All materials developed, produced, or in the process of being so under this Agreement, will be and shall remain the sole and exclusive property of the Service Provider and the Customer shall, to the extent necessary, be granted a limited revocable license to use such mentioned materials during the term of this Agreement and for the sole and exclusive purpose of giving effect to this Agreement.

16. The Customer agrees that the Service Provider shall have exclusive ownership in all ideas, discoveries, inventions, formulae, algorithms, techniques, processes, know-how, trade secrets and other intellectual property, including all expressions of such intellectual property in tangible form, which are used in or relate to the Service Provider's business (including, without limitation, the TinyEYE Therapy Software) and which the Consumer is licensed to use under this Agreement, or conceives of or makes for the Service Provider, during the term of this Agreement.

Return of Property

17. Upon the expiry or termination of this Agreement:

- the Service Provider will return to the Customer any property, documentation, records, or confidential information which is the property of the Customer; and
- the Customer will return to the Service Provider any property, documentation, records, or confidential information which is the property of the Service Provider.

Capacity/Independent Contractor

18. It is expressly agreed that the Service Provider and its Agents and Contractors are acting as independent contractors not as employees in providing the Services under this Agreement. The Service Provider and the Customer acknowledge that this Agreement does not create a partnership or joint venture between them and is exclusively a contract for service.

Modification of Agreement

19. Any amendment or modification of this Agreement or additional obligation assumed by either party in connection with this Agreement will only be binding if evidenced in writing signed by each party or an authorized representative of each party.

Notice



Growing Smiles, Mending Spirits, Engaging Children in Their Lives

20. All notices, requests, demands or other communications required or permitted by the terms of this Agreement will be submitted by email to the parties of this Agreement.

Costs and Legal Expenses

21. In the event that legal action is brought to enforce or interpret any term of this Agreement, the prevailing party will be entitled to recover, in addition to any other damages or award, all reasonable legal costs and fees associated with the action.

Time of the Essence

22. Time is of the essence in this Agreement. No extension or variation of this Agreement will operate as a waiver of this provision.

Entire Agreement

23. It is agreed that there is no representation, warranty, collateral agreement or condition affecting this Agreement except as expressly provided in this Agreement.

Limitation of Liability

24. It is understood and agreed that the Service Provider will have no liability to the Customer or any other party for any loss or damage (whether direct, indirect, or consequential) which may arise from the provision of the Services.

Enurement

25. This Agreement will ensure to the benefit of and be binding on the parties and their respective successors and permitted assigns.

Currency

26. All monetary amounts referred to in this Agreement are in the currency specified in the Addenda.

Titles/Headings

27. Headings are inserted for the convenience of the parties only and are not to be considered when interpreting this Agreement.

Gender

28. Words in the singular mean and include the plural and vice versa. Words in the masculine mean and include the feminine and vice versa.



Growing Smiles, Mending Spirits, Engaging Children in Their Lives

Governing Law

29. It is the intention of the parties to this Agreement that this Agreement and the performance under this Agreement, and all suits and special proceedings under this Agreement, be construed in accordance with and governed, to the exclusion of the law of any other forum, by the laws of the Province of Saskatchewan, without regard to the jurisdiction in which any action or special proceeding may be instituted.

Severability

30. In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

Waiver

31. The waiver by either party of a breach, default, delay or omission of any of the provisions of this Agreement by the other party will not be construed as a waiver of any subsequent breach of the same or other provisions.

Force Majeure

32. No party shall be liable for any failure to perform its obligations where such failure is as a result of Acts of Nature (including fire, flood, earthquake, storm, hurricane or other natural disaster), war, invasion, act of foreign enemies, hostilities (whether war is declared or not), civil war, rebellion, revolution, insurrection, military or usurped power or confiscation, terrorist activities, nationalization, government sanction, blockage, embargo, labour dispute, strike, lockout or interruption or failure of electricity or telephone/internet service, and no other Party will have a right to terminate this Agreement under in such circumstances.

Any party asserting Force Majeure as an excuse shall have the burden of proving that reasonable steps were taken (under the circumstances) to minimize delay or damages caused by foreseeable events, that all non-excused obligations were substantially fulfilled, and that the other Party was timely notified of the likelihood or actual occurrence which would justify such an assertion, so that other prudent precautions could be contemplated.

Termination

33. Either party may terminate this agreement by providing written notice to the other party at least 90 days prior to the desired Termination Date.

Services will continue until the Termination Date unless otherwise agreed to by the Customer and the Service Provider. Regardless of whether or not Services continue, the Total Minimum Fee along with any overage fees will be applied during the termination period. At the end of the Terminate Date, customer will receive the final invoice for Services and pay it as outlined in the Agreement.

If the Customer refuses to pay for Services or have breached the contract in other manners the Service Provider may suspend Services until the matter is rectified.



Growing Smiles, Mending Spirits, Engaging Children in Their Lives

Counterparts

34. This Agreement may be executed in any number of counterparts and each is deemed to be an original and the counterparts together will constitute one agreement. A party may deliver to the other an executed counterpart by fax or other email and such transmission shall constitute valid and effective delivery.

Finality

35. This Agreement contains the final and entire agreement and understanding between the Parties and is the complete and exclusive statement of its terms. This Agreement supersedes all prior agreements and understandings, whether oral or written, in connection therewith.

IN WITNESS WHEREOF the parties have duly executed this Service Agreement along with its Addenda as of the Effective Date.

A handwritten signature in blue ink, appearing to read 'Greg Sutton', is written over a horizontal line.

Greg Sutton, CEO
TinyEYE Therapy Services

Sean Snider, District Superintendent
Sierra Plumas Joint Unified School District



Growing Smiles, Mending Spirits, Engaging Children in Their Lives

Schedule "A"

TECHNICAL REQUIREMENTS

Internet speed must be at least 384 Kbps available for both upload and download, with ports open to TinyEYE's FQDNs.

Computers are required with the following minimum requirements:

Chromebook

- RAM: 2GB or more
- CPU /Processor: Dual Core or better, 2.4 GHz or above
- Video Processor: Integrated GPU

Windows 7 or later

- RAM: 4GB or more
- CPU /Processor: Dual Core or better, 2.4 GHz or above
- Video Processor: Dedicated or Integrated GPU

macOS 10.11 or later

- RAM: 4GB or more
- CPU /Processor: Dual Core or better, 2.4 GHz or above
- Video Processor: Dedicated or Integrated GPU

Supported Browsers

- Chrome, Firefox, Edge, Safari (on Mac computers)
- **Recommended:** Chrome, Firefox
- Browsers must have the latest updates installed.

Equipment

- Web camera
- Headset with Microphone
 - If group therapy is requested or if the student cannot wear a headset, TinyEYE can provide a desktop speaker and microphone setup.



Growing Smiles, Mending Spirits, Engaging Children in Their Lives

Schedule "B"

The amounts listed in this order are estimated based on the agreed upon service requirements. The amounts of services required can be increased throughout the Service Period through the change process outlined in our Service Agreement. Product prices and rates are only valid for the Service Period listed below.

Service Delivery Information

Start Date: 09/09/2024

End Date: 05/30/2025

Scheduling Restrictions: Wednesday-Afternoon

Required Licenses: Educator or Equivalent License

Required Clearances: Fingerprint - State;NPA

Additional Licensing Requirements:

Service Products

Product	Price	Total Therapy Hrs	Subtotal
School Counselling	\$123.71	825	\$102,060.75

Totals

Therapy Hours include both Direct and Indirect times.
Indirect times may include but is not limited to:
Planning, Reporting, Consulting, Communication, Assessment,
Reporting, Session Notes, Quarterly Progress Reports.

Total Minimum Fee **\$102,060.75**

All Prices are in **U.S. Dollars**



Growing Smiles, Mending Spirits, Engaging Children in Their Lives

Schedule "C"

OPERATIONAL REQUIREMENTS AND TIMELINES

This Schedule C sets forth additional requirements that the Customer must meet to facilitate the efficient delivery of services by the Service Provider. Compliance with these requirements is essential for the timely start and continued smooth operation of services.

1. Billing and School Level Contacts

- **Timeline:** At least 3 weeks prior to the Target Start Date 09/09/2024. If the Target Start Date is earlier than 3 weeks at time of signing, then the Customer must provide the information at least a week before the Target Start Date.
- **Requirement:** The Customer shall provide the Service Provider with contact information for the people in the following roles:
 - i. Accounts Payable
 - ii. E-Helpers at each School
 - iii. Main Contact at each School to ensure effective communication.
 - iv. IT Contact at each School.
- The Customer will inform the Service Provider immediately should any contact information change.

2. School Level Caseload Information

- **Timeline:** At least 3 weeks prior to the Target Start Date 09/09/2024. If the Target Start Date is earlier than 3 weeks at time of signing, then the Customer must provide the information at least a week before the Target Start Date.
- **Requirement:** The Customer must supply detailed caseload information for each school to assist in service planning.

3. Number of Schools and Hours Per School-Per Service Type

- **Timeline:** Within 1 week of signing the contract.
- **Requirement:** The Customer must share the number of schools and the hours ordered per school-service type.

4. Billing Contact Meeting

- **Timeline:** 3 weeks following the signing of the contract.
- **Requirement:** A meeting between the Service Provider and the Customer's Accounts Payable contact to discuss billing procedures and expectations.

5. First Invoice Review

- **Timeline:** 1 month following the start of service.
- **Requirement:** A review of the first invoice by the Customer (and/or Accounts Payable) and the Service Provider to ensure billing accuracy and to address any questions.

In the event that the requirements outlined in Schedule C are not met, the services may not be started at the initially agreed upon Target Start Date, however the billing will commence at the initially agreed-upon Target Start Date as outlined in Schedule B of this Agreement.

Company Address:
11720 Plaza America Dr., 9th Floor,
Reston, VA 20190

Prepared By: Don Carter
Phone:
Email: dcarter1@k12.com

Quote #: Q-92554-1
Created Date: 6/7/2024
Expiration Date: 6/14/2024
Start Date: 6/12/2024
End Date: 6/30/2025
Contact Name: Megan Meschery
Phone: (530) 414-3655
Email: mmeschery@spjUSD.org

Bill To:
Sierra-Plumas Joint USD
109 Beckwith Rd.
Loyalton, CA 96118

Ship To:
Sierra-Plumas Joint USD
109 Beckwith Rd.
Loyalton, CA 96118

QTY	Product	Description	Unit Price	Total Price
26	Learning Hub Course Seat License	License for enrollment in one student in one course. This license is reusable. Includes content and hosting. Materials are ordered separately.	\$126.25	\$3,282.50
1	Learning Hub Part-time License	License for enrollment in no more than three (3) courses concurrently. Includes content and hosting. Materials are ordered separately.	\$378.74	\$378.74
3	Learning Hub Full-time License	License for enrollment in more than three (3) courses concurrently. Includes content and hosting. Materials are ordered separately.	\$631.23	\$1,893.69
80	Learning Hub Grade 6-12 Semester Course Instruction Add-On	Instruction for one (1) student in one (1) Learning Hub grade 6-12 semester course.	\$250.00	\$20,000.00
1	Learning Hub Credit and Skills Recovery Semester Course Instruction Add-On	Instruction for one (1) student in one (1) Learning Hub credit and skills recovery semester course.	\$200.00	\$200.00
1	On Demand Training and Resources	Access to platform functionality, product training and resources through the service station for administrative users and school staff.	\$0.00	\$0.00

Note: The price quoted above represents the pro-rated cost of the ordered Educational Products and Services. Upon renewal, such products and services will be offered at the full annual rate.

FuelEd reserves the right to replace or substitute any product offerings set forth in this Order for another similar product or service, subject to availability.

This Sales Quote incorporates and is in all respects subject to the Fuel Education Online Educational Products and Services Agreement Terms (the "Terms") that is published at <https://stridelearning.com/learning-solutions/products-and-services-agreement-terms.html> . This Sales Quote is valid for 30 days. In the event of a conflict of provisions between this Order, the Terms, and customers purchase order, the provisions of this Order shall control, followed in precedence by the Terms, and then customers purchase order.

Accepted by Customer:

Signature: _____

Date: _____

Name (Print): _____

Title: _____

The cost of our On Demand courses is \$399 per course/per semester. For 25

2 semester courses - We advise students to take the first semester in the fall and the second semester in the spring term.

AP World = 3 students

German = 2 students

French 2 = 2 students

AP US History= 8 students

AP Psychology = 2 students

Single semester course - Students can take this course in the fall term.

AP Economics = 1 student (1 semester)

AP Gov & Politics = 7 students

Totaling: 42 enrollments = \$16,758



ucscout.org

UC Scout Help Desk

Scout from University of California

(408) 450-4962

ucscout@ucsc.edu

Zac Stockdale

530- [REDACTED]

[REDACTED]@gmail.com

American Range Quality Cooking Equipment

Bid \$200.00

A handwritten signature in blue ink, appearing to be 'Zac Stockdale', with a long horizontal flourish extending to the right.

June 12, 2024

To Whom It May Concern,

I would like to place a \$50.00 bid on the 2015 Apple MacBook.

Thank you,

A handwritten signature in cursive script that reads "Erin M. Folchi". The ink is dark and the signature is fluid.

Erin M. Folchi

June 19, 2024

I would like to bid \$50.00 for the 2018 Apple MacBook.

Thank you,

A handwritten signature in blue ink, appearing to read 'Andrea Ceresola', with a large, sweeping loop at the end.

Andrea Ceresola

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

**WORKPLACE VIOLENCE
PREVENTION
PLAN**

Date of Last Review: 6/04/2024
Date of Last Revision: 6/04/2024



TABLE OF CONTENTS

PURPOSE AND AUTHORITY	3
PERSON(S) RESPONSIBLE.....	4
DEFINITIONS.....	5
EXAMPLES OF WORKPLACE VIOLENCE.....	7
PROCEDURES AND IMPLEMENTATION	9
COORDINATION.....	10
PROCEDURES TO ACCEPT AND RESPOND.....	11
THREAT DEFINITIONS.....	12
EMPLOYEE COMPLIANCE	13
EMPLOYEE COMMUNICATION	14
EMPLOYER EVALUATION AND RESPONSE	15
WORKPLACE VIOLENCE REPORT FORM.....	16
EMPLOYEE TRAINING.....	15
RECORDKEEPING	16
SAFETY TRAINING RECORD LOG.....	17

PURPOSE AND AUTHORITY

California SB 553 requires California employers to establish, implement, and maintain at all times in all work areas an effective Workplace Violence Protection Plan (WVPP).

The WVPP, a component of the Injury and Illness Prevention Program, is intended to establish a framework for protecting employees from workplace violence. This plan includes the following components:

1. Names or job titles of the persons responsible for implementing the plan. If there are multiple persons responsible for the plan, their roles shall be clearly described.
2. Effective procedures to obtain the active involvement of employees and authorized employee representatives in developing and implementing the plan.
3. Methods that will be used to coordinate implementation of the plan with other employers, when applicable, to ensure that those employers and employees understand their respective roles, as provided in the plan.
4. Effective procedures for the employer to accept and respond to reports of workplace violence, and to prohibit retaliation against an employee who makes such a report.
5. Effective procedures to ensure that supervisory and nonsupervisory employees comply with the plan
6. Effective procedures to communicate with employees regarding workplace violence matters, including, but not limited to, both of the following:
 - a. How an employee can report a violent incident, threat, or other workplace violence concern to the employer or law enforcement without fear of reprisal.
 - b. How employee concerns will be investigated.
7. Effective procedures to respond to actual or potential workplace violence emergencies, including, but not limited to, all of the following:
 - a. Effective means to alert employees of the presence, location, and nature of workplace violence emergencies.
 - b. Evacuation or sheltering plans that are appropriate and feasible for the worksite.
 - c. How to obtain help from staff assigned to respond to workplace violence emergencies, if any, security personnel, if any, and law enforcement.
8. Procedures to develop and provide employee training
9. Procedures to identify and evaluate workplace violence hazards, including, but not limited to, scheduled periodic inspections to identify unsafe conditions and work practices and employee reports and concerns. Inspections shall be conducted:
 - a. When the plan is first established
 - b. After each workplace violence incident
 - c. Whenever the employer is made aware of a new or previously unrecognized hazard.
10. Procedures to correct workplace violence hazards identified above, in a timely manner consistent with the IIPP, including:
 - a. Procedures for post incident response and investigation.
 - b. Procedures to review the effectiveness of the plan and revise the plan, including:
 - i. Procedures to obtain the active involvement of employees and authorized employee representatives in reviewing the plan.
11. Maintain a written log recording incidents of workplace violence

1. PERSON(S) RESPONSIBLE FOR IMPLEMENTING THE WVPP

The ultimate responsibility for overseeing the development, implementation, and maintenance of the WVPP, rests with the SPJUSD/SCOE Superintendent (s).

Name	Position	Phone #	Email
Sean Snider	District Superintendent	530-993-1660 ext 110	ssnider@spjUSD.org
James Berardi	County Superintendent	530-289-3473 ext 410	jberardi@spjUSD.org

All Managers and supervisors are responsible for implementing and maintaining the WVPP in their work areas and for answering employee questions about the WVPP.

Andrea Ceresola	Principal LES	530-993-4482 ext 210	awhite@spjUSD.org
Megan Meschery	Principal LHS	530-993-4454 ext 310	mmeschery@spjUSD.org
James Berardi	Principal DVL-	530-289-3473 ext 410	jberardi@spjUSD.org
Wendy Jackson	Admin-Adult Ed	530-993-4953	wjackson@spjUSD.org
Heidi Bethke	SELPA Director	530-993-4485 ext 170	hbethke@spjUSD.org

For copies and/or questions:

Laraine Sei, Human Resources - lsei@spjUSD.org; 530-993-1660 ext 151

2. **DEFINITIONS**

Serious injury or illness - Any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement, but does not include any injury or illness or death caused by an accident on a public street or highway, unless the accident occurred in a construction zone.

Threat of violence - Any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

Workplace violence - Any act of violence or threat of violence that occurs in a place of employment.

Workplace violence includes, but is not limited to, the following:

- The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.
- An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.
- The following four workplace violence types:

Type 1 violence - Workplace violence committed by a person who has no legitimate business at the worksite, and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

Type 2 violence - Workplace violence directed at employees by customers, clients, patients, students, inmates, or visitors.

Type 3 violence - Workplace violence against an employee by a present or former employee, supervisor, or manager.

Type 4 violence - Workplace violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

Workplace violence does not include lawful acts of self-defense or defense of others.

Work practice controls - Procedures and rules which are used to effectively reduce workplace violence hazards.

Act of Violence - The attempt (coupled with the ability), or actual use of force or violence with the intent to threaten, harass, intimidate, intentionally commit an injury to self or others, or damage or destroy property.

Harassment - The creation of a hostile work environment through unwelcome words, actions, or physical contact not resulting in physical harm. Verbal harassment may include disparaging or derogatory comments or slurs, unreasonable or excessive criticism, or name calling.

Intimidate - To make afraid; to frighten, alarm, or scare. To force a person into, or deter them from, some action by inducing concerns for their safety by means of any physical action and/or verbal comment.

Stalking - Any person willfully, maliciously, and repeatedly harassing another by any means, direct or indirect, that causes a reasonable person fear for his/her safety or the safety of his/her immediate family.

Threat - An action (verbal, written or physical) which is intended to intimidate by expressing the intent to harass, hurt, take the life of another person, or damage or destroy property. This includes threats made in jest, but which others could perceive as serious.

3. EXAMPLES OF WORKPLACE VIOLENCE

Examples of workplace violence include but is not limited to:

- Hitting, shoving, striking, or blocking an individual.
- Shouting, yelling or verbal harassment, directly or indirectly.
- Threatening an individual or his/her family, friends, associates, or property with harm.
- The intentional destruction or threat of destruction of Sierra Plumas Joint Unified School District/ Sierra County Office of Education (SPJUSD/SCOE) property.
- Harassing surveillance or stalking.
- The suggestion or intimidation that violence is appropriate.
- Threatening or attempting self-injury or suicide.

HINTS TO HANDLE A POTENTIAL OR ACTUAL VIOLENT INCIDENT: KNOW THE WARNING SIGNS

Research into incidents of workplace violence shows the presence of at least several of the following characteristics in a potentially violent individual. Clearly, not everyone who exhibits one or more of these warning signs is potentially violent. Understanding these signs, recognizing them when they occur, and acting on that knowledge and recognition are vital steps in heading off tragedy:

- Making direct or indirect threats.
- Intimidating, belligerent, harassing, bullying, or other inappropriate or aggressive behavior.
- Statements showing fascination with incidents of workplace violence, statements indicating approval of the use of violence to resolve a problem, or statements indicating identification with perpetrators of workplace homicides.
- Statements indicating desperation (over family, financial, and other personal problems) to the point of suicide.
- Extreme changes in behavior.
- Numerous conflicts with supervisors and other employees.
- Bringing a weapon to the workplace, brandishing a weapon in the workplace, making inappropriate references to guns, or fascination with weapons.

BE PROACTIVE

Directors, managers, or supervisors are accountable for recognizing a potentially threatening situation. Before a potential or actual violent incident occurs, directors, managers, and supervisors shall:

- Foster a supportive, harmonious work environment. Mutual respect can help reduce harassment and hostility in the workplace.
- Communicate openly and give employees support and recognition.
- Train directors, managers, supervisors, and employees on how to resolve conflicts.
- Develop skills in effective communication, team building and resolving disputes.
- When appropriate refer employees to counseling or Employee Assistance Program (EAP) programs.

SHOULD A POTENTIAL OR VIOLENT INCIDENT OCCUR

DO:

- Your best to stay calm.
- Speak to the other person quietly and calmly.
- Try to put some space between yourself and the other person.
- Call 9-1-1 if there is immediate danger or someone is injured; and
- Notify your director, manager, or supervisor when it is safe to do so.

DON'T:

- Escalate the situation.
- Try to shout down (de-escalate) at the other person or make any aggressive moves toward him/her.
- Argue with the other person.
- Use defensive sprays or weapons.
- Fight with the other person (unless, in accordance with ALICE training, the threat is an active shooter and the best course of action to ensure staff and student safety is to fight).
- Chase the other person.
- Try to break up or intervene in a violent act; or
- Risk getting hurt yourself.

4. PROCEDURES FOR INVOLVING EMPLOYEES IN THE DEVELOPMENT AND IMPLEMENTATION OF THE WVPP

Involving employees in the development and implementation of our WVPP is a critical component to the program's overall effectiveness. We welcome and encourage employees to participate in both the initial development and implementation as well as the ongoing/annual refresher of this plan. We will utilize the following procedures to involve employees in the development and implementation of this plan:

- Establish a WVPP committee and making it open to all employees, including sharing meeting dates, locations agendas and minutes.
- Have site/department managers solicit feedback and/or indicate their interest in participating during a staff meeting.

Management will work with and allow employees and authorized employee representatives to participate in:

- Identifying, evaluating, and determining corrective measures to prevent workplace violence.
 - Management will have monthly safety meetings with employees and their representatives to discuss identification of workplace violence related concerns/hazards, evaluate those hazards and/or concerns, and how to correct them. These meetings could involve brainstorming sessions, discussions of recent incidents, and reviews of safety procedures.
- Designing and implementing training.
 - Employees are encouraged to participate in designing and implementing training programs, and their suggestions are incorporated into the training materials. For example, an employee might suggest a new training scenario based on a recent incident.
- Reporting and investigating workplace violence incidents. (see page 17)
- Management will ensure that all workplace violence policies and procedures within this written plan are clearly communicated and understood by all employees.
- All employees will follow all workplace violence prevention plan directives, policies, and procedures, and assist in maintaining a safe work environment.
- The plan shall be in effect at all times and in all work areas.

Workplace- Anywhere a SPJUSD/SCOE employee is conducting authorized business; en route to and from (excluding normal commute) a location where SPJUSD/SCOE business is, will be, or has been conducted; all SPJUSD/SCOE-owned buildings or leased spaces, classrooms, and parking facilities, including space within buildings shared with other departments, districts, or

agencies; any work site or workspace occupied by SPJUSD/SCOE employees, whether or not the space is owned or leased by SPJUSD/SCOE.

WVPP IMPLEMENTATION & COORDINATION

We recognize that open, two-way communication between our management team, staff, and other employers, about workplace violence issues is essential to a safe and productive workplace. The following communication system is designed to facilitate a continuous flow of workplace violence prevention information between management and staff in a form that is readily understandable by all employees.

In an effort to ensure that all employees understand their respective roles in this plan, that they understand all aspects of this plan, and they understand how to report incidents of workplace violence, we will take the following steps:

1. Provide employee training.
2. Post and share meeting agendas and minutes from committees or teams involved in the development of this plan as outlined in Section 4 above.
3. Generating emails, newsletters, memos, or other means of communication providing updates to all employees at various stages throughout the development and implementation of this plan, including timelines and next steps.

5. PROCEDURES TO ENSURE EMPLOYEES COMPLY WITH THE WVPP

While the Superintendent/s is/are responsible for overseeing the development, implementation, and maintenance of the WVPP, all employees are responsible for adhering to their roles, responsibilities and training provided under this plan. Supervisors and managers will use the following procedures to ensure employees comply with the WVPP:

- Ensuring employees take/attend the training(s) and refresher training(s) assigned to them.
- Monitor employee adherence to topics and concepts covered in the training they received.
- Follow our established disciplinary action process if an employee or supervisor does not follow elements of this plan.
- Recognizing employees who demonstrate safe work practices that promote the WVPP in the workplace.

Disciplinary Action

We will actively enforce all aspects of the WVPP. An employee that fails to adhere to the procedures and practices of this plan shall be disciplined. Discipline will be as follows:

1. Retraining
2. Warning
3. Warning with reprimand placed in personnel file
4. Suspension from work with no compensation and record added to personnel file
5. Discontinue employment with record added to personnel file

Whenever an employee is disciplined, Sean Snider, District Superintendent and/or James Berardi, County Superintendent shall document the action taken.

6. WORKPLACE VIOLENCE INCIDENT REPORTING PROCEDURE

For imminent and serious threats/acts of violence, employees should call 9-1-1. For non-imminent threats of violence, employees should use the “Workplace Violence Reporting Form” to report any and all workplace violence related incidents, threats and concerns to their immediate supervisor who will inform the WVPP administrator (Sean Snider, Superintendent, ssnider@spjUSD.org, 530 -993-1660 ext. 110 or James Berardi, County Superintendent, jberardi@spjUSD.org, 530-289-3473 ext. 410).

When making a report of workplace violence, please include the following information (please note, workplace violence does not include lawful acts of self-defense or defense of others):

1. Date
2. Time
3. Location
4. Type of workplace violence:
 - a. Type 1 = Committed by a person who has no legitimate purpose at the worksite
 - b. Type 2 = Committed by a person who does have a legitimate purpose at the worksite (customer, client, patient, student, inmate, or visitor).
 - c. Type 3 = Committed by a present or former employee, supervisor, or manager.
 - d. Type 4 = Committed by a person who does not work at the workplace, but has or is known to have had a relationship with an employee
5. Circumstances at the time of the incident, including but not limited to the following:
 - a. Was the employee completing usual job duties?
 - b. Was the area poorly lit?
 - c. Was the work being “rushed”?
 - d. Was the employee working during a low staffing level?
 - e. Was the employee isolated/alone?
 - f. Was the employee able to get help/assistance?
 - g. Was the employee working in a community setting?
 - h. Was the employee working in an unfamiliar/new location?
 - i. Other: please explain
6. Classification of where the incident occurred:
 - a. At the workplace, indoors (please include building name and/or room number)
 - b. At the workplace, outdoors (please specify)
 - c. Other area (please explain)
7. Type of incident (including but not limited to):
 - a. Physical attack – no weapon/object
 - b. Physical attack – with a weapon/object
 - c. Threat of physical force or threat of use of a weapon/object
 - d. Sexual assault/threat (including rape, attempted rape, physical display, or unwanted verbal/physical sexual contact)
 - e. Other (please specify):

7. PROCEDURES TO ACCEPT & RESPOND TO REPORTS OF WORKPLACE VIOLENCE

For imminent and serious threats/acts of violence, employees should call 9-1-1. For non-imminent threats of violence, employees should use the “Workplace Violence Reporting Form” on page 15 to report any and all workplace violence related incidents, threats and concerns to their immediate supervisor who will inform the WVPP administrator (Sean Snider, Superintendent, ssnider@spjUSD.org, 530 -993-1660 ext. 110 or James Berardi, County Superintendent, jberardi@spjUSD.org, 530-289-3473 ext. 410). The Superintendent/s will adhere to the following process for accepting and responding to reports of workplace violence:

1. Determine any steps that need to be taken to protect the reporting employee, or any other employee, against an immediate threat of violence.
2. Investigate the report to gather all relevant information (interview employees, visit the location, document evidence, ask follow-up questions).
3. Evaluate the findings to identify the root cause.
4. Define corrective actions/steps to be taken to address each cause.
5. Coordinate with the necessary departments/staff to implement the corrective actions.
6. Communicate the findings and corrective actions back to the reporting employee.
7. Monitor the effectiveness of the corrective actions.
8. Document the incident and all correlating information in the “Violent Incident Log” for recordkeeping and reporting purposes.

All employees are encouraged to report any concerns or incidents related to workplace violence, and that they can do so without fear of reprisal.

No tolerance means that every act of violence in the workplace, regardless of nature, must be reported to your director, manager, or supervisor.

- All threats or acts of workplace violence are reported to an employee’s supervisor or manager, who will inform the WVPP administrator (Sean Snider/James Berardi). This will be accomplished by phone, email, directly. If that's not possible, employees will report incidents directly to the WVPP administrator, Sean Snider / James Berardi.

Acts of violence, threats of violence, theft, dishonesty, discrimination, retaliation, and sexual harassment should be considered urgent and will be taken seriously.

Workplace violence may take many forms, including but not limited to written threats by letter, fax, and electronic mail; social media; text messages or online posts; or verbal threats delivered in person or by telephone. Other forms of workplace violence include intimidation, harassment (including sexual harassment) mugging, robbery, or attempted robbery, as well as destruction of property. Extremely serious ones could be physical assault, bomb threats or mass/active shooter threats, rape and/or murder.

Assault: Physical or verbal attack on someone, which results in bodily or emotional injury, pain and/or distress. Assault may involve hitting, punching, poking, kicking and/or use of a weapon.

Threat: Any written or oral expression or gesture that could be interpreted by a reasonable person to convey an intent of physical harm to persons or property.

There are **several types of threats** to be aware of:

- **Direct Threats** - Straightforward and explicit statements of the intent to commit harm.
- **Indirect Threats** - Vague, unclear, and ambiguous statements whereby the plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal.
- **Veiled Threats** - Indirect, vague, or subtle statements suggesting potential harm. This includes statements such as "He won't get away with this," "I'll get her or show her" or, "They'll see."
- **Conditional Threats** - Statements intending harm and specifying either conditions or demands to be met to stop the harm or conditions under which the threat will be carried out.
- **Implausible Threats** - Statements of intended harm that are unrealistic and impossible to carry out.
 - **Intimidating or Harassing Behavior** -Threats or other conduct which can lead to hostile work environments, impede operations, and/or inhibit and frighten others.
 - **Physical Intimidation or Harassment** -This may involve blocking movement, holding, grabbing, following, touching or any other inappropriate or unwanted physical contact.
 - **Psychological Intimidation or Harassment:** This may involve making malicious, rude, derogatory, disrespectful, insubordinate, disparaging, false, obnoxious, discriminatory, or abusive statements with the intent to hurt the reputation of others.

WORKPLACE VIOLENCE REPORTING FORM

THIS FORM IS TO BE USED BY EMPLOYEES THAT HAVE IDENTIFIED AN INCIDENT, THREAT OR CONCERN RELATED TO WORKPLACE VIOLENCE. THIS FORM BRINGS THE ISSUE TO THE ATTENTION OF THE MANAGEMENT.

IT IS ILLEGAL FOR THE EMPLOYER TO TAKE ACTION AGAINST AN EMPLOYEE FOR MAKING SUCH A REPORT. THE EMPLOYER MUST INVESTIGATE THE REPORT AND EXPLAIN TO EMPLOYEES THE ACTION TAKEN AND ANY SUBSEQUENT ACTIONS, AS NECESSARY.

To be completed by the individual investigating the incident. Return completed form within 2 days following incident to Laraine Sei, Human Resources]. **Attach witness statements to this form.**

Report submitted by:	Date:
General Description:	Phone:

Date of Incident:	Time:
Address/Location of Incident:	

Individuals involved in the incident (use additional sheet(s) if necessary)

Name:	Name:
<input type="checkbox"/> Victim or <input type="checkbox"/> Assailant	<input type="checkbox"/> Victim or <input type="checkbox"/> Assailant
Job Title:	Job Title:
Department:	Department:
Phone:	Phone:
Immediate Supervisor:	Immediate Supervisor:

Classification of Incident (Select One)

<input type="checkbox"/> Type 1 Committed by a person who has no legitimate purpose at the worksite.	<input type="checkbox"/> Type 2 Committed by a person who does have a legitimate purpose at the worksite	<input type="checkbox"/> Type 3 Committed by a present or former employee, supervisor, or manager.	<input type="checkbox"/> Type 4 Committed by a person who does not work at the workplace, but has or is known to have had a relationship with an employee.
---	---	---	---

Classification of Incident Location (Select One)

<input type="checkbox"/> At Workplace, Indoors (Please Include Bldg. Name/Room No.)	<input type="checkbox"/> At Workplace, Outdoors (Please Specify)	<input type="checkbox"/> Other Area (Please Explain)
---	--	---

Type of Incident

<input type="checkbox"/> Physical Attack – no weapon/object
<input type="checkbox"/> Physical Attack – with weapon/object
<input type="checkbox"/> Threat of physical force and/or threat of use of a weapon/object
<input type="checkbox"/> Physical Assault - Hitting, fighting, pushing, or shoving
<input type="checkbox"/> Sexual assault/threat (incl. rape, attempted rape, physical display, or unwanted verbal/physical sexual contact)
<input type="checkbox"/> Other (specify)

How was the incident communicated? (Check one or more)

<input type="checkbox"/> Communicated directly to victim	<input type="checkbox"/> Verbal	<input type="checkbox"/> Mail	<input type="checkbox"/> Note	<input type="checkbox"/> Email
<input type="checkbox"/> Communicated to another person	<input type="checkbox"/> Verbal	<input type="checkbox"/> Mail	<input type="checkbox"/> Note	<input type="checkbox"/> Email
<input type="checkbox"/> Other (specify)				

Initial Response or Follow up Activity: (Check all that apply)

<input type="checkbox"/> Situation defused	<input type="checkbox"/> Occupational Medicine notified
<input type="checkbox"/> Security called	<input type="checkbox"/> Law Enforcement notified If Yes, Name of Agency and Report Number:
<input type="checkbox"/> First Aid Received?	<input type="checkbox"/> Employee Assistance Program Resources Provided?
<input type="checkbox"/> Other (specify)	

Describe Incident in Detail

Include what happened, where, who was involved, what you heard, saw, etc. Also include the circumstances at time of incident (i.e.: was the employee completing usual job duties, was the area poorly lit, was the work being rushed, was the employee working during a low staffing level, was the employee isolated/alone, was the employee able to get help/assistance, was the employee working in a community setting, was the employee working in an unfamiliar/new location, other – please explain).

List Names of Other Witnesses

Signature

Date

Person Receiving Witness Statement

Date

Routing

<i>Yes</i>	<i>No</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
<input type="checkbox"/>	<input type="checkbox"/>	Administrator, site		
<input type="checkbox"/>	<input type="checkbox"/>	Superintendent		

Upon completion of investigation, attach a findings/follow-up document to this form.

8. EMPLOYEE TRAINING

We will provide employees with initial training when the plan is first established, and annually thereafter, on all of the following:

1. Our WVPP plan, how to obtain a copy of the plan at no cost, and how to participate in development and implementation of the plan.
2. The definitions and requirements of SB 553.
3. How to report workplace violence incidents or concerns to us and/or law enforcement, without fear of reprisal.
4. Workplace violence hazards specific to employees' jobs, the corrective measures we have implemented, how to seek assistance to prevent or respond to violence, and strategies to avoid physical harm.
5. The required violent incident log and how to obtain copies of records.
6. An opportunity for interactive questions and answers with a person knowledgeable about the employer's plan.

Additional training shall be provided when a new or previously unrecognized workplace violence hazard has been identified and when changes are made to the plan. The additional training may be limited to addressing the new workplace violence hazard or changes to the plan.

9. EMPLOYEE ACCESS TO THE WRITTEN WVPP

SPJUSD/SCOE ensures that the WVPP plan shall be in writing and shall be available and easily accessible to employees, authorized employee representatives, and representatives of Cal/OSHA at all times. This will be accomplished by:

- Whenever an employee or designated representative requests a copy of the written WVPP, we will provide the requester with a printed copy of the WVPP, unless the employee or designated representative agrees to receive an electronic copy.
- We will provide access through our District website, which allows an employee to review and print the current version of the written WVPP.
 - Written copies will be available in the District Office, Room #3 upon request.

10. RECORDKEEPING

Records of workplace violence hazard identification, evaluation, and correction will be created and maintained for a minimum of five years.

Training records will be created and maintained for a minimum of one year and include training dates, contents or a summary of the training sessions, names and qualifications of persons conducting the training, and names and job titles of all persons attending the training sessions.

Violent incident logs will be maintained for a minimum of five years.

Records of workplace violence incident investigations will be maintained for a minimum of five years. These records shall not contain “medical information,” as defined in subdivision (j) of Section 56.05 of the Civil Code.

All records required above will be made available to employees and their representatives, upon request and without cost, for examination and copying within 15 calendar days of a request.

The Human Resource Specialist will be responsible for ensuring that all relevant records are completed, maintained, and made available upon request as required by this program and/or Cal/OSHA. A safe and healthy workplace is the goal of everyone at Sierra Plumas Joint Unified School District/Sierra County Office of Education, with responsibility shared by management and staff alike.

11. REVIEW AND REVISION OF THE WVPP

The SPJUSD/SCOE WVPP will be reviewed for effectiveness:

- At least annually.
- When a deficiency is observed or becomes apparent.
- After a workplace violence incident.
- As needed.

Review and revision of the WVPP will include the following procedures to obtain the active involvement of employees and authorized employee representatives in reviewing the plan’s effectiveness:

- Review of SPJUSD/SCOE’s WVPP should include, but is not limited to:
 - Review of incident investigations and the violent incident log.
 - Assessment of the effectiveness of security systems, including alarms, emergency response, and security personnel availability (if applicable).
- Review that violence risks are being properly identified, evaluated, and corrected. Any necessary revisions are made promptly and communicated to all employees. [These revisions could involve changes to procedures, updates to contact information, and additions to training materials.]

GENERAL SAFETY TRAINING RECORD LOG

SUBJECT COVERED

LOCATION OF TRAINING:

DATE OF TRAINING:	NAME & QUALIFICATIONS OF TRAINER <i>(Years of related experience, designations, certifications, etc.)</i>
-------------------	--

[illegible]

Employment Agreement
Between the Sierra-Plumas Joint Unified School District
and
Sean R. Snider

This employment agreement (“Agreement”) is entered into between the Governing Board (“Board”) of the Sierra-Plumas Joint Unified School District (“District”) and Sean R. Snider (“Superintendent”) as of July 1, 2024.

1. Term

District employs Sean Snider as the District’s Superintendent commencing on July 1, 2024, and ending on June 30, 2026, unless such employment is terminated earlier or extended in accordance with the provisions of this Agreement.

2. Work Year and Hours of Work

Superintendent shall render twelve (12) months of full and regular service to District in the form of two hundred twenty (220) actual workdays during the fiscal year, inclusive of any paid sick days (see Section 8 of the Agreement, below). Prior to July 1 of each year of this Agreement, Superintendent shall submit a proposed calendar of their two hundred twenty (220) workdays to the Board for Board approval. It is understood that the demands of the position of Superintendent will require more than eight (8) hours per work day and/or forty (40) hours per work week. Superintendent is not entitled to receive overtime compensation.

3. Compensation

Superintendent is employed as a full-time employee of District with an annual salary of One Hundred Sixty-Two Thousand Five Hundred dollars (\$162,500.00). The annual salary shall be payable in installments of one-twelfth (1/12) of the annual salary on or before the last day of each month for services rendered during that month. The daily rate for the purpose of prorating the annual salary provided for in the Agreement shall be \$738.64.

The annual salary may be increased at the sole discretion of Board. Any increase in salary shall be discussed and approved in open session at a regular Board meeting pursuant to Government Code Section 54956(b). A change in salary during the term of the Agreement shall not, in and of itself, constitute the creation of a new agreement or extension of the Agreement.

4. Fringe Benefits

During Superintendent’s employment under the Agreement, Superintendent may select any medical, dental, and vision plan available to other certificated management employees within District. Superintendent shall be responsible for any employee contribution of the plan selected.

Superintendent is responsible for their share of contributions to CalSTRS.

5. Work Related Expenses

District shall reimburse Superintendent for ordinary and necessary expenses incurred relative to employment as Superintendent, including mileage, consistent with Board policies, regulations, and guidelines applicable to other certificated management employees.

Superintendent shall provide a suitable automobile for transportation in the performance of their duties on school business within Sierra County. Superintendent shall receive Three Hundred Forty dollars (\$340.00) per month allowance for the purpose of maintaining the automobile.

If the Superintendent seeks to be reimbursed for the cost of traveling outside of Sierra County, such as for attending an out-of-district conference, the Superintendent shall obtain written approval from Board President before incurring the expense.

6. Professional Dues and Professional Development

District shall pay the annual dues for Superintendent's membership of the Association of California School Administrators ("ACSA"), as well as 2-3 community service organizations (i.e., Rotary, Lions, etc.)

If requested by Board or at Superintendent's option, with Board approval, Superintendent shall participate in operations, programs and other activities conducted or sponsored by local, state or national school administrator and/or school board associations at District expense.

7. Technology Devices

At its sole discretion, Board shall provide to Superintendent, at District expense, a cell phone and a laptop computer and/or tablet, hereinafter "Technology Devices." District shall pay any costs and expenses associated with owning, licensing, operating and maintaining such Technology Devices. This does not include costs associated with maintaining home internet access. All Technology Devices so provided are the property of District and District shall have the right to control the access to, and use of, Technology Devices through its Board policies, including its technology use policies, personnel policies, and its risk management policies.

All District-provided Technology Devices are provided to facilitate performance of Superintendent's duties and obligations as an employee of District. Superintendent may use District-provided Technology Devices for personal use within reasonable limits and in a manner consistent with Board policies, including its technology use policies, personnel policies, and its risk management policies. Superintendent shall not use any Technology Device in any manner that is inconsistent with such policies.

When Technology Devices are provided by District, Superintendent shall not conduct District business on devices that are not provided or owned by District.

Superintendent hereby waives any and all rights and protections over the content of any Technology Device or other electronic device (e.g., cell phone, computer, tablet) on which they have conducted any District business, regardless of whether the device is provided by District pursuant to the Agreement. This waiver permits Board or anyone authorized by Board to examine

the contents of any such device without requiring additional permission, including, but not limited to, a separate waiver or a warrant.

8. Leaves

Superintendent shall accrue illness leave at the rate of one (1) day per month. Accrued, unused illness leave shall not be compensable upon separation.

Superintendent shall not accrue paid vacation and shall not receive paid holidays. The Parties expect that Superintendent will not schedule any of Superintendent's two hundred twenty (220) paid workdays on the same days as District-recognized holidays.

9. General Duties

Pursuant to Article 3 (commencing with Section 35026) of Chapter 1 of Part 21 of Division 3 of Title 2 of the Education Code, Superintendent agrees to be the Chief Executive Officer of District.

Superintendent agrees to perform, at the highest level of competence, all services, duties, and obligations required by (i) the Agreement, (ii) the District Superintendent job description, (iii) applicable laws and regulations, (iv) Board rules, regulations, and policies and as otherwise directed by Board. Superintendent may delegate any of their duties to a responsible District employee unless otherwise prohibited by Board or any applicable law, Board rule, regulation, or policy.

Superintendent shall have primary responsibility for the management of all District affairs. In carrying out their duties, Superintendent shall provide educational leadership to District and make student learning and student success their highest priorities. Superintendent shall endeavor to maintain and improve their professional competence by all available means, including subscription to and reading of appropriate periodicals and membership in appropriate associations.

Superintendent shall be responsible for the operations of District, including, but not limited to, the areas of general administration, instruction, human resources, communications, government relations, facilities, and business affairs.

Superintendent shall appoint a responsible District employee to temporarily fulfill Superintendent's duties whenever at least one district facility is open and Superintendent is unavailable. Superintendent shall notify Board President when doing so.

Superintendent shall carry out all lawful activities as directed by Board from time to time.

10. Administrative and Board-Related Duties

Superintendent shall establish and maintain positive community, staff, and Board relations.

Superintendent shall attend every Board meeting and Board committee meeting unless excused in writing by Board President. This duty may not be delegated unless permitted in writing by Board President.

Superintendent shall serve as Secretary to Board and perform the duties as prescribed in Section 35025 of Chapter 1 of Part 21 of Division 3 of Title 2 of the Education Code.

Superintendent shall have primary responsibility for the implementation of District policies. Superintendent will review all policies adopted by Board and make appropriate recommendations to Board for addition, deletion, or modification. Board retains primary responsibility for formulation of Board policies.

Superintendent shall be responsible for the development of administrative regulations required or necessary for the implementation of District policies, and shall place any new or modified administrative regulation on the agenda of a Board meeting for Board information and/or approval.

As permitted by any applicable law including, but not limited to, the Brown Act, Superintendent shall, in advance of Board meetings, keep all Board members advised of emerging issues that could have a material impact on Board or District.

Superintendent shall serve as liaison to Board with respect to all matters of employer-employee relations and shall make recommendations to Board concerning those matters.

Superintendent shall submit financial and budgetary reports to Board and shall advise Board on possible sources of funds to carry out District programs.

Annually, Superintendent shall prepare and submit a recommended District budget to Board, with supporting financial information to assist Board in approving a sound budget.

Superintendent shall enter into contracts for and on behalf of District, subject to Board approval or ratification as required by law.

Superintendent shall have such other duties properly delegated to him or her by Board.

11. Personnel Duties

Superintendent may appoint a cabinet of senior District administrators to advise Superintendent and shall evaluate all cabinet members pursuant to their contracts and applicable Board policies and regulations.

Superintendent shall have primary responsibility for making timely and appropriate recommendations to Board regarding personnel matters, including the employment of personnel and any release, non-reelection, or termination of an employee. Upon request by Superintendent, Board may authorize Superintendent to employ personnel without Board approval.

As required by Education Code Section 35035, and subject to the approval of Board, Superintendent is responsible for assigning all District employees employed in positions requiring certification qualifications. Superintendent shall also be responsible to periodically evaluate or cause to be evaluated all District employees.

Superintendent shall provide leadership and direction in negotiations with all labor groups.

12. External Relation Duties

Superintendent shall represent District before the public, and shall develop and maintain public relations strategies and protocols as may be necessary to improve understanding and to keep the public informed about District activities, needs, and results.

Superintendent will act as the primary liaison with the local, state, and federal agencies and elected representatives.

Superintendent is encouraged to attend appropriate local community meetings. Reasonable expenses thereby incurred shall be reimbursed in accordance with Paragraphs 9 and 10 of the Agreement.

Superintendent shall regularly report to Board on all external relations activities.

13. Other Duties

In light of the unique nature of the professional duties of Superintendent, Superintendent shall receive, at district expense, a complete medical examination prior to February 15 of each year during the Agreement. The examination shall be conducted by a licensed physician selected by Superintendent. The written statement which shall be provided to Board shall be limited to the physician's determination of the continued fitness of Superintendent to perform the duties required under the Agreement, with or without reasonable accommodations. The statement shall otherwise be confidential. Nothing in this provision precludes Board from directing Superintendent to submit to a fitness for duty exam at any time, or as otherwise permitted by law.

14. Licenses and Credentials

Superintendent is required to maintain a valid driver's license for California and have a vehicle available at all times to perform the duties of the position.

Superintendent shall furnish to District throughout the duration of this Agreement a valid and appropriate credential issued by the California Commission on Teacher Credentialing to act as an administrator in the District.

15. Evaluation

Board shall evaluate Superintendent in each year, utilizing the process set forth below.

Prior to June 30 of each year, Board shall meet to establish Superintendent's performance goals and objectives for the following school year based on the duties and responsibilities set forth in the Agreement, Board's strategic planning priorities and any other criteria chosen by Board. These goals and objectives shall be reduced into writing and, at Board discretion, may include input provided by Superintendent.

Prior to August 1 of each year, Board shall, in writing, provide Superintendent with the evaluation instrument that Board will use to assess Superintendent's performance based on the goals and objectives established pursuant to the process above. The evaluation instrument shall include an overall job performance rating of "Exceeds Expectations," "Satisfactory," "Needs Improvement," and "Unsatisfactory."

Prior to April 1 of each year, Superintendent shall remind Board in writing of Board's evaluation obligations under the Agreement, and Superintendent and Board shall agree on dates for Superintendent's evaluation and the other steps of the evaluation process as described herein.

At a regularly scheduled Board meeting prior to May 31 of each year, Superintendent shall present Board with a report on the final progress on goals for that year.

Prior to June 30 of each year, and after receiving Superintendent's state of the District report, each of the following shall occur:

- Each Board member shall individually complete the evaluation instrument;
- Board will devote a portion of at least one (1) meeting to a discussion and evaluation of Superintendent's performance, including the working relationship between Superintendent and Board.
- Board President or designee shall be responsible for utilizing the individual Board member evaluations and Board discussion to prepare a single, evaluative document that communicates Board's collective feedback and expectations.

The evaluation of Superintendent by Board will be in writing and placed in a sealed envelope in Superintendent's personnel file marked as follows: "Confidential. Only to be opened upon authorization of Board." A copy of the evaluation will be provided to Superintendent.

Failure of Board to complete the evaluation process does not constitute a material breach of the Agreement and shall not result in the amendment or extension of the Agreement. Failure of Board to evaluate Superintendent shall not preclude Board from giving notice of termination or nonrenewal in accordance with Section 16 of the Agreement.

16. Agreement Renewal, Extension, or Termination

Upon the completion of a satisfactory annual performance evaluation, the length of the employment contract shall be extended by one (1) year. Should Board desire Superintendent to continue as Superintendent beyond the term of the Agreement, the Parties shall negotiate and execute a new agreement or an amendment to this Agreement to extend its term.

a. Agreement Non-Renewal

Should Board determine that it does not wish to negotiate and execute a new agreement at the end of the term of the Agreement, Board shall give written notice of the decision to Superintendent, at least forty-five (45) days prior to the end of the Agreement, as required pursuant to Education Code Section 35031. The Parties expressly agree to waive the automatic renewal provision in Education Code Section 35031 when Board fails to give the required notice. Rather, if Board fails to provide notice of non-renewal, the Agreement shall automatically renew, and its provisions shall be in effect for a period of one year.

Between ninety (90) days and one hundred and twenty (120) days prior to the end of the Agreement, Superintendent shall, in writing, remind Board of Board's obligation to give written notice pursuant to Education Code Section 35031. Superintendent agrees that their failure to provide the reminder notice to Board shall invalidate the notice requirement under Education Code Section 35031 and shall operate as a waiver of the automatic renewal provision in Education Code Section 35031.

b. Termination for Cause

Notwithstanding any other provision of the Agreement, Superintendent may be terminated for cause prior to the expiration of the Agreement, for any of the following:

- Failure by Superintendent to possess or maintain a valid California Administrative Credential,
- Suspension or revocation of Superintendent's California Administrative Credential,
- Neglect of Duty,
- Physical or mental inability of Superintendent to perform their duties,
- Material breach of the Agreement,
- Superintendent interviews for any other position during the term of the Agreement and they fail to notify Board President within three days of the interview, or
- Any other legally permissible reason.

Any other legally permissible reason includes, but is not limited to, conduct that is seriously detrimental to District. Conduct that is seriously detrimental to District includes, by way of illustration and not limitation, failure of good behavior, either during or outside of duty hours, which is of such a nature that it causes discredit to District, unprofessional conduct, or incompetence. Superintendent acknowledges that they are District's most visible representative and is required to maintain higher standards of personal conduct than any other employee. In order to represent District with integrity and high ethical standards, Superintendent shall avoid professional or personal situations that might reflect negatively on Superintendent, District, or Board.

Prior to terminating Superintendent for cause, Board shall give Superintendent thirty (30) days written notice of its intention to terminate him or her for cause. Such written notice shall include a statement of the specific acts or omissions which give rise to the proposed action. No action shall be taken on a proposed termination for cause until Superintendent has had an opportunity to meet with Board to be heard by way of explanation, defense, or a showing that the specific acts or omissions have been corrected. This opportunity to be heard shall be provided within fifteen (15) calendar days after Superintendent is served the notice of Board's intention. This meeting with Board is not an evidentiary hearing. The Parties are expected to provide each other with a reasonable, complete explanation of their positions and either party may be accompanied by an attorney. Superintendent's right to meet with Board shall be exclusive of any right to any other hearing otherwise required by law.

Any decision to terminate Superintendent for cause shall be effective upon the date determined by Board, except that such date shall not be sooner than thirty (30) calendar days after the notice of termination is given to Superintendent. In the event that Superintendent is terminated for cause, all rights and obligations of the Parties under the Agreement shall be deemed fully satisfied on the effective date of the termination and Superintendent shall not be entitled to any further benefit under the Agreement including, but not limited to, the benefits described in Section 4 of this Agreement, "Fringe Benefits," inclusive.

A determination as to whether cause exists to terminate Superintendent shall always be at the sole discretion of Board.

c. Termination Without Cause

Notwithstanding any other provision of the Agreement, Board shall have the sole right to terminate Superintendent without cause at any time before normal expiration of the Agreement. If Board so terminates Superintendent, it shall pay to Superintendent their base salary and medical/dental/vision and other benefits provided under the Agreement for either twelve (12) months or the number of months remaining on the Agreement, whichever is less. This compensation shall be the only compensation of any kind which shall be due to Superintendent if Superintendent is terminated without cause by Board.

d. Termination by Mutual Consent

Notwithstanding any other provision of the Agreement, Board and Superintendent may, by mutual consent, terminate the Agreement before its expiration.

If the Agreement is terminated by mutual consent of the Board and Superintendent, the maximum cash settlement that Superintendent may receive shall be either (i) an amount equal to the monthly salary of Superintendent multiplied by the number of months left on the unexpired term of the Agreement or (ii) an amount equal to the monthly salary of Superintendent multiplied by twelve (12), whichever is less. Termination of the Agreement by mutual consent shall constitute a release of all claims Superintendent may otherwise have against Board or District. This paragraph is set forth herein because it is required by Government Code Section 53260(a), but the Parties agree that it shall be superseded by the termination for cause provisions set forth in Section 16(b) of this Agreement in the event that Superintendent is terminated for cause or by the limitations set for in Section 16(c) of this Agreement in the event that Superintendent is terminated without cause.

e. Termination by Death

The Agreement shall terminate immediately upon the death of Superintendent and all rights and obligations of the Parties under the Agreement shall be deemed fully satisfied.

17. Fraud, Misappropriation of Funds, Illegal Fiscal Practices, or Abuse of Office

Pursuant to Government Code Section 53260(b), the Parties acknowledge and agree that the District shall not provide a cash or noncash settlement to Superintendent in any amount if the Board believes, and subsequently confirms, pursuant to an independent audit, that Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices.

If Superintendent is convicted of a crime involving abuse of their office, Superintendent shall reimburse District for all applicable costs pursuant to Article 2.6 (commencing with Section 53243) of Chapter 2 of Part 1 of Division 2 of the Government Code.

18. Liability for Taxes

Notwithstanding any other provision of the Agreement, District shall not be liable (except in cases of District errors or omissions) for any state or federal tax consequences to Superintendent, any

designated beneficiary hereunder, or the heirs, administrators, executors, successors, and assigns of Superintendent. Superintendent shall assume sole liability for any state or federal tax consequences of the Agreement or any related agreement and agrees to indemnify and hold District harmless from such tax consequences.

19. General Provisions

The Agreement is the full and complete agreement between the Parties. Agreement can be changed or modified only in writing signed by Superintendent and Board President or designee after Board approval.

The Agreement contains the entire understanding between the Parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in the Agreement. The Agreement is intended by the Parties to be the sole instrument governing the relationship between the Parties unless a provision of law, now or hereinafter enacted, is specifically applicable to the Agreement or to the relationship between Board and Superintendent.

The Agreement is subject to all applicable laws of the State of California, the rules and regulations of the State Board of Education, and Board rules, regulations, and policies. The laws, rules, regulations, and policies referenced herein are a part of the terms and conditions of the Agreement as though fully set forth herein.

The Agreement, and the rights and obligations of the Parties, shall be governed by and construed in accordance with the laws of the State of California. The Parties also agree that in the event of litigation, venue shall be the proper state or federal court serving Sierra County, State of California.

The Agreement will be liberally construed to effectuate the intention of the Parties with respect to the transaction described herein. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of the Agreement, it is understood and agreed that the Parties have participated equally or have had equal opportunity to participate in the drafting hereof and no such contract term shall be construed or resolved against either party based on any rule of construction.

In the event of any action or proceeding to enforce or construe any of the provisions of the Agreement, Superintendent and Board shall each bear the cost of their own attorney's fees and costs regardless of the outcome of the action or proceeding.

If any portion of the Agreement is declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforceability of the remaining provisions of the Agreement.

20. Execution

This Agreement was approved by the Governing Board at the Board's June 25, 2024, regular Board Meeting upon a vote by the Governing Board in open session after an oral summary of the salary or salary schedule and fringe benefits as required by Government Code section 54953(c)(3). This

Agreement becomes effective on July 1, 2024, and at that time supersedes any and all previous employment agreements between the Governing Board and Superintendent.

Kelly Champion, President, on behalf of
Sierra-Plumas Joint Unified School District
Governing Board

Date: _____

Patty Hall, Clerk, on behalf of
Sierra-Plumas Joint Unified School District
Governing Board

Date: _____

Sean Snider, Superintendent

Date: _____

CSBA POLICY GUIDE SHEET – June 25, 2024

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 0450 - Comprehensive Safety Plan

Policy updated to reference **NEW LAW (SB 323, 2023)** which (1) authorizes a school employee, a student's parent/guardian or educational rights holder, or a student, at specified times, to bring concerns about an individual student's ability to access disaster safety procedures described in the comprehensive safety plan to the principal, and if there is merit to the concern requires the principal to make appropriate modifications, and (2) requires comprehensive safety plans to include adaptations for students with disabilities in accordance with the federal Individuals with Disabilities Education Act and section 504 of the federal Rehabilitation Act of 1973. Additionally, policy updated to clarify that portions of the comprehensive safety plan that include tactical response to criminal incidents are not required to, but may be, publicly disclosed.

Delete - Board Policy 0470 - COVID-19 Mitigation Plan

Policy deleted as unnecessary due to expiration of COVID-19 public health emergency declaration, with relevant concepts incorporated into other policies.

Board Policy 3516 - Emergency and Disaster Preparedness Plan

Policy updated to reflect **NEW LAW (SB 323, 2023)** which requires school emergency and disaster preparedness plans to include adaptations for students with disabilities in accordance with the federal Individuals with Disabilities Education Act and section 504 of the federal Rehabilitation Act of 1973.

Board Policy 3550 - Food Service/Child Nutrition Program

Policy updated to reflect **NEW LAW (SB 348, 2023)** which (1) clarifies that districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, including a student enrolled in an independent study program as specified, regardless of the student's eligibility for a federally funded free or reduced-price meal, (2) defines a "nutritionally adequate breakfast and lunch," and (3) requires that students be provided with adequate time to eat. Additionally, policy updated to reflect **NEW LAW (AB 95, 2023)** which clarifies that districts may sell a nutritiously adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided. In addition, policy updated to reflect **NEW LAW (SB 114, 2023)** which establishes school food best practices such as serving freshly prepared onsite meals using minimally processed, locally grown, and sustainable food, giving priority to California-grown or produced foods, and increasing plant-based or restricted diet food options for students. Policy updated to reflect California Department of Food and Agriculture guidance about school gardens.

Board Policy 3551 - Food Service Operations/Cafeteria Fund

Policy updated to reflect **NEW LAW (SB 348, 2023)** which clarifies that (1) the establishment of a cafeteria fund does not preclude the district from using other funds for the purpose of purchasing school meals, and (2) districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, including a student enrolled in an independent study program as specified, regardless of the student's eligibility for a federally funded free or reduced-price meal. Additionally, policy updated to reflect **NEW LAW (AB 95, 2023)** which clarifies that districts may sell a nutritiously adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided and **NEW LAW (SB 114, 2023)** which establishes school food best practices such as giving priority to using California-grown or produced, sustainably grown, or whole or minimally processed foods, increasing plant-based or restricted diet food options for students, and preparing fresh meals onsite.

Board Policy 3553 - Free and Reduced Price Meals

Policy updated to reflect **NEW LAW (SB 348, 2023)** which clarifies that districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, regardless of the student's eligibility for a federally funded free or reduced-price meal, and **NEW LAW (AB 95, 2023)** which clarifies that districts may sell a nutritiously adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided. Additionally, policy updated to clarify that meals served under the school nutrition program meet district-adopted guidelines, in addition to state and federal nutrition standards. In addition, policy updated to more closely align with code language.

Board Policy Manual
Sierra County/Sierra-Plumas Joint Unified School District

Philosophy, Goals, Objectives and Comprehensive Plans

Policy 0450: Comprehensive Safety Plan

CSBA NOTE: Pursuant to Education Code 32280-32289.5, districts are responsible for ensuring that a comprehensive safety plan with specified components is in place for each district school. As required by Education Code 32282 and 32288, the California Department of Education (CDE) has posted on its website a compliance checklist for developing comprehensive safety plans and best practices for reviewing and approving the plans. Comprehensive safety plans are reviewed through the annual audits required by Education Code 41020 to ensure that they are updated and approved by March 1 of each year.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

CSBA NOTE: Pursuant to Education Code 32281 and 32286, each school is required to adopt a comprehensive safety plan (Option 1 below). However, districts with an average daily attendance (ADA) of 2,500 or less are authorized by Education Code 32281 to develop a districtwide comprehensive safety plan in lieu of developing school plans; thus, those districts may select either Option 1 or 2 to reflect district practice. Any district may choose to develop both district and school plans.

The Superintendent or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

CSBA NOTE: The following two paragraphs apply to all districts. Education Code 32286 requires that the school site council review and update the comprehensive safety plan by March 1 of each year. In districts with ADA of 2,500 or less that choose to develop a districtwide plan in accordance with Option 2 above, the Superintendent or designee may conduct the annual review. Pursuant to Education Code 32288, the updated plan(s) must be submitted to the Governing Board for approval. The Board may choose to delegate to the Superintendent or designee the responsibility to review and approve the updated plans, but the Board remains responsible for ensuring compliance with the law.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

CSBA NOTE: Pursuant to Education Code 32282, as amended by SB 323 (Ch. 599, Statutes of 2023), the annual evaluation of the comprehensive safety plan is required to include ensuring that the plan provides appropriate adaptations for students with disabilities.

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

CSBA NOTE: Education Code 32288 requires that districts notify CDE if a school has not complied with the comprehensive safety plan requirements. In the event that the Superintendent of Public Instruction determines that there has been a willful failure by a district to make any report required by Education Code 32280-32289, Education Code 32287 provides that the district may be fined up to \$2,000.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

CSBA NOTE: The following section is optional. Pursuant to Education Code 32281, the Board may, after consulting with law enforcement officials, elect to have the district, rather than the school site council, develop those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury.

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by ~~district administrator~~ the Superintendent or designee in accordance with Education Code 32281. In developing such strategies, ~~district administrator~~ the Superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

CSBA NOTE: The following paragraph is optional. Pursuant to Education Code 32281, the Board may choose to prohibit disclosure of those portions of the comprehensive safety plan that include tactical responses to criminal incidents.

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents ~~shall~~ need not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

CSBA NOTE: Pursuant to Education Code 32289.5, the district is required to provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools, as specified.

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: April 12, 2012
revised: August 9, 2016
revised: January 8, 2019
revised: April 4, 2023
revised: ??, 2024

Board Policy Manual

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

Business and Noninstructional Operation

Policy 3516: Emergencies And Disaster Preparedness Plan

CSBA NOTE: 5 CCR 560 mandates that the Governing Board adopt policy for use by district schools in formulating individual civil defense and disaster preparedness plans.

The ~~Governing Board of Education~~ recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

CSBA NOTE: Education Code 32282 requires that emergency disaster procedures, including, but not limited to, earthquake emergency procedures, be incorporated into the comprehensive school safety plan. See BP/AR 0450 - Comprehensive Safety Plan and AR 3516.3 - Earthquake Emergency Procedure System.

Pursuant to Education Code 32282, as amended by SB 323 (Ch. 599, Statutes of 2023), schools are required to include in their emergencies and disaster preparedness plan adaptations for students with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

CSBA NOTE: The following optional paragraph reflects a recommendation from the U.S. Department of Education's, "Guide for Developing High-Quality School Emergency Operations Plans," available on its website, and may be revised to reflect district practice.

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, ~~he/she/the~~ Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

CSBA NOTE: In order to be eligible for reimbursement of response-related personnel costs due to a Governor- proclaimed disaster, each district must follow the Standardized Emergency Management System (SEMS) guidelines (Government Code 8607; 19 CCR 2400-2450) to coordinate multiple-jurisdiction or multiple-agency operations. The guidelines urge districts to formally adopt policy language giving clear direction to staff to meet SEMS requirements. Districts may contact the California Governor's Office of Emergency Services (OES) for more information. In addition, public agencies must comply with the National Incident Management System (NIMS). The Federal Emergency Management Agency's, "National Incident Management System," provides guidance to all levels of government to prevent, protect against, mitigate, respond to, and recover from threats, hazards, and events ranging from traffic accidents to major disasters. In accordance with the State of California Emergency Plan, OES is the principal coordinator for NIMS implementation statewide and will annually communicate, monitor, and implement NIMS requirements in cooperation with state and local agencies.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

CSBA NOTE: Pursuant to Education Code 32282, a procedure to allow the use of school facilities for mass care and welfare shelters during disasters or other emergencies must be incorporated into the comprehensive school safety plan. See AR 0450 - Comprehensive Safety Plan.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

CSBA NOTE: Pursuant to Government Code 3100, all public employees are declared to be disaster service workers. As such, in the event that a local or state emergency has been proclaimed or a federal disaster declaration has been made, district staff may be directed to perform jobs other than their usual duties for periods of time exceeding their normal working hours. In those cases, their workers' compensation insurance coverage becomes the responsibility of OES, but their overtime is paid by the district. For further information, see OES', "School Emergency Response: Using SEMS at Districts and Sites."

Government Code 3100-3109 require all disaster service workers to take the oath or affirmation of allegiance to the U.S. Constitution contained in the California Constitution, Article 20, Section 3; see AR/E 4112.3/4212.3/4312.3 - Oath or Affirmation. Although Board members are required to take the same oath upon entering office (see BB 9224 - Oath or Affirmation), they are not considered disaster service workers according to the definition in Government Code 3101.

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

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

Policy adopted: April 10, 2007

revised: July 10, 2018

revised: ??, 2024

Board Policy Manual
Sierra County/Sierra-Plumas Joint Unified School District

Business and Noninstructional Operations

Policy 3550: Food Service/Child Nutrition Program

CSBA NOTE: The following optional policy may be revised to reflect district practice. Education Code 49501.5, as amended by SB 348 (Ch. 600, Statutes of 2023), requires districts, during each school day, to make available, free of charge, one nutritionally adequate breakfast and one nutritiously adequate lunch to any student who requests a meal, regardless of the student's eligibility for a federally funded free or reduced-price meal. However, pursuant to Education Code 49431, as amended by AB 95 (Ch. 318, Statutes of 2023), a school is not prohibited from selling an additional nutritiously adequate meal that qualifies for federal reimbursement from the same meal service to a student who has been provided a free meal.

In order to receive reimbursements for the meals, a district is required to be approved for participation in the National School Lunch Program (42 USC 1751-1769j) or the School Breakfast Program (42 USC 1773). Additionally, pursuant to Education Code 49531, as amended by SB 348, a district must comply with state and federal guidelines or regulations in order to be eligible for state meal reimbursement. See BP/AR 3552 - Summer Meal Program, AR 5148 - Child Care and Development, and AR 5148.2 - Before/After School Programs for nutrition requirements pertaining to those programs. For food sales outside the district's food service program (e.g., by student and adult organizations, through vending machines, or at student stores), see BP/AR 3554 - Other Food Sales. Pursuant to Education Code 49495, the California Department of Education (CDE) has developed guidance, "Breakfast and Snacks for Nonschoolaged Children," available on its website, which provides information on the allowability and options for offering nonschoolaged children breakfast or a morning snack at a school site that serves any of grades K-6.

The Governing Board recognizes that adequate, nourishing food is essential to student health and well-being, development, and ability to learn. The Superintendent or designee shall develop strategies to increase students' access to and participation in the district's food service programs and maintain fiscal integrity of the programs in accordance with law.

~~Foods and beverages available through the district's food service program shall:~~

CSBA NOTE: Education Code 49501.5, as amended by SB 348, requires that a nutritionally adequate breakfast and lunch be made available to any student who requests a meal regardless of the student's eligibility for a free or reduced-price meal. However, the district still must determine student eligibility for free or reduced-price meals under the National School Lunch or School Breakfast Program in order to be reimbursed for such meals, as the funds provided under the California Universal Meal Program are meant to supplement, not supplant, federal funds.

Additionally, pursuant to Education Code 49501.5, as amended by SB 348, if a district offers independent study, the district must make available a nutritionally adequate breakfast and lunch on any school day that a student is scheduled for educational activities, as defined in Education Code 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility.

Each school day, a nutritionally adequate breakfast and lunch shall be made available at no cost to any student who requests a meal, including a student enrolled in an independent study program on any school day in which the student is scheduled for in-person educational activities of two or more hours. A nutritionally adequate breakfast or lunch is one that qualifies for reimbursement under the most current meal pattern for the federal School Breakfast Program or National School Lunch Program.

CSBA NOTE: Pursuant to Education Code 49431, as amended by SB 95, a school is not prohibited from selling an additional nutritiously adequate meal that qualifies for federal reimbursement from the same meal service to a student who has already been provided a free meal.

After a student has been provided a school meal at no cost, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same

meal service. (Education Code 49431)

Foods and beverages available through the district's food service program shall:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease

CSBA NOTE: 42 USC 1758b mandates each district participating in the National School Lunch Program (42 USC 1751-1769j) or any program in the Child Nutrition Act (42 USC 1771-1791), including the School Breakfast Program, to adopt a districtwide school wellness policy which includes nutrition guidelines for all foods available on school campuses; see BP 5030 - Student Wellness for language fulfilling this mandate. In addition, Education Code 49501.5 requires that meals provided under the California Universal Meals Program qualify for federal reimbursement. Also see the accompanying administrative regulation for state and federal legal requirements pertaining to nutrition standards.

2. Meet or exceed nutrition standards specified in law
3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits
4. Be served in age-appropriate portions

~~5. Be provided at no cost to students who request a meal~~

CSBA NOTE: The following paragraph is optional and may be revised to reflect district practice. In its, "Food and Nutrition Services Instruction 113-1," the U.S. Department of Agriculture (USDA) states that a district must put in place a public notification system or grassroots effort to inform applicants, participants, and potentially eligible individuals of program availability, rights and responsibilities, and nondiscrimination policy related to federally funded nutrition programs.

At the beginning of each school year, the Superintendent or designee shall communicate information related to the ~~district's~~district's food service programs to the public through available means, including, but not limited to, the ~~district's web site~~district's website, social media, flyers, and school publications.—

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Grant funding may be available through the Fresh Fruit and Vegetable Program (42 USC 1769a) to provide elementary students with a variety of free fresh fruits and vegetables throughout the school day as a supplement to school breakfast and lunch programs. Eligible schools are those that operate the National School Lunch Program and have 50 percent or more of students eligible for free and reduced-price meals. Additionally, SB 114 (Ch. 48, Statutes of 2023) allocates funds for eligible districts which may be expended on kitchen infrastructure upgrades and implementing any of the following school food best practices: (1) procuring California-grown or produced, sustainably grown, or whole or minimally processed foods to support equity in procurement practices, (2) using California-grown, whole or minimally processed foods in plant-based or restricted diet meals, (3) procuring plant-based or restricted diet food options, and/or (4) freshly preparing meals onsite. Districts that do not receive the above funding are nonetheless encouraged to follow these school food best practices. In addition, grant funding may be available from the California Department of Food and Agriculture's (CDFA) California Farm to School Incubator Grant, which includes a transitional kindergarten-12 Procurement and Education Grant for districts to procure California grown or produced, whole or minimally processed foods for incorporation into school meals and engage students in hands-on food education opportunities. See BP/AR 3551 - Food Service Operations/Cafeteria Fund for information regarding procurement.

The district's food service program shall give priority to serving ~~unprocessed~~freshly prepared onsite meals, using whole or minimally processed sustainable foods and ~~which are locally grown or produced, including fresh fruits and vegetables, and providing plant-based or restricted diet food options for students.~~

CSBA NOTE: Both state and federal law support the concept of using locally grown and/or organic produce in school cafeterias. Consistent with the state meal mandate, the Instructional School Gardens Program, established pursuant to Education Code 51795-51798, encourages the creation of school gardens as a means of providing children an opportunity to learn to make healthier food choices. Pursuant to Education Code 51798, a district that operates a school garden may sell produce grown in the school garden, regardless of whether the school participates in the Instructional School Gardens Program, if the district complies with applicable federal, state, and local health and safety requirements for the production, processing, and distribution of the produce. For more information about the benefits of farm to school programs, including the increase in student fruit and vegetable consumption associated with these programs, see CDFA's 2022 publication, "Planting the Seed: Farm to School Roadmap for Success." In addition, 42 USC 1769 permits a high poverty school (schools with 50 percent or more students eligible for free and/or reduced-price meals) that runs a community garden to use produce from the garden to supplement food provided at the school. Thus, such use is allowable provided the foods comply with health and sanitation requirements as well as applicable nutrition standards.

District schools are encouraged to establish school gardens and/or farm-to-school projects to increase the availability of safe, fresh, seasonal fruits and vegetables for school meals, positively impact students' knowledge related to food and nutrition, support the district's nutrition education program, ~~and increase students' consumption of these foods and participation in school meals.~~

CSBA NOTE: The following paragraph is optional. Education Code 49534 authorizes nutrition education programs to coordinate classroom instruction with the food service program and be of sufficient variety and flexibility to meet the needs of students in the district.

To the extent possible, the school meal program shall be coordinated with the nutrition education program, instructional program for teachers, parents/guardians and food service employees, available community resources, and other related district programs.

To encourage student participation in school meal programs, schools may offer multiple choices of food items within a meal service, provided all food items meet nutrition standards and all students are given an opportunity to select any food item.

The Superintendent or designee may invite students and parents/guardians to participate in the selection of foods of good nutritional quality for school menus.

CSBA NOTE: Pursuant to Education Code 49501.5, as amended by SB 348, students must be provided adequate time to eat, as determined by the district in consideration of the recommendations provided by CDE on or before June 30, 2025.

Students shall be allowed adequate time and space to eat meals. (Education Code 49501.5)

To the extent possible, school, recess, and transportation schedules shall be designed to promote participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school cafeterias and facilities for food preparation and consumption.

CSBA NOTE: The district's food service program is subject to the food safety standards in the California Retail Food Code (Health and Safety Code 113700-114437). In addition, 42 USC 1758 and 7 CFR 210.13 and 220.7 require all schools participating in the National School Lunch and/or Breakfast Program to implement a food safety program for the storage, preparation, and service of school meals. See the accompanying administrative regulation for requirements of the food safety program.

In accordance with law, the Superintendent or designee shall develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food preparation and service process.

CSBA NOTE: The following optional paragraph may be revised to reflect program evaluation indicators and reporting schedules determined by the district. Districts that participate in the National School Lunch Program, School Breakfast Program, Seamless Summer Feeding Option, and/or other federal meal program are subject to a state Administrative Review of district compliance with requirements for federal meal programs, including, but not limited to, a review of nutritional quality, meal patterns, provision of drinking water, school meal environment, and food safety. Each district is reviewed at least once every three years. Also see BP 3551 - Food Service Operations/Cafeteria Fund. However, Education Code 49431, 49431.2, and 49431.5 express legislative intent that the Governing Board annually review the district's compliance with nutrition standards for foods sold outside the National School Lunch or Breakfast Program. Pursuant to USDA's, "Food and Nutrition Services Instruction 113-1," any district participating in federal meal programs must collect racial and ethnic data on potentially eligible populations, applicants, and program participants; see BP 3555 - Nutrition Program Compliance.

The Superintendent or designee shall annually report to the Board on student participation in the district's nutrition programs and the extent to which the district's food service program meets state and federal nutrition standards for foods and beverages. In addition, the Superintendent or designee shall provide all necessary and available documentation required for the Administrative Review conducted by the California Department of Education (CDE) to ensure the food service program's compliance with federal requirements related to nutrition standards, meal patterns, provision of drinking water, school meal environment, food safety, and other areas as required by ~~the~~ CDE.

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

Policy adopted: April 10, 2007

revised: June 14, 2011

revised: May 12, 2015

revised: October 11, 2022

revised: ??, 2024

Board Policy Manual
Sierra County/Sierra-Plumas Joint Unified School District

Business and Noninstructional Operations

Policy 3551: Food Service Operations/Cafeteria Fund

CSBA NOTE: The following conditionally mandated policy may be revised to reflect district practice. Pursuant to U.S. Department of Agriculture's (USDA) Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773) are mandated to adopt policy addressing meal charges; see the section "Meal Sales" below and the accompanying administrative regulation. However, with the establishment of the California Universal Meal Program pursuant to Education Code 49501.5, as amended by SB 348 (Ch. 600, Statutes of 2023), all public schools in California must make available free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch each school day, to any student who requests a meal, regardless of the student's free or reduced-price meal eligibility status. Consequently, certain program requirements may no longer be applicable. For example, the California Department of Education (CDE) which, by law, provides guidance and oversight on the use of federal funding in nutrition programs, clarifies in Nutrition Services Division Management Bulletin SNP-04-2023 that districts which operate a non-pricing program such as the California Universal Meals Program, the Community Eligibility Program, or Provision 2 at all sites are not required to establish a meal charge policy because no students are charged for meals.

In view of the potential conflict between the federal requirement and CDE guidance, it is recommended that districts adopt this policy and accompanying administrative regulation which addresses meal charges, even if the district operates a non-pricing program such as the California Universal Meals Program. Districts with questions about meal charge policies should consult CSBA's District and County Office of Education Legal Services or district legal counsel.

Pursuant to 7 CFR 210.9, 210.14, and 220.7, districts participating in the National School Lunch and/or Breakfast program must maintain a nonprofit school food service program. Revenues received through the program may be used for the operation or improvement of the food service program, but not to purchase land or buildings unless otherwise approved by USDA's Food and Nutrition Services, or to construct buildings. Authorized expenditures are specified in Education Code 38101 and defined in CDE's, "California School Accounting Manual."

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

CSBA NOTE: The following paragraph applies to all districts. Pursuant to Education Code 49503, as amended by SB 348, district funds may also be used for the purchase of school meals for students as provided in Education Code 49501.5.

At the Board's discretion, district funds other than the cafeteria fund may be used for the purchase of school meals.

CSBA NOTE: The following paragraph is for use by districts that participate in the National School Lunch and/or Breakfast Program and may be adapted for use by other districts. Pursuant to 42 USC 1776 and 7 CFR 210.30, USDA has established minimum professional standards for food service directors and granted CDE the authority to adopt more flexible standards for districts with average daily attendance of less than 2,500. See CDE's Nutrition Services Division Management Bulletin SNP-13-2020 for updated information about state hiring standards.

The Superintendent or designee shall ensure that food service director(s) possess the qualifications

required by 7 CFR 210.30 and California Department of Education (CDE) standards.

CSBA NOTE: The following paragraph is for use by districts participating in the National School Lunch and/or Breakfast Program. Pursuant to 42 USC 1776, such districts must ensure that food service personnel and other appropriate personnel who conduct or oversee administrative procedures receive training, at least once each year, on food service administrative practices (i.e., training in application, certification, verification, meal counting, and meal claiming procedures). In addition, all food service personnel are required to receive annual training that is designed to improve the accuracy of approvals for free and reduced-price meals and the identification of reimbursable meals at the point of service and to ensure program compliance and integrity. Food service personnel must obtain certification on an annual basis to demonstrate competence in the training. Such training is required to include modules on nutrition, health and food safety standards and methodologies, and any other appropriate topics as determined by the U.S. Secretary of Agriculture. See CDE's website for online training that meets these requirements.

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by CDE. (42 USC 1776)

Meal Sales

~~Any student who requests a meal shall be served a nutritionally adequate breakfast and lunch free of charge, each school day. (Education Code 49501.5)~~

CSBA NOTE: Education Code 49501.5, as amended by SB 348, requires each district to make available one nutritionally adequate breakfast and one nutritiously adequate lunch each school day free of charge to any student who requests a meal, regardless of the student's eligibility for participation in the federal free or reduced-price meal program. Education Code 49501.5, as amended by SB 348, makes several other changes, including requiring a district that offers independent study to make such nutritionally adequate breakfast and lunch available to an independent study student on any school day that the student is scheduled for educational activities as defined in Education Code 49010, and, to the extent CDE receives approval from USDA, make available during a school day lasting four hours or less a nutritionally adequate breakfast or lunch in a noncongregate manner.

Furthermore, pursuant to Education Code 49431, as amended by AB 95 (Ch. 318, Statutes of 2023), a school is not prohibited from selling an additional nutritiously adequate meal that qualifies for federal reimbursement from the same meal service to a student who has been provided a free meal. For further information, see BP 3553 - Free and Reduced Price Meals.

Pursuant to Education Code 49495, CDE has developed guidance, "Breakfast and Snacks for Nonschoolaged Children," available on its website, which provides information on the allowability and options for offering nonschoolaged children breakfast or a morning snack at a school site, that serves any of grades K-6.

Each school day, a nutritionally adequate breakfast and lunch shall be made available at no cost to any student who requests a meal, including a student enrolled in an independent study program on any school day in which the student is scheduled for in-person educational activities of two or more hours. After such school meals have been made available to a student, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431, 49501.5)

As permitted by law, ~~additional or second meals~~, adult meals, and other nonprogram foods, such as smart snack compliant food and beverages sold in vending machines, may be sold to students. (Education Code 38082, 49431, 49501.5)

Meals may be sold to district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

CSBA NOTE: Pursuant to Education Code 38082, the Governing Board is authorized to adopt a resolution to permit the serving of meals to individuals and organizations other than those specified in the preceding paragraph. CDE's Nutrition Services Division Management Bulletin SNP-04-2021 states that funds from the National School Lunch or Breakfast Program may not be used to serve any nonstudent, that the price of an adult meal must fully cover all costs incurred in the production of the meal, including USDA Food fair market value, and that the common practice of 50 cent markup method to price adult meals may not be in compliance with USDA FNS instruction. The following optional paragraph is for districts that have adopted such a resolution and should be revised to reflect district practice.

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are authorized by the Superintendent or designee to be on campus. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

CSBA NOTE: Pursuant to Education Code 38084, the district may determine meal prices consistent with the goal of paying the costs of maintaining the cafeterias (exclusive of the costs of housing and equipping cafeterias or other costs determined by Board resolution, which are paid from district funds other than the cafeteria fund, pursuant to Education Code 38100).

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

CSBA NOTE: Pursuant to USDA Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast Program are mandated to have a written and clearly communicated meal charge policy. See the accompanying administrative regulation for additional language fulfilling this mandate.

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments. Such procedures shall conform with 2 CFR 200.426 and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public pursuant to Education Code 49557.5.

Cafeteria Fund and Account

CSBA NOTE: Pursuant to Education Code 38090, money received for the sale of food or for any services performed by the cafeterias may be paid into the county treasury to the credit of a "cafeteria fund" for the district.

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. 2 CFR Part 200, Appendix VII and USDA Memorandum SP60-2016 provide information regarding allowable indirect costs that may be charged to the nonprofit school food service account. Also see the accompanying administrative regulation.

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and for reasonable and necessary indirect program costs as allowed by law.

The wages, salaries, and benefits of food service employees shall be paid from the ~~cafeteria fund~~ district's general fund. At any time, the Board may order reimbursement from the district's cafeteria fund for these payments in amounts prescribed by the Board and not exceeding the costs actually incurred. (Education Code 38103)

Contracts with Outside Services

CSBA NOTE: The following section is optional. Pursuant to Education Code 45103.5, the district is authorized to contract for consulting services related to food service management. Education Code 45103.5, 42 USC 1758, and 7 CFR 210.16 authorize a district, under specified conditions, and with approval of CDE, to contract with a food service management company to manage food service operations in any district school. See the accompanying administrative regulation for related requirements.

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

Procurement of Foods, Equipment, and Supplies

CSBA NOTE: The following paragraph reflects requirements for districts participating in the National School Lunch and/or Breakfast Program.

Pursuant to 7 CFR 210.21, districts are required to comply with all requirements for purchasing commercial food products served in the school meal programs, including those outlined in the Buy American provision. USDA's Memorandum SP 38-2017 clarifies that a district participating in the National School Lunch and/or Breakfast Program or any entity purchasing food on its behalf must, to the maximum extent practicable, purchase domestically grown and processed foods, as defined. According to the Memorandum, a domestic commodity or product is deemed to be "substantially using" domestic agricultural commodities when over 51 percent of the final processed product consists of agricultural commodities produced in the United States. Districts should include a Buy American clause in all product specifications, solicitations, purchase orders, and any other procurement documents to ensure contractors are aware of this requirement.

Limited exceptions to the Buy American requirement are described in USDA's Memorandum SP 38-2017. If the district is using one of these exceptions, it must maintain documentation justifying the exception(s).

Pursuant to Education Code 49563, CDE has made information available on its website; see the, "Buy American Provision," section in, "Procurement in the CNPs Frequently Asked Questions".

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. Domestic commodity or product means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. SB 114 (Ch. 48, Statutes of 2023) allocates funds for eligible districts which may be expended on kitchen infrastructure upgrades and implementing any of the following school food best practices: (1) procuring California-grown or produced, sustainably grown, or whole or minimally processed foods to support equity in procurement practices, (2) using California-grown, whole or minimally processed foods in plant-based or restricted diet meals, (3) procuring plant-based or restricted diet food options, and/or (4) freshly preparing meals onsite. Districts that do not receive the above funding are nonetheless encouraged to follow these school food best practices. Additionally, grant funding may be available from the California Department of Food and Agriculture's (CDFA) California Farm to School Incubator Grant, which includes a transitional kindergarten-12 Procurement and Education Grant for districts to procure California grown or produced, whole or minimally processed foods for incorporation into school meals and engage students in hands-on food education opportunities.

The district's food service program shall give priority to serving freshly prepared onsite meals, using whole or minimally processed sustainable foods which are locally grown or produced, including fresh fruits and vegetables, and to providing plant-based or restricted diet food options for students.

CSBA NOTE: The following paragraph reflects requirements for districts participating in the National School Lunch and/or Breakfast Program. Pursuant to Food and Agriculture Code 58596.3 districts participating in the National School Lunch and/or Breakfast Program, except those with annual reimbursement of less than \$1,000,000, are also required to comply with the requirements specified in the following paragraph. Districts that have an annual reimbursement of less than \$1,000,000 may delete the following paragraph.

When soliciting for bids and contracts for the purchase of an agricultural food product, the district shall specify in the solicitation that only the purchase of agricultural food products grown, packed, or processed domestically is authorized, unless a specific exception applies. A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality, the quality of the domestic product is inferior to the quality of the nondomestic product, or the bid or price of the nondomestic product is more than 25 percent lower than the bid or price of the domestic product. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception for three years from the date of purchase. (Food and Agriculture Code 58596.3)

CSBA NOTE: The following paragraph applies to all districts, regardless of whether they participate in the National School Lunch or Breakfast Program. Food and Agriculture Code 58595 requires a district to accept a bid or price for an agricultural food product grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, when the conditions specified below are met.

Furthermore, the district shall accept a bid or price for an agricultural food product grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price for domestic product produced outside the state. (Food and Agriculture Code 58595)

CSBA NOTE: Pursuant to Public Contract Code 20111, districts participating in a federally funded child nutrition program, such as the National School Lunch and/or Breakfast Program, must comply with the federal procurement standards of 2 CFR 200.318-200.326 in regard to bid solicitations and awards. Also see BP/AR 3230 - Federal Grant Funds. Districts that do not participate in such a program may revise the following paragraph.

SB 114 allocates funds for eligible districts to expend on kitchen infrastructure upgrades, such as cooking or service equipment, refrigeration, storage, transportation, and training and professional development, that will increase a school's capacity to provide freshly prepared onsite meals, to serve fresh and nutritious school meals using minimally processed, locally grown, and sustainable food, or for expanding meal options for students with restricted diets.

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

CSBA NOTE: The following paragraph is for use by districts that have one or more schools participating in the National School Lunch Program, School Breakfast Program, Seamless Summer Feeding Option, and/or other federal meal program. The state monitoring process (the Administrative Review) includes a review of district compliance with requirements for federal meal programs, including a review of resource management in the food service program as provided in the following paragraph. CDE performs an administrative review of participating districts every three years. See CDE's nutrition services website for a current list of documents that may be requested for the review.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by CDE to ensure compliance of the district's food service program with federal requirements.

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

Policy adopted: April 10, 2007

revised: June 14, 2011

revised: February 11, 2014

revised: August 8, 2017

revised: May 8, 2018

revised: August 13, 2019

revised: June 23, 2020

revised: October 11, 2022

revised: October 10, 2023

revised: ??, 2024

Board Policy Manual

Sierra County/Sierra-Plumas Joint Unified School District

Business and Noninstructional Operations
Policy 3553: Free And Reduced Price Meals

CSBA NOTE: Education Code 49501.5, as amended by SB 348 (Ch. 600, Statutes of 2023), requires districts, during each school day, to make available, free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, regardless of the student's free or reduced-price meal eligibility. To be eligible for state reimbursement for provision of meals, a district must participate in the National School Lunch and/or School Breakfast Programs and comply with state and federal guidelines or regulations pursuant to Education Code 49501.5, as amended by SB 348.

Pursuant to 42 USC 1758 and 1773, districts that participate in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773) may receive a higher reimbursement rate for free and reduced-price meals than that provided for meals for noneligible students. In addition, state funding may be available through the State Breakfast and Lunch Program (Education Code 49490-49494). The district may apply to the California Department of Education (CDE) for available state and federal funds.

The requirement to make available at least one nutritionally adequate breakfast and one nutritionally adequate lunch to students applies during summer school sessions unless the district receives a waiver from the State Board of Education (SBE) under the conditions described in Education Code 49548. In order to receive a waiver, the district is required to submit a waiver request no later than 60 days before the last regular meeting of SBE before the start of the summer school session for which the waiver is sought. However, pursuant to Education Code 49547.5, as amended by SB 348, the provision of one free breakfast and one free lunch, as described above, does not apply to the Summer Food Service Program. Funding to support the provision of summer school meals is available through the Seamless Summer Feeding Option and/or Summer Food Service Program (Education Code 49547.5; 42 USC 1761); see BP/AR 3552 - Summer Meal Program.

Pursuant to Education Code 49506, as added by SB 348, CDE is required to work with the California Department of Social Services to maximize participation in the federal Summer Electronic Benefit Transfer for Children (Summer EBT) program, which, beginning in summer 2024, will provide families with \$40 per eligible child per month. For more information about the Summer EBT program, see the U.S. Department of Agriculture's (USDA), "Summer EBT," available on its website.

Additionally, pursuant to Education Code 49501.5, as amended by SB 348, to the extent CDE receives approval from USDA, a district may make available one meal in a school day lasting four hours or less to be served in a noncongregate manner.

Student eligibility for free and reduced-price meals serves as the basis for identifying students as low income for a variety of purposes, including, but not limited to, state allocations of supplemental and concentration funding within the local control funding formula. Districts must use such funding to increase or improve services for low-income students and other populations of "unduplicated students" (see BP/AR 3100 - Budget) and must establish goals and specific actions for low-income students in the local control and accountability plan (see BP/AR 0460 - Local Control and Accountability Plan).

The following policy is mandated for any district that authorizes employee access to students' free and reduced-price meal eligibility information for the disaggregation of academic achievement data and other specified purposes; see section "Confidentiality/Release of Records" below.

The Governing Board recognizes that adequate nutrition is essential to the development, health and well-being, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of all students in the district's food service program.

Each school day, the district shall ~~provide~~make available, free of charge, ~~a~~one nutritionally adequate breakfast and one nutritionally adequate lunch for any student who requests a meal. -(Education Code 49501.5)

CSBA NOTE: Pursuant to Education Code 49431, as amended by AB 95 (Ch. 318, Statutes of 2023), a school is not prohibited from selling an additional nutritiously adequate meal that qualifies for federal reimbursement from the same meal service to a student who has already been provided a free meal.

After a student has been provided a school meal at no cost, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431)

CSBA NOTE: Education Code 49564.3 requires districts with a "high poverty school," defined as a school that is eligible to operate the Community Eligibility Provision (CEP) pursuant to 42 USC 1759a, to adopt a universal meal service provision such as the CEP or Provision 2.

To provide optimal nutrition and ensure that schools receive maximum federal meal reimbursement, the Superintendent or designee shall assess the eligibility of district schools to operate a federal universal meal service provision, such as Provision 2 or the Community Eligibility Provision, pursuant to 42 USC 1759a. -The Superintendent or designee shall submit an application to operate a federal universal meal provision to the California Department of Education (CDE) on behalf of any district school that meets the definition of a "high poverty school." (Education Code 49564.3)

CSBA NOTE: In order to be reimbursed for the California Universal Meal Program established pursuant to Education Code 49501.5, as amended by SB 348, a school must participate in and meet the requirements of the federal School Breakfast Program or National School Lunch Program and any applicable state laws and regulations.

The Superintendent or designee shall ensure that meals served under the school nutrition program meet applicable state and/or federal nutritional standards, as specified in ~~accordance with law, Board policy,~~ and district-adopted guidelines.

CSBA NOTE: Education Code 49557 requires the district to develop a plan ensuring that students eligible to receive free and reduced-price meals are not treated differently in the implementation of the food services program. See the accompanying administrative regulation for plan requirements.

The Board shall approve, and shall submit to CDE for approval, a plan that ensures that students eligible to receive free or reduced-price meals are not treated differently from other students and that meets other requirements specified in Education Code 49557.-

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential and may not be disclosed except as provided by law and authorized by the Board or pursuant to a court order. ~~-(Education Code 49558)~~

~~The Board authorizes designated employees to use records pertaining to an individual student's eligibility for the free and reduced-price meal program for the following purposes: (Education Code 49558)~~

CSBA NOTE: The remainder of this section should be revised to reflect the purposes for sharing free and reduced-price eligibility information that are authorized by the Governing Board. Districts wishing to use free and reduced-price meal records for the following purposes are mandated by Education Code 49558 to adopt a policy authorizing employee access. See the accompanying administrative regulation for additional requirements applicable to districts that authorize such access.

The Board authorizes designated employees to use records pertaining to an individual student's eligibility for the free and reduced-price meal program for the following purposes: (Education Code 49558)

1. Disaggregation of academic achievement data

CSBA NOTE: Education Code 49558 allows districts to use the name and eligibility status of students participating in the free and reduced-price meal program to identify students eligible for school choice and supplemental educational services (SES) in Title I schools identified for program improvement. However, the Every Student Succeeds Act (P.L. 114-95) repealed 20 USC 6316 which had required the provision of student transfers and SES.

Although Education Code 49558 has not yet been amended to reflect the repeal of 20 USC 6316, CSBA believes that the use of free and reduced-price eligibility data would be necessary to implement Title I, Part A of the Elementary and Secondary Education Act, which provides financial assistance to meet the needs of students from low-income families, as well as other federal programs. The district should consult CSBA's District and County Office of Education Legal Services or district legal counsel if it has questions about the use of free and reduced-price meal information for these or other purposes.

2. Identification of students eligible for services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576

CSBA NOTE: In its Management Bulletin SNP-02-2018, CDE clarified that designated school officials authorized to administer the free and reduced-price meal program may share the name and eligibility status of a student with other school officials within the district for purposes not directly related to the free and reduced-price meal program, such as to facilitate the provision of educational services and support to students who participate in the free and reduced-price meal program on a targeted basis rather than on a schoolwide or districtwide basis, in accordance with the local control accountability plan.

2.

3. Facilitation of targeted educational services and supports to individual students based on the local control accountability plan

CSBA NOTE: According to CDE's Management Bulletin SNP-12-2015, Education Code 49558 does not prohibit the sharing of free and reduced-price meal application information to other districts/schools for the purpose of determining student eligibility. For this purpose, the district may provide only a student's name and eligibility status unless the applicant consents to the sharing of additional information.

If a student transfers from the district to another district, charter school, county office of education program, or private school, the Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist that other educational agency in ensuring that the student continues to receive school meals.

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school, or county office of education that is serving a student living in the same household for purposes related to program eligibility and data used in local control funding formula (LCFF) calculations. -(Education Code 49558)

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the LCFF and for assessing accountability of that funding. -(Education Code 49558)

The Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals or, if included in the agreement with the local agency, for reduced-price meals. The Superintendent or designee also may release information on the school lunch application to the local agency that determines eligibility for CalFresh or another nutrition assistance program

authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of information and the district has entered into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of the district and local agency and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. -(Education Code 49557.2, 49557.3, 49558)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: June 14, 2011
revised: April 12, 2016
revised: May 8, 2018
revised: October 11, 2022
revised: ??, 2024

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

Students

Policy 5116.1: Intradistrict Open Enrollment

The Board of Education desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also maximizing the efficient use of district facilities and resources. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of their residence within the district. (Education Code 35160.5)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

The Superintendent or designee shall grant priority for the enrollment of a student in a district school outside of the student's attendance area, if the student:

1. Is enrolled in a district school designated by the California Department of Education (CDE) as "persistently dangerous" (20 USC 7912; 5 CCR 11992)
2. Is a victim of a violent crime while on school grounds (20 USC 7912)
3. Is a victim of an act of bullying committed by another district student, as determined through an investigation following the parent/guardian's submission of a written complaint with the school, district, or local law enforcement agency pursuant to Education Code 234.1 (Education Code 46600)

If the district school requested by the student is at maximum capacity, the Superintendent or designee shall accept an intradistrict transfer request for another district school. (Education Code 46600)

4. Is currently enrolled in a district school identified by CDE for comprehensive support and improvement, with priority given to the lowest academically achieving students from low-income families as determined pursuant to 20 USC 6313(a)(3) (20 USC 6311)
5. Is experiencing special circumstances that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent or designee must have received either: (Education Code 35160.5)
 - a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official or a social worker, or

a properly licensed or registered professional, including, but not necessarily limited to, a psychiatrist, psychologist, marriage and family therapist, clinical social worker, or professional clinical counselor

- b. A court order, including a temporary restraining order and injunction
- 6. Is a sibling of another student already attending that school
- 7. Has a parent/guardian whose primary place of employment is that school

Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law and Board policy, applications for intradistrict open enrollment shall be submitted between May 1 and June 30 of the school year preceding the school year for which the transfer is requested.

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

Except for the enrollment priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine which students shall be admitted whenever a district school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance. However, existing entrance criteria may be used for enrolling students in specialized schools or programs, provided that the criteria are uniformly applied to all applicants. In addition, academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

Transportation

In general, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

However, upon parent/guardian request, the district shall provide transportation assistance to any student who is eligible for free or reduced-price meals and whose enrollment in a district school outside the student's attendance area is a result of being a victim of bullying. (Education Code 46600)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: May 10, 2011
revised: September 13, 2016
revised: January 14, 2020

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

Instruction

Policy 6145: Extracurricular And Cocurricular Activities

The Board of Education recognizes that extracurricular and cocurricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. No extracurricular or cocurricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or cocurricular activity be required or refused on those bases. (5 CCR 4925)

Any complaint alleging unlawful discrimination in the district's extracurricular or cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

Unless specifically authorized by law, no student shall be charged a fee for his/her participation in educational activities, including extracurricular and cocurricular activities and materials or equipment related to such activities. (Education Code 49010, 49011)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7 through 8 must demonstrate weekly satisfactory academic progress including but not limited to:

1. Maintenance of a grade report that reflects no "F" or failing grade.
 - a. Students may practice with an "F" grade but are not allowed to participate in games, tournaments, or travel with the team.

To be eligible to participate in extracurricular and cocurricular activities, students in grades 9 through 12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale with no "F" grade(s) in all enrolled classes
2. Maintenance of minimum progress toward meeting high school graduation requirements

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

Any decision regarding the eligibility of a homeless student, foster youth, or child of an active duty military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Cocurricular Events

When attending or participating in extracurricular and cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

Annual Policy Review

The Board shall annually review this policy and implementing regulations. (Education Code 35160.5)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: October 9, 2007
revised: August 14, 2012
revised: October 9, 2012
revised: February 9, 2016
revised: July 11, 2017