

# Sierra County Office of Education



## First Interim Budget 2025/2026

December 9, 2025  
James Berardi/Superintendent

**Sierra County Office of Education**  
**2025-2026 First Interim Budget**  
**Presented December 9, 2025**

Sierra County Office of Education (SCOE) is required by law to report and certify two budget interim revisions each year by December and March 15th. The budget encompasses the General Fund of the county office of education, and is also accompanied by a cash-flow projection and a multi-year projection covering the 2025/26 budget and two subsequent years.

The following narrative provides the major assumption used in the preparation of the County’s 2025-2026 June Adopted Budget. Keep in mind that a budget and multi-year projection are just that—projections, not forecasts. Projections are expected to change as various factors change, they are not predictions.

Projections are the mathematical result of today’s decisions based on a given set of assumptions. Forecasts, on the other hand, are predictions of the future; there is a higher implied reliability factor than for projections. Projections will change anytime the underlying factors change.

## **The Big Picture**

Governor Gavin Newsom signed several budget bills (SB 101, AB 102, SB 103, AB 104, SB 105) and trailer bills (AB 121, SB 120, SB 147, SB 151) to adopt and implement the 2025-26 State Budget. The budget retained the majority of the proposals included in the May Revision; however, some additional changes were incorporated. The final budget agreement solves an \$11.8 billion general fund deficit for 2025-26 and provides a balanced fiscal plan with reductions in growth in state spending while maintaining key programs.

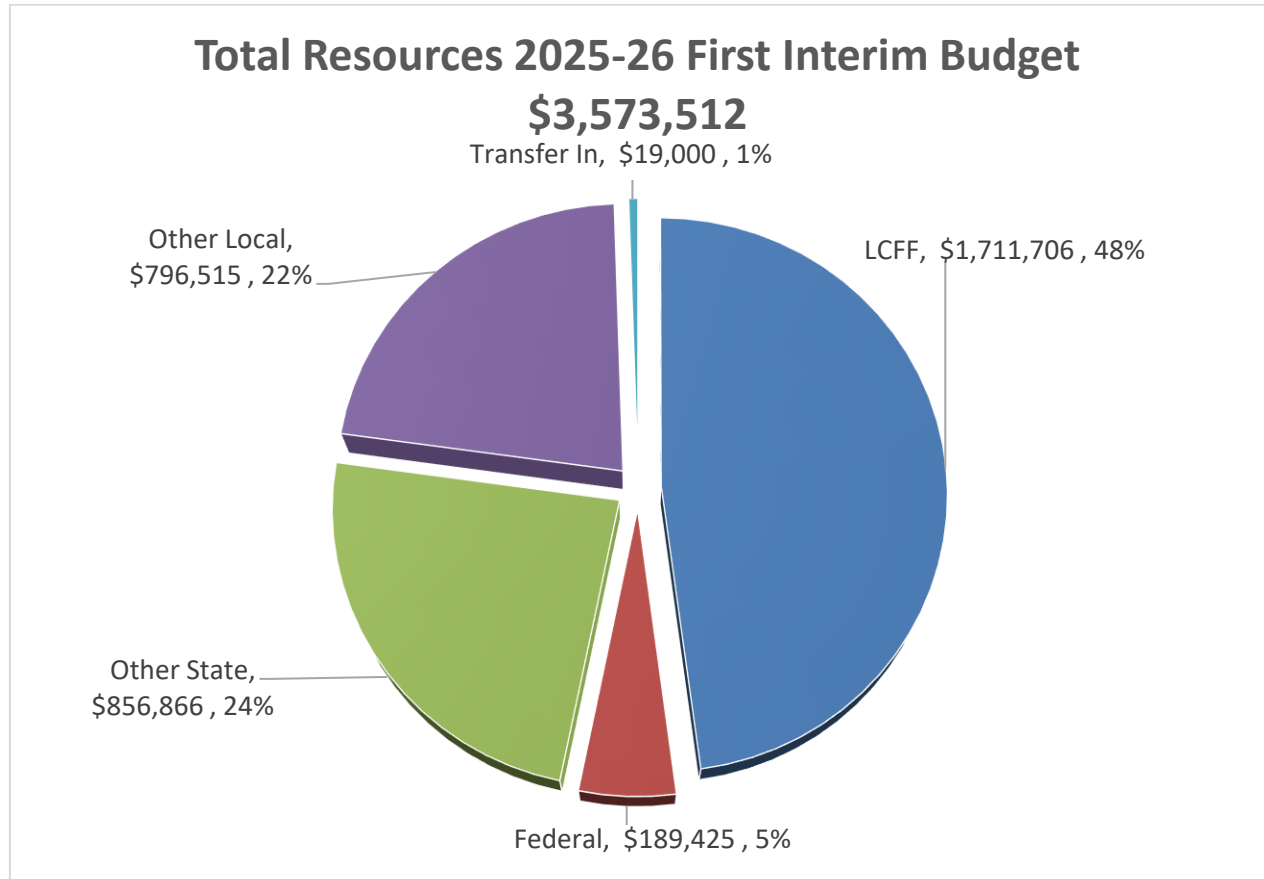
Revised estimates of general fund revenues result in updated Proposition 98 guarantee levels: \$98.5 billion for 2023-24, \$119.9 billion for 2024-25, and \$114.6 billion for 2025-26. These revised levels represent a \$3.9 billion increase over the three-year period relative to the 2024 Budget Act. Due to the risk in revenue projections, the 2025-26 budget appropriates the 2024-25 level at \$118 billion — \$1.9 billion below the most recent calculation. This difference, referred to as settle-up, reflects uncertainty in revenue estimates and is intended to protect core program funding if realized. Proposition 98 is calculated using Test 2 for 2023-24 and Test 1 for both 2024-25 and 2025-26

Categorical programs receiving COLA include Special Education, Child Nutrition, Youth in Foster Care, Mandated Block Grant, Charter School Facilities Grant Program, American Indian Education Centers, the American Indian Early Childhood Education Program, and the LCFF Equity Multiplier.

- ❖ COLA of 2.30% projected for 25/26
- ❖ COLA of 3.02% projected for 26/27 and
- ❖ COLA of 3.42% projected for 27/28



**GENERAL FUND**

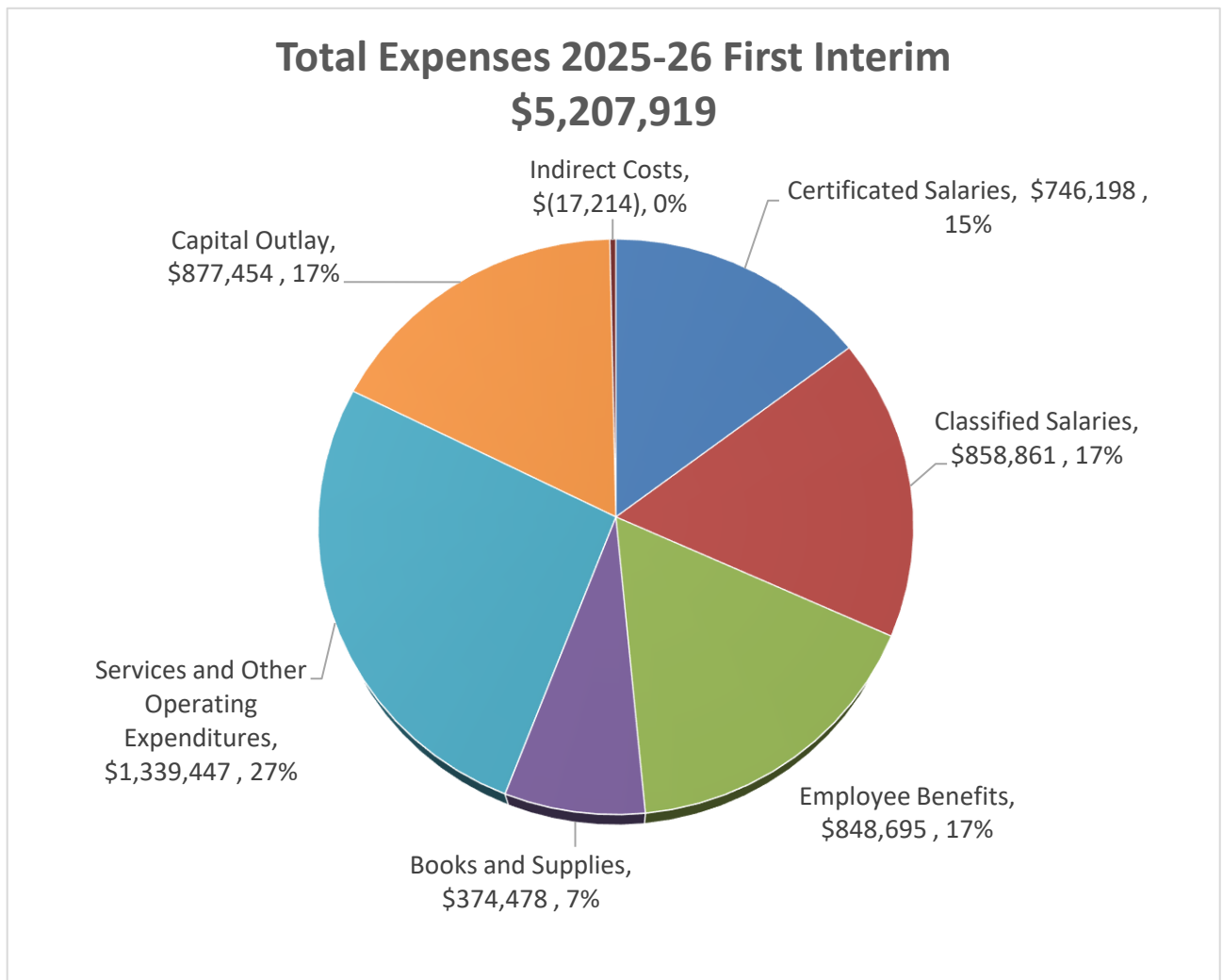


Description	2022-2023 Actuals	2023-2024 Actuals	2024-2025 Actuals	2025-2026 Adopted Budget	2025-2026 First Interim Budget
LCFF Resources	\$1,163,667	\$1,646,249	\$1,679,978	\$1,712,134	\$1,711,706
Federal	174,033	156,343	180,351	185,032	189,425
Other State	1,036,287	921,045	837,882	948,848	856,866
Other Local	1,152,771	444,132	1,014,818	810,687	796,515
Transfers-in	85,871	118,374	19,537	70,000	19,000
<b>Total</b>	<b>\$3,612,629</b>	<b>\$3,286,143</b>	<b>\$3,732,566</b>	<b>\$3,726,701</b>	<b>\$3,573,512</b>



## EXPENDITURES

### General Fund Expenditures



## Expenditures Comparison

Description	2022-2023 Actuals	2023-2024 Actuals	2024-2025 Actuals	2025-2026 Adopted Budget	2025-2026 First Interim Budget
Certificated	\$ 491,859	\$ 653,366	\$ 717,215	\$ 739,771	\$ 746,198
Classified	577,090	616,044	841,823	703,051	858,861
Benefits	668,703	685,511	703,704	771,416	848,695
Books & Supplies	60,408	68,834	94,355	192,516	374,478
Services & Operating	603,118	607,724	651,866	1,139,054	1,339,447
Capital Outlay	-0-	112,645	83,838	790,000	877,454
Other Outgo	-0-	-14,633	-7,997	-17,215	-17,214
Transfers Out	-0-	25,578	19,537	-0-	-0-
<b>Total</b>	<b>2,401,178</b>	<b>2,755,069</b>	<b>3,104,341</b>	<b>4,318,593</b>	<b>5,027,919</b>

## Expenditure Changes

- The increase in Classified Salaries is due to the of anticipated expenses from the Learning Recovery Emergency Block and Mental Health Student Services Act grants,
- The decrease in Benefits is due to the above increase in Classified Salaries.
- An increase in Books and Supplies is due to
- The increase in Capital Outlay expenditures is due to the award of the CTEIG Grant noted above in the Revenue Changes section.

## Net Increase (Decrease) in Fund Balance & Ending Fund Balance

Fiscal Year	Fund Balance Increase	Ending Fund Balance
2022-23 actuals	\$ 1,917,336	\$ 6,963,591
2023-24 actuals	\$ 531,074	\$ 6,119,898
2024-25 actuals	\$ 647,762	\$ 6,767,661
2025-26 Original Budget	\$ (591,892)	\$ 5,777,892
2025-26 First Interim Budget	\$ (1,454,407)	\$ 5,313,253

## MYP as of First Interim

Description	Adopted Budget 2025/26	First Interim Budget 2025/26	Projected 2026/27	Projected 2027/28
Total Revenues	\$ 3,656,701	\$ 3,554,512	\$ 3,531,619	\$ 3,581,357
Total Expenditures	4,318,593	5,027,919	3,491,590	3,447,362
Excess/(Deficiency)	(661,892)	(1,473,407)	40,029	133,995
Other Sources/Uses	70,000	19,000	19,000	19,000
Net Increase/(Decrease)	(591,892)	(1,454,407)	59,029	152,995
Add: Beginning Fund Balance	6,369,784	6,767,660	5,313,253	5,372,282
Ending Fund Balance	\$ 5,777,892	\$ 5,313,253	\$ 5,372,282	\$ 5,525,277

<b>Personnel</b>	<b>FTE</b>	
Certificated	6.66	} 23.97 FTE
Superintendent	.17	
Administrative	2.70	
Classified	11.44	
Confidential	3.00	

**Direct Services Contracted to provide special education services**

Speech  
Occupational Therapy  
Adapted P.E.

**Comments**

1. 25/26 COLA 2.30%, 26/27 COLA 3.02 and 27/28 COLA 3.42%
2. Certificated health and welfare (H/W) soft cap selected plan employee range (14,398.50 to 17,536.50); Certificated employees hired effective 2017/18 hard capped at \$17,536; all other employees H/W is capped at \$17,536. H/W cost is \$300,951.
3. PERS rate decrease from 27.05% to 26.81%, for a projected annual cost of \$212,852.
4. STRS rate did not change, remains at 19.10% for a projected annual cost of \$203,695.
5. Collect funds from Sierra-Plumas JUSD shared business, curriculum, and technology services.
6. Forest Reserve Revenue budget is \$19,000.
7. Projected general fund ending cash balance: \$4,940,934.
8. The Board’s required reserve for economic uncertainties of 13%, \$653,629, is met in the current budget year, 2025–26, as well as in the first and second out years, \$453,906 for 2026–27 and \$448,157 for 2027–28.
9. Staff recommendation is to approve the First Interim Budget.

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form AJ, Line B5)						
		376.06	0.00%	376.06	0.00%	376.06
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFE Sources	8010-8099	1,711,706.00	2.49%	1,754,339.00	2.84%	1,804,077.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	6,128.00	0.00%	6,128.00	0.00%	6,128.00
4. Other Local Revenues	8600-8799	385,030.00	0.00%	385,030.00	0.00%	385,030.00
5. Other Financing Sources						
a. Transfers In	8900-8929	19,000.00	0.00%	19,000.00	0.00%	19,000.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(76,172.00)	0.00%	(76,172.00)	0.00%	(76,172.00)
6. Total (Sum lines A1 thru A5c)		2,045,692.00	2.08%	2,088,325.00	2.38%	2,138,063.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				374,665.00		380,959.00
b. Step & Column Adjustment				6,294.00		6,400.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	374,665.00	1.68%	380,959.00	1.68%	387,359.00
2. Classified Salaries						
a. Base Salaries				609,381.00		626,444.00
b. Step & Column Adjustment				17,063.00		17,540.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	609,381.00	2.80%	626,444.00	2.80%	643,984.00
3. Employee Benefits	3000-3999	486,480.00	2.46%	498,447.00	2.75%	512,154.00
4. Books and Supplies	4000-4999	33,936.00	3.14%	35,000.00	14.29%	40,000.00
5. Services and Other Operating Expenditures	5000-5999	475,050.00	1.04%	480,000.00	1.04%	485,000.00
6. Capital Outlay	6000-6999	622,454.00	(94.38%)	35,000.00	0.00%	35,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(134,010.00)	.92%	(135,244.00)	0.00%	(135,244.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		2,467,956.00	(22.18%)	1,920,606.00	2.48%	1,968,253.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(422,264.00)		167,719.00		169,810.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		5,586,835.00		5,164,571.00		5,332,290.00
2. Ending Fund Balance (Sum lines C and D1)		5,164,571.00		5,332,290.00		5,502,100.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	600.00		600.00		600.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
d. Assigned	9780	262.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	653,629.00		453,906.00		448,157.00
2. Unassigned/Unappropriated	9790	4,510,080.00		4,877,784.00		5,053,343.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,164,571.00		5,332,290.00		5,502,100.00
<b>E. AVAILABLE RESERVES</b>						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	653,629.00		453,906.00		448,157.00
c. Unassigned/Unappropriated	9790	4,510,080.00		4,877,784.00		5,053,343.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		5,163,709.00		5,331,690.00		5,501,500.00
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

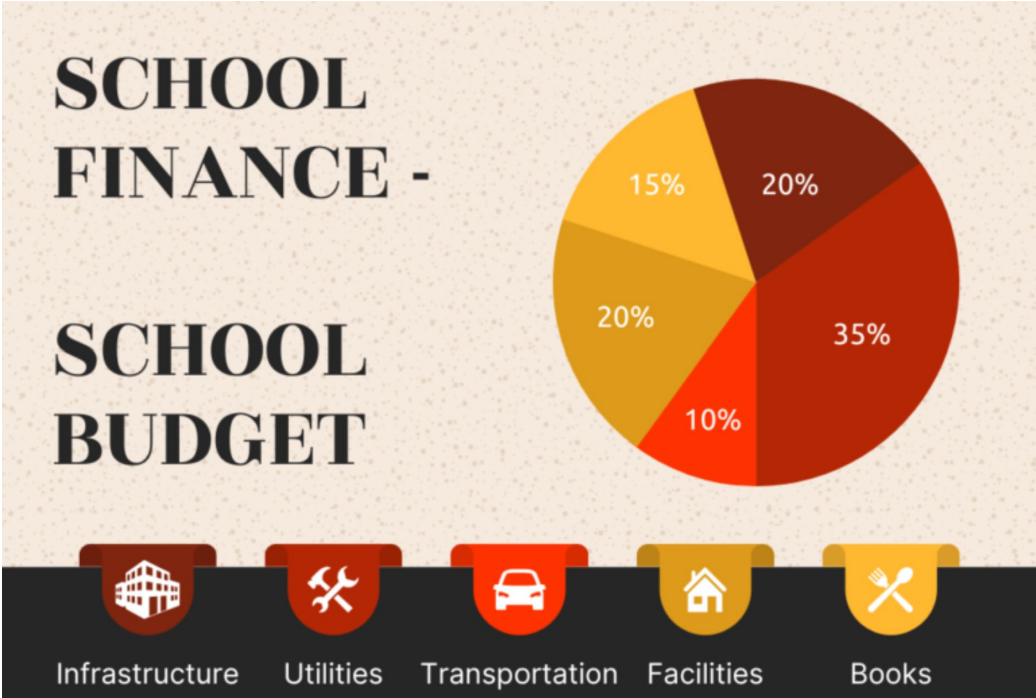
Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form AI, Line B5)						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFE Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	189,425.00	0.00%	189,425.00	0.00%	189,425.00
3. Other State Revenues	8300-8599	850,738.00	0.00%	850,738.00	0.00%	850,738.00
4. Other Local Revenues	8600-8799	411,485.00	(15.92%)	345,959.00	0.00%	345,959.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	76,172.00	0.00%	76,172.00	0.00%	76,172.00
6. Total (Sum lines A1 thru A5c)		1,527,820.00	(4.29%)	1,462,294.00	0.00%	1,462,294.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				371,533.00		377,849.00
b. Step & Column Adjustment				6,316.00		6,423.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	371,533.00	1.70%	377,849.00	1.70%	384,272.00
2. Classified Salaries						
a. Base Salaries				249,480.00		256,416.00
b. Step & Column Adjustment				6,936.00		7,128.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	249,480.00	2.78%	256,416.00	2.78%	263,544.00
3. Employee Benefits	3000-3999	362,215.00	3.31%	374,204.00	3.36%	386,778.00
4. Books and Supplies	4000-4999	340,542.00	(66.23%)	115,000.00	(13.04%)	100,000.00
5. Services and Other Operating Expenditures	5000-5999	864,397.00	(62.40%)	325,000.00	(30.77%)	225,000.00
6. Capital Outlay	6000-6999	255,000.00	(90.20%)	25,000.00	0.00%	25,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	116,796.00	(16.51%)	97,515.00	(3.08%)	94,515.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		2,559,963.00	(38.63%)	1,570,984.00	(5.85%)	1,479,109.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		(1,032,143.00)		(108,690.00)		(16,815.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		1,180,825.00		148,682.00		39,992.00
2. Ending Fund Balance (Sum lines C and D1)		148,682.00		39,992.00		23,177.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	148,682.00		39,992.00		23,177.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		148,682.00		39,992.00		23,177.00
<b>E. AVAILABLE RESERVES</b>						
1. County School Service Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form AI, Line B5)		376,06	0.00%	376,06	0.00%	376,06
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCOFF Sources	8010-8099	1,711,706.00	2.49%	1,754,339.00	2.84%	1,804,077.00
2. Federal Revenues	8100-8299	189,425.00	0.00%	189,425.00	0.00%	189,425.00
3. Other State Revenues	8300-8599	856,866.00	0.00%	856,866.00	0.00%	856,866.00
4. Other Local Revenues	8600-8799	796,515.00	(8.23%)	730,989.00	0.00%	730,989.00
5. Other Financing Sources						
a. Transfers In	8900-8929	19,000.00	0.00%	19,000.00	0.00%	19,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		3,573,512.00	(.64%)	3,550,619.00	1.40%	3,600,357.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				746,198.00		758,808.00
b. Step & Column Adjustment				12,610.00		12,823.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	746,198.00	1.69%	758,808.00	1.69%	771,631.00
2. Classified Salaries						
a. Base Salaries				858,861.00		882,860.00
b. Step & Column Adjustment				23,999.00		24,668.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	858,861.00	2.79%	882,860.00	2.79%	907,528.00
3. Employee Benefits	3000-3999	848,695.00	2.82%	872,651.00	3.01%	898,932.00
4. Books and Supplies	4000-4999	374,478.00	(59.94%)	150,000.00	(6.67%)	140,000.00
5. Services and Other Operating Expenditures	5000-5999	1,339,447.00	(39.90%)	805,000.00	(11.80%)	710,000.00
6. Capital Outlay	6000-6999	877,454.00	(93.16%)	60,000.00	0.00%	60,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(17,214.00)	119.18%	(37,729.00)	7.95%	(40,729.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		5,027,919.00	(30.56%)	3,491,590.00	(1.27%)	3,447,362.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)		(1,454,407.00)		59,029.00		152,995.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F 1e)		6,767,660.00		5,313,253.00		5,372,282.00
2. Ending Fund Balance (Sum lines C and D1)		5,313,253.00		5,372,282.00		5,525,277.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	600.00		600.00		600.00
b. Restricted	9740	148,682.00		39,992.00		23,177.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
d. Assigned	9780	262.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	653,629.00		453,906.00		448,157.00
2. Unassigned/Unappropriated	9790	4,510,080.00		4,877,784.00		5,053,343.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,313,253.00		5,372,282.00		5,525,277.00
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	653,629.00		453,906.00		448,157.00
c. Unassigned/Unappropriated	9790	4,510,080.00		4,877,784.00		5,053,343.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		5,163,709.00		5,331,690.00		5,501,500.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		102.70%		152.70%		159.59%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For counties that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546 objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00				
2. County Office's Total Expenditures and Other Financing Uses Used to determine the reserve standard percentage level on line F3d (Line B11, plus line F1b2 if line F1a is No)						
		5,027,919.00		3,491,590.00		3,447,362.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		5,027,919.00		3,491,590.00		3,447,362.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		5,027,919.00		3,491,590.00		3,447,362.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 8 for calculation details)		5%		5%		5%
e. Reserve Standard - By Percent (Line F3c times F3d)		251,395.95		174,579.50		172,368.10
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 8 for calculation details)		88,000.00		88,000.00		88,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		251,395.95		174,579.50		172,368.10
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

# Sierra-Plumas Joint Unified School District



## First Interim Budget 2025/26

December 9, 2025  
Sean Snider, Superintendent

**Sierra-Plumas Joint Unified School District**  
**2025-2026 First Interim Budget**  
**Presented December 9, 2025**

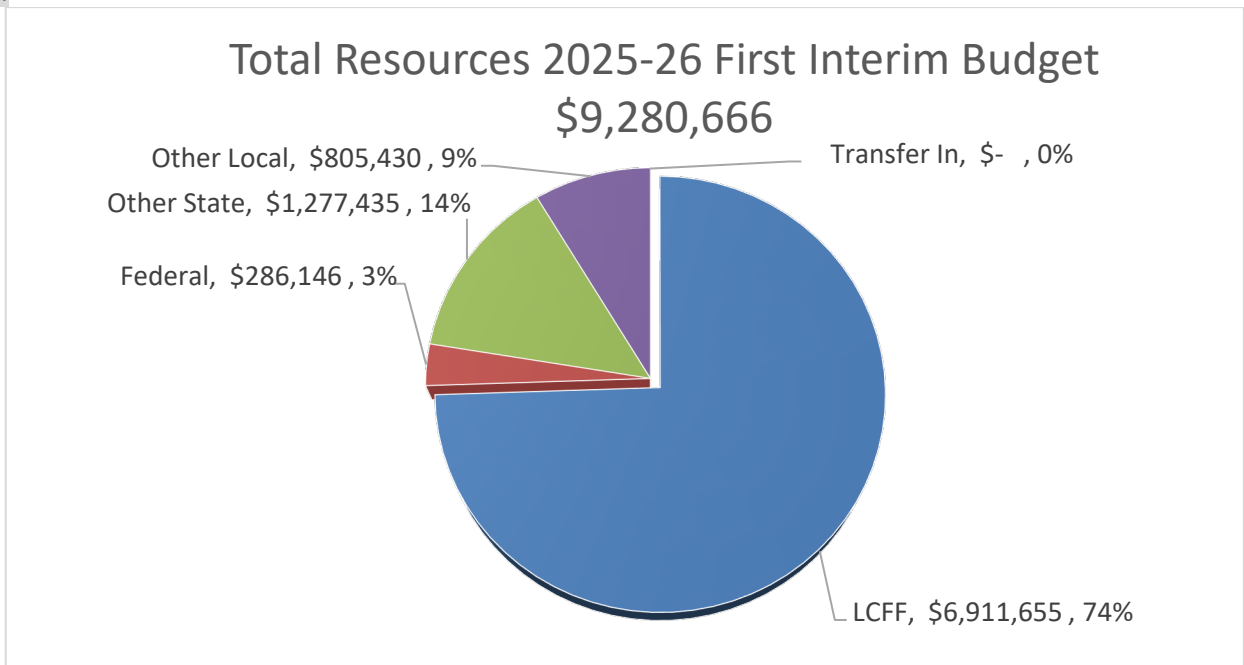
Sierra-Plumas Joint Unified School District (SPJUSD) is required by law to report and certify two budget interim revisions each year by December 15<sup>th</sup> and March 15<sup>th</sup>. The budget encompasses the General Fund of the district, and is also accompanied by a cash-flow projection and a multi-year projection covering the 2025/26 budget and two subsequent years.

The following narrative provides the major assumptions used in the preparation of the District's 2025-2026 December Interim Budget. Keep in mind that a budget and multi-year projection are just that-projections, not forecasts. Projections are expected to change as various factors change, they are not predictions.

Projections are the mathematical result, based on a given set of assumptions. Forecasts, on the other hand, are predictions of the future; there is a higher implied reliability factor than for projections. Projections will change anytime the underlying factors or assumptions change.

**GENERAL FUND**

**Revenues:**



## Revenue Comparison Chart

Description	2022-2023 Actuals	2023-2024 Actuals	2024-2025 Actuals	2025-2026 Adopted Budget	2025-2026 First Interim Budget
LCFF	\$5,049,959	\$6,947,190	\$6,701,383	\$6,868,242	\$6,911,655
Federal	713,218	1,248,463	292,709	371,318	286,146
Other State	1,928,133	989,394	1,632,772	1,220,317	1,277,435
Local	627,938	649,275	732,406	803,430	805,430
Transfer in	0	0	0	0	0
Other Sources	0	0	0	0	0
<b>Total</b>	<b>\$8,319,248</b>	<b>\$9,834,322</b>	<b>\$9,359,270</b>	<b>\$9,263,307</b>	<b>\$9,280,666</b>

### Notes:

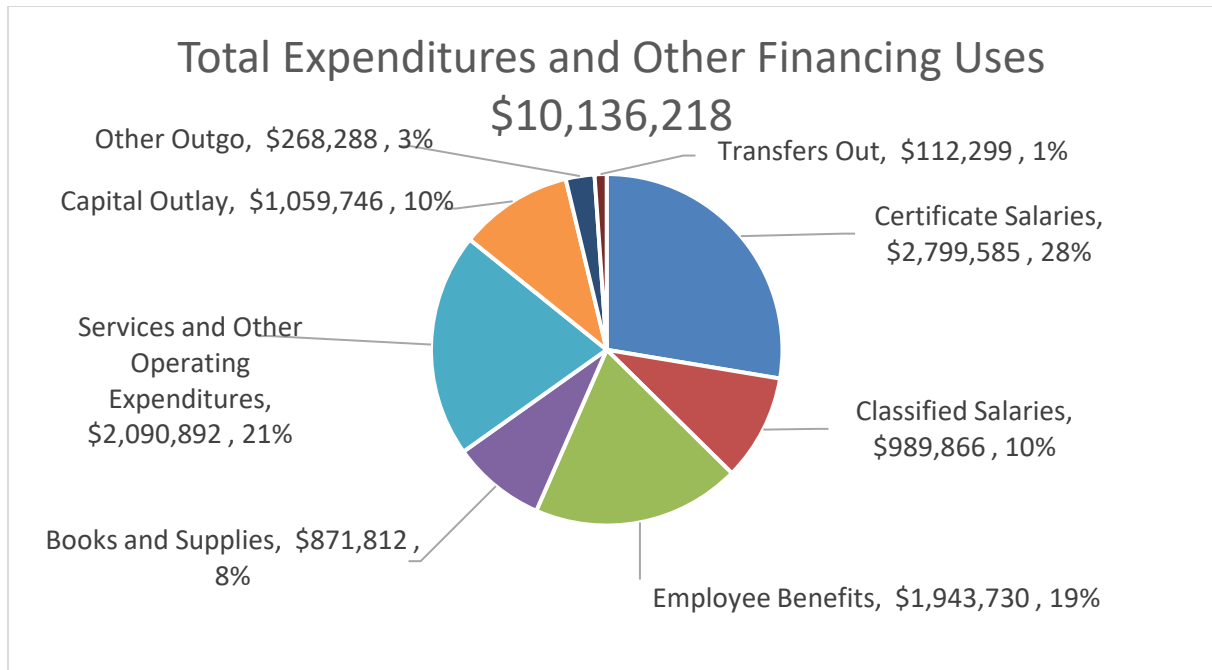
- “Other State” Revenue includes, but is not limited to sources such as Proposition 28, Expanded Learning Opportunities Program (ELO-P), Career Technical Education Incentive Grant (CTEIG), State Lottery, and Mandate Block Grant.

### Revenue Changes

- \$38,000 of the increase in “LCFF” revenue is due to an increase in our projected TK ADA of 1.98.
- Decrease in "Federal" is primarily a result of the reduction in anticipated Forest Reserve revenue.
- Increase in "Other State" is primarily a result of receiving the Career Technical Education Incentive Grant (CTEIG) award, which was not known at the time the 2025-2026 Adopted Budget was prepared.



## General Fund Expenditures and Financing Uses:



## Expenditures:

Description	2022-2023 Actuals	2023-2024 Actuals	2024-2025 Actuals	2025-2026 Adopted Budget	2025-2026 First Interim Budget
Certificated	2,160,863	2,918,211	2,907,969	3,201,124	2,799,585
Classified	796,917	958,512	969,294	1,105,067	989,866
Benefits	1,628,729	1,959,552	1,652,762	2,204,878	1,943,730
Books & Supplies	396,366	416,686	409,350	872,041	871,812
Services & Operating	1,441,129	2,037,124	1,859,793	2,023,740	2,090,892
Capital Outlay	87,056	334,544	333,445	900,308	1,059,746
Other Outgo	71,977	111,430	303,008	268,288	268,288
Transfer-Out	73,435	308,858	2,056,243	86,232	112,299
<b>Total</b>	<b>\$6,656,472</b>	<b>\$9,044,917</b>	<b>\$10,491,864</b>	<b>10,658,556</b>	<b>10,136,218</b>

## Expenditure Changes

- The decrease in Certificated Salaries is due to temporary grant-funded positions being removed from the Golden State Pathways Grant (\$250,000), and the North State Together [Sierra Strong] Grant (\$139,767).
- The decrease in Classified Salaries is due to the reduction of anticipated expenses from the Learning Recovery Emergency Block and Mental Health Student Services Act grants.
- The decrease in Benefits is due to the above reduction in Certificated and Classified Salaries.
- The increase in the Services and Operating budget is primarily due to one-time expenses funded by the Middle College Early College Grant.
- The increase in Capital Outlay expenditures is due to the award of the CTEIG Grant noted above in the Revenue Changes section and potential capital expenditures from that grant.

<b>Personnel</b>	<b>FTE</b>
Certificated	26.00
Administration	4.00
Classified	<u>22.90</u>
<b>Total FTE:</b>	<b>52.90</b>

**Net Increase (Decrease) in General Fund Balance (Fund 1) and Ending Fund Balance**

Fiscal Year	Net Increase (Decrease) in Fund Balance	Ending Fund Balance
2021-22 Actuals	1,583,886	5,358,229
2022-23 Actuals	(384,624)	4,973,605
2023-24 Actuals	789,405	5,705,118
2024-25 Actuals	(1,132,594)	4,572,524
2025-26 Adopted Budget	(1,395,249)	2,313,473
2025-26 First Interim Budget	(855,552)	3,716,973
2026-27 Projected	(165,462)	3,551,511
2027-28 Projected	(157,740)	3,393,771

**NOTES**

- The primary cause of the projected fund balance decrease in 2025–2026 is due to planned spending from one-time funding sources, including the UPK Planning Grant, Golden State Pathway Grant, Art, Music, and Instructional Materials Discretionary Block Grant, MHSSA Grant, and the North State Together [Sierra Strong] Grant.
- The First Interim Budget shows \$539,697 less of deficit spending compared to adopted budget as a result of adjustments to projected expenditures and projected revenues.

**Multi-Year Projection Assumptions**

<i>Planning Factor</i>	2025-26	2026-27	2027-28	2028-29
<b>COLA</b>	2.30%	3.02%	3.42%	3.31%
<b>STRS Employer Rates</b>	19.10%	19.10%	19.10%	19.10%
<b>PERS Employer Rates</b>	26.81%	26.90%	27.80%	27.40%
<b>Lottery - unrestricted per ADA*</b>	\$190	\$190	\$190	\$190
<b>Lottery - Prop 20 per ADA*</b>	\$82	\$82	\$82	\$82
<b>Minimum Proportionality Percentage (MPP)</b>	6.34%	6.30%	6.51%	6.65%
<b>LCFF Supplemental Funds</b>	\$379,439	\$370,974	\$396,341	\$405,537
<b>Insurance Cap</b>	\$17,536	\$17,536	\$17,536	\$17,536

**MYP as of First Interim**

Description	Adopted Budget 2025/26	First Interim Budget 2025/26	Projected 2026/27	Projected 2027/28
Total Revenues	\$ 9,263,307	\$ 9,280,666	\$ 8,267,641	\$ 8,512,601
Total Expenditures	10,572,324	10,023,919	8,333,103	8,580,341
Excess/(Deficiency)	(1,309,017)	(743,253)	(65,462)	(67,740)
Other Sources/Uses	(86,232)	(112,299)	(100,000)	(90,000)
Net Increase/(Decrease)	(1,395,249)	(855,552)	(165,462)	(157,740)
Add: Beginning Fund Balance	3,708,722	4,572,525	3,716,973	3,551,511
Ending Fund Balance	\$ 2,313,473	\$ 3,716,973	\$ 3,551,511	\$ 3,393,771

**Other Comments**

- The beginning fund balance for 25/26 was significantly higher after closing the books. This is mostly attributed to not purchasing the third bus, moving the cost for the new buildings to the current year, and some expenditures that were not made out of one-time grants.
- General fund projected ending cash balance is \$2,904,380 for fiscal year 2025-2026.
- The Board’s required reserve for economic uncertainties of 12.5% is met in the current budget year \$1,267,027 for 2025–26, as well as in the first and second out years, \$1,056,074 for 2026–27 and \$1,087,684 for 2027–28.
- The Board’s committed Necessary Small School reserve of \$500,000 is met in both the current and two out years.

**Student Attendance/Enrollment (Component of LCFF Revenue)**

	2020/21 P2	2021/22 P2	2022/23 P2	2023/24 P2	2024/25 P2	2025/26 Projected	2026/27 Projected
<b>Attendance:</b>							
Downieville Elementary	29.86	24.19	27.43	25.28	22.29	23.26	23.26
Downieville Jr. High	6.65	5.43	1.87	9.58	8.59	5.85	5.85
Downieville Sr. High	20.53	12.61	9.99	9.54	8.68	13.54	13.54
Loyalton Elementary	186.47	169.32	163.04	169.45	184.99	161.08	161.08
Loyalton Middle (LHS 7-8)	56.98	58.83	55.20	35.84	42.89	73.66	73.66
Loyalton High	108.32	93.67	89.08	104.42	107.65	97.38	97.38
Sierra Pass – Continuation	0.49	6.05	4.59	3.79	3.37	1.29	1.29
District Total	409.30	370.1	351.2	357.9	378.46	376.06	376.06
County Reported ADA	20.43	14.96	13.67	14.11	17.35	17.35	17.35
<b>Enrollment:</b>	<b>CBEDS</b>	<b>CBEDS</b>	<b>CBEDS</b>	<b>CBEDS</b>	<b>CBEDS</b>	<b>CBEDS</b>	<b>CBEDS</b>
District Total	395	394	400	403	414	405	405

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF Sources	8010-8099	6,911,655.00	(1.36%)	6,817,949.00	3.59%	7,062,909.00
2. Federal Revenues	8100-8299	100,000.00	0.00%	100,000.00	0.00%	100,000.00
3. Other State Revenues	8300-8599	89,298.00	0.00%	89,298.00	0.00%	89,298.00
4. Other Local Revenues	8600-8799	321,827.00	(15.54%)	271,827.00	0.00%	271,827.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(202,876.00)	(76.74%)	(47,186.00)	0.00%	(47,186.00)
6. Total (Sum lines A1 thru A5c)		7,219,904.00	.17%	7,231,888.00	3.39%	7,476,848.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				2,388,032.00		2,416,688.00
b. Step & Column Adjustment				28,656.00		29,000.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,388,032.00	1.20%	2,416,688.00	1.20%	2,445,688.00
2. Classified Salaries						
a. Base Salaries				915,896.00		938,793.00
b. Step & Column Adjustment				22,897.00		234,700.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	915,896.00	2.50%	938,793.00	25.00%	1,173,493.00
3. Employee Benefits	3000-3999	1,509,575.00	1.50%	1,532,219.00	1.50%	1,555,202.00
4. Books and Supplies	4000-4999	304,813.00	(9.78%)	275,000.00	0.00%	275,000.00
5. Services and Other Operating Expenditures	5000-5999	1,548,685.00	0.00%	1,548,685.00	0.00%	1,548,685.00
6. Capital Outlay	6000-6999	269,197.00	(83.28%)	45,000.00	0.00%	45,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	268,288.00	0.00%	268,288.00	0.00%	268,288.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(57,678.00)	38.46%	(79,859.00)	0.00%	(79,859.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	112,299.00	(10.95%)	100,000.00	(10.00%)	90,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		7,259,107.00	(2.95%)	7,044,814.00	3.93%	7,321,497.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		(39,203.00)		187,074.00		155,351.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		2,813,735.00		2,774,532.00		2,961,606.00
2. Ending Fund Balance (Sum lines C and D1)		2,774,532.00		2,961,606.00		3,116,957.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	4,100.00		4,100.00		4,100.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	500,000.00		500,000.00		500,000.00
d. Assigned	9780	349,867.00				
e. Unassigned/Unappropriated						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
1. Reserve for Economic Uncertainties	9789	1,267,027.00		1,056,074.00		1,087,684.00
2. Unassigned/Unappropriated	9790	653,538.00		1,401,432.00		1,525,173.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,774,532.00		2,961,606.00		3,116,957.00
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,267,027.00		1,056,074.00		1,087,684.00
c. Unassigned/Unappropriated	9790	653,538.00		1,401,432.00		1,525,173.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		1,920,565.00		2,457,506.00		2,612,857.00
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFE Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	186,146.00	(16.70%)	155,063.00	0.00%	155,063.00
3. Other State Revenues	8300-8599	1,188,137.00	(39.57%)	718,008.00	0.00%	718,008.00
4. Other Local Revenues	8600-8799	483,603.00	(94.21%)	28,000.00	0.00%	28,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	202,876.00	(33.61%)	134,682.00	0.00%	134,682.00
6. Total (Sum lines A1 thru A5c)		2,060,762.00	(49.74%)	1,035,753.00	0.00%	1,035,753.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				411,553.00		418,098.00
b. Step & Column Adjustment				6,545.00		6,648.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	411,553.00	1.59%	418,098.00	1.59%	424,746.00
2. Classified Salaries						
a. Base Salaries				73,970.00		75,530.00
b. Step & Column Adjustment				1,560.00		1,594.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	73,970.00	2.11%	75,530.00	2.11%	77,124.00
3. Employee Benefits	3000-3999	434,155.00	.53%	436,456.00	.53%	438,769.00
4. Books and Supplies	4000-4999	566,999.00	(80.32%)	111,582.00	0.00%	111,582.00
5. Services and Other Operating Expenditures	5000-5999	542,207.00	(44.67%)	300,000.00	(16.67%)	250,000.00
6. Capital Outlay	6000-6999	790,549.00	(97.72%)	18,000.00	0.00%	18,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	57,678.00	(50.37%)	28,623.00	0.00%	28,623.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		2,877,111.00	(51.75%)	1,388,289.00	(2.84%)	1,348,844.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(816,349.00)		(352,536.00)		(313,091.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F 1e)						
		1,758,790.00		942,441.00		589,905.00
2. Ending Fund Balance (Sum lines C and D1)						
		942,441.00		589,905.00		276,814.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	942,441.00		589,905.00		276,814.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned						
1. Unassigned/Unappropriated	9780					
1. Reserve for Economic Uncertainties	9789					

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		942,441.00		589,905.00		276,814.00
<b>E. AVAILABLE RESERVES</b>						
1. General Fund )						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFE Sources	8010-8099	6,911,655.00	(1.36%)	6,817,949.00	3.59%	7,062,909.00
2. Federal Revenues	8100-8299	286,146.00	(10.86%)	255,063.00	0.00%	255,063.00
3. Other State Revenues	8300-8599	1,277,435.00	(36.80%)	807,306.00	0.00%	807,306.00
4. Other Local Revenues	8600-8799	805,430.00	(62.77%)	299,827.00	0.00%	299,827.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	87,496.00	0.00%	87,496.00
6. Total (Sum lines A1 thru A5c)		9,280,666.00	(10.92%)	8,267,641.00	2.96%	8,512,601.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				2,799,585.00		2,834,786.00
b. Step & Column Adjustment				35,201.00		35,648.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,799,585.00	1.26%	2,834,786.00	1.26%	2,870,434.00
2. Classified Salaries						
a. Base Salaries				989,866.00		1,014,323.00
b. Step & Column Adjustment				24,457.00		236,294.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	989,866.00	2.47%	1,014,323.00	23.30%	1,250,617.00
3. Employee Benefits	3000-3999	1,943,730.00	1.28%	1,968,675.00	1.28%	1,993,971.00
4. Books and Supplies	4000-4999	871,812.00	(55.66%)	386,582.00	0.00%	386,582.00
5. Services and Other Operating Expenditures	5000-5999	2,090,892.00	(11.58%)	1,848,685.00	(2.70%)	1,798,685.00
6. Capital Outlay	6000-6999	1,059,746.00	(94.06%)	63,000.00	0.00%	63,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	268,288.00	0.00%	268,288.00	0.00%	268,288.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	(51,236.00)	0.00%	(51,236.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	112,299.00	(10.95%)	100,000.00	(10.00%)	90,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments						
11. Total (Sum lines B1 thru B10)		10,136,218.00	(16.80%)	8,433,103.00	2.81%	8,670,341.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(855,552.00)		(165,462.00)		(157,740.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)						
		4,572,525.00		3,716,973.00		3,551,511.00
2. Ending Fund Balance (Sum lines C and D1)						
		3,716,973.00		3,551,511.00		3,393,771.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	4,100.00		4,100.00		4,100.00
b. Restricted	9740	942,441.00		589,905.00		276,814.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	500,000.00		500,000.00		500,000.00
d. Assigned	9780	349,867.00		0.00		0.00
e. Unassigned/Unappropriated						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
1. Reserve for Economic Uncertainties	9789	1,267,027.00		1,056,074.00		1,087,684.00
2. Unassigned/Unappropriated	9790	653,538.00		1,401,432.00		1,525,173.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,716,973.00		3,551,511.00		3,393,771.00
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,267,027.00		1,056,074.00		1,087,684.00
c. Unassigned/Unappropriated	9790	653,538.00		1,401,432.00		1,525,173.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		1,920,565.00		2,457,506.00		2,612,857.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		18.95%		29.14%		30.14%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546 objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00				
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		376.06		376.06		376.06
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		10,136,218.00		8,433,103.00		8,670,341.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		10,136,218.00		8,433,103.00		8,670,341.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		4%		4%		4%
e. Reserve Standard - By Percent (Line F3c times F3d)		405,448.72		337,324.12		346,813.64
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		88,000.00		88,000.00		88,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		405,448.72		337,324.12		346,813.64
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

# Downieville Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Downieville Elementary School
<b>Street</b>	130 School St.
<b>City, State, Zip</b>	Downieville, CA 95936-0396
<b>Phone Number</b>	530.289.3473
<b>Principal</b>	James Berardi
<b>Email Address</b>	jberardi@spjUSD.org
<b>School Website</b>	dvl.sierracountyschools.org
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	46701776050611

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

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

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

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

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

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

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	1
Kindergarten	1
Grade 1	5
Grade 2	3
Grade 3	4
Grade 4	3
Grade 5	3
Grade 6	6
<b>Total Enrollment</b>	<b>26</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42
Male	58
Hispanic or Latino	31
Two or More Races	13.8
White	41.4
English Learners	23.7
Foster Youth	11.3
Homeless	41.4
Socioeconomically Disadvantaged	76.9
Students with Disabilities	13.8

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

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.5	60	17.4	66.48	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	40	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	8.3	31.96	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0.2	0.95	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	0.1	0.53	15831.9	5.67
<b>Total Teaching Positions</b>	2.5	100	26.2	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.5	100	16.3	66.02	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0.6	2.67	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	1.6	6.76	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	4.8	19.42	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	1.2	5.06	14303.8	5.15
<b>Total Teaching Positions</b>	2.5	100	24.7	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.5	100				
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
<b>Total Teaching Positions</b>	2.5					

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
<b>Total Out-of-Field Teachers</b>	0.00	0	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	33.3	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	33.3	33.3	33.3

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

<b>Year and month in which the data were collected</b>	12/2022
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5 - Wonders - McGraw-Hill Adopted 2016  6th grade- Windows and Mirrors Levels 1 & 2 , EMC Publishing LLC, 2016, Adopted 2016	0
<b>Mathematics</b>	K-5- My Math-McGraw Hill Adopted 2016  6th grade: Course 1 Common Core- Prentice Hall Adopted 2016	0
<b>Science</b>	K-5- California Elevate Science- Pearson Adopted 2021  6th grade- 2018 Science Dimensions - Houghton Mifflin Harcourt Adopted 2021	0
<b>History-Social Science</b>	K-5- MyWorld - Pearson Adopted 2019  6th grade- National Geographic World History- Cengage National Geographic Adopted 2019	0

<b>Health</b>	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	0
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Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Our facilities maintenance personnel performs an annual inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

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

<b>Year and month of the most recent FIT report</b>	April 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Gym needs new roof
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	23		33	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	14		31	30	35	37

### 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	--	--	27.27	30.11	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

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

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## C. Engagement

### State Priority: Parental Involvement

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

#### 2025-26 Opportunities for Parental Involvement

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

#### 2024-25 Chronic Absenteeism by Student Group

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

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

## C. Engagement

## State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0.04%	0%	0%	2.57%		3.6%	3.28%	

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%	0%	0%	0%		0.08%	0.07%	

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

## 2024-25 Suspensions and Expulsions by Student Group

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

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

## 2025-26 School Safety Plan

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

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

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

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

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

## D. Other SARC Information Information Required in the SARC

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

### 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	N/A	0	0	0
K	N/A	0	0	0
1	N/A	0	0	0
2	N/A	0	0	0
3	N/A	0	0	0
4	N/A	0	0	0
5	N/A	0	0	0
6	N/A	0	0	0
Other	3	3	0	0

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	3	3	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	3	3	0	0

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	.2
Other	N/A

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$27,733	\$2,481	\$25,252	\$61,349
District	N/A	N/A	\$15,391	\$72,076
Percent Difference - School Site and District	N/A	N/A	48.5	-4.1
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	80.4	-24.7

## Fiscal Year 2024-25 Types of Services Funded

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

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,135	\$54,773
Mid-Range Teacher Salary	\$67,367	\$78,981
Highest Teacher Salary	\$100,007	\$117,337
Average Principal Salary (Elementary)	\$120,883	\$128,425
Average Principal Salary (Middle)		\$137,947
Average Principal Salary (High)	\$114,759	\$138,809
Superintendent Salary	\$160,000	\$176,162
Percent of Budget for Teacher Salaries	27.58%	24.71%
Percent of Budget for Administrative Salaries	4.71%	5.91%

## Professional Development

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

School funds have been available for staff to attend a variety of subject specific or general professional development programs

## Professional Development

during the school year and summers. Release time is provided for programs offered during the school year. Administration makes every effort to encourage and support professional development. Teachers are allowed up to 5 staff development activities in a school year with compensation.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	39	39	39

# Downieville Jr/Sr High School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Downieville Jr/Sr High School
<b>Street</b>	130 School St.
<b>City, State, Zip</b>	Downieville, CA 95936
<b>Phone Number</b>	530.289.3473
<b>Principal</b>	James Berardi
<b>Email Address</b>	jberardi@spjUSD.org
<b>School Website</b>	dvl.sierracountyschools.org
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	46701774632303

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

Downieville is located on the western slopes of the Sierra Nevada and is the county seat. Its year-round population is approximately 300, but that number swells during the summer due to tourism. Presently, the chief employers in the community are the County of Sierra, Cal-Trans, tourist-related businesses and the schools. Along with recreation, the economy was formerly based in mining and forestry, but the last decade has seen an employment decline in these areas causing an exodus of families from the region. Many homes have been purchased as second homes and are only used during the summer tourist season.

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

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

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

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

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	3
Grade 8	5
Grade 9	6
Grade 10	1
Grade 11	3
Grade 12	4
<b>Total Enrollment</b>	<b>22</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
Hispanic or Latino	28.6
Two or More Races	9.5
White	52.4
English Learners	26.8
Foster Youth	.04
Homeless	14.3
Socioeconomically Disadvantaged	47.9
Students with Disabilities	9.5

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

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.1	23.3	17.4	66.48	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.7	76.49	8.3	31.96	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0.2	0.95	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	0.1	0.53	15831.9	5.67
<b>Total Teaching Positions</b>	4.8	100	26.2	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.4	16.14	16.3	66.02	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0.6	2.67	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	2.81	1.6	6.76	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.3	80.7	4.8	19.42	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	1.2	5.06	14303.8	5.15
<b>Total Teaching Positions</b>	2.8	100	24.7	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.5	100%				
<b>Intern Credential Holders Properly Assigned</b>	0					
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0					
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0					
<b>Unknown/Incomplete/NA</b>	0					
<b>Total Teaching Positions</b>	3.5	100%				

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	3.70	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	3.70	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	2.3	0
<b>Total Out-of-Field Teachers</b>	0.00	2.3	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	12.5	12.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

<b>Year and month in which the data were collected</b>	1/31/2019
--	-----------

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Mirrors and Windows- Connecting with Literature- Levels 1-5 and British Tradition (2016)  The Norton Reader And Norton Literature- Norton  Everyday Use: Rhetoric at Work - Pearson	0
<b>Mathematics</b>	Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015  Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015  Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015  Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015  Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015  Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009  Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015	0

	Financial Algebra - Advanced Algebra with Financial Applications - South-Western Cengage Learning, 2014	
<b>Science</b>	<p>6-8 grades- 2018 Science Dimensions - Houghton Mifflin Harcourt Adopted 2021</p> <p>Biology - 2018 Science Dimensions Biology- Houghton Mifflin Harcourt Adopted 2021</p> <p>Earth Science - 2018 Science Dimensions Earth Science- Houghton Mifflin Harcourt Adopted 2021</p> <p>Physics-2020 Science Dimensions Physics - Houghton Mifflin Harcourt Adopted 2021</p> <p>Chemistry-2020 Science Dimensions Chemistry- Houghton Mifflin Harcourt Adopted 2021</p> <p>AP Chemistry- 2017 Klein Organic Chemistry. Third Edition- Houghton Mifflin Harcourt Adopted 2021</p>	0
<b>History-Social Science</b>	<p>World Geography - Glencoe Adopted 2000</p> <p>Impact: Principles of American Democracy McGraw-Hill Adopted 2019</p> <p>Impact: United States History and Geography: McGraw-Hill Adopted 2019</p> <p>Impact: World History, Culture and Geography: McGraw-Hill</p> <p>Impact: Principles of Economics: McGraw-Hill</p> <p>World History: Medieval and Early Modern times: National Geographic</p> <p>American Stories: Beginnings to WWI: National Geographic</p>	0
<b>Foreign Language</b>	Advencemos! levels 1-4 Holt McDougal	-
<b>Health</b>	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	0

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

## School Facility Conditions and Planned Improvements

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

## School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

April 2025

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	33	46	33	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	18	15	31	30	35	37

### 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13	13	100.00	0.00	46.15
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	13	13	100.00	0.00	15.38
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	--	15.38	27.27	30.11	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	13	100.00	0.00	15.38
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## 2024-25 Career Technical Education Programs

Our school offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students. These courses include but are not limited to wood and metals shop classes, a Financial Algebra course and on line career oriented courses with Fuel Ed such as web design, child development, business, etc.

## 2024-25 Career Technical Education (CTE) Participation

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

## 2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	100%

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## C. Engagement

### State Priority: Parental Involvement

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

## 2025-26 Opportunities for Parental Involvement

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

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--		0	13.3		8.2	8.9	
Graduation Rate	--	--		96.6	86.7		86.2	86.4	

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

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

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

## 2024-25 Chronic Absenteeism by Student Group

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

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%	--	0%	2.57%		3.6%	3.28%	

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%	--	0%	0%		0.08%	0.07%	

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

## 2024-25 Suspensions and Expulsions by Student Group

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

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

## 2025-26 School Safety Plan

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

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

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

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

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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3.6	3	0	0
Mathematics	3.6	3	0	0
Science	3.6	3	0	0
Social Science	3.6	3	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	3	0	0
Mathematics	6	3	0	0
Science	5	3	0	0
Social Science	4	5	0	0

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3.6	3	0	0
Mathematics	3.6	3	0	0
Science	3.6	3	0	0
Social Science	3.6	3	0	0

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	.2
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.4
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$31,628	\$255	\$31,372	\$51,442
District	N/A	N/A	\$15,391	\$72,076
Percent Difference - School Site and District	N/A	N/A	68.3	-21.6
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	97.8	-41.9

## Fiscal Year 2024-25 Types of Services Funded

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

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,135	\$54,773
Mid-Range Teacher Salary	\$67,367	\$78,981
Highest Teacher Salary	\$100,007	\$117,337
Average Principal Salary (Elementary)	\$120,883	\$128,425
Average Principal Salary (Middle)		\$137,947
Average Principal Salary (High)	\$114,759	\$138,809
Superintendent Salary	\$160,000	\$176,162
Percent of Budget for Teacher Salaries	27.58%	24.71%
Percent of Budget for Administrative Salaries	4.71%	5.91%

## 2024-25 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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

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

## Professional Development

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

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

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	39	39	39

# Sierra Pass Continuation School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Sierra Pass Continuation School
<b>Street</b>	109 Beckwith Road
<b>City, State, Zip</b>	Loyalton CA 96118
<b>Phone Number</b>	530-993-1660 x160
<b>Principal</b>	Caroline Griffin
<b>Email Address</b>	cgriffin@spjUSD.org
<b>School Website</b>	www.sierracountyschools.org
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	46701774630034

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

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

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	0
Grade 11	2
Grade 12	1
<b>Total Enrollment</b>	<b>3</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	28
Male	72
Hispanic or Latino	20
White	80
Socioeconomically Disadvantaged	20
Students with Disabilities	20

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

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0	0	17.4	66.48	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	8.3	31.96	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.2	100	0.2	0.95	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	0.1	0.53	15831.9	5.67
<b>Total Teaching Positions</b>	0.2	100	26.2	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0	0	16.3	66.02	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0.6	2.67	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	1.6	6.76	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.2	100	4.8	19.42	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	1.2	5.06	14303.8	5.15
<b>Total Teaching Positions</b>	0.2	100	24.7	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
<b>Total Teaching Positions</b>						

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.20	0.2	
<b>Total Out-of-Field Teachers</b>	0.20	0.2	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0		
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Grades 7 &amp; 8: Windows and Mirrors Levels Levels 1&amp;2 , EMC Publishing LLC, 2016, Adopted 2016</p> <p>Grades 9-12: Windows and Mirrors Levels 3&amp;4, American, and British Literature, EMC Publishing LLC, 2016, Adopted 2016</p> <p>Grades 7-12: Holt Handbook - Holt, Rinehart, &amp; Winston, 2003 Adopted 2003</p> <p>Grades 10-12: Literature &amp; Language Arts, Third to Sixth Courses - Holt, Rinehart, &amp; Winston, 2003 Adopted 2003</p> <p>Basic English Composition, American Guidance Services, Inc. (AGS), 2003, Not Adopted</p> <p>Basic English Grammar, American Guidance Services, Inc. (AGS), 2003, Not Adopted</p> <p>Basic English, American Guidance Services, Inc. (AGS), 2002, Not Adopted</p> <p>Exploring Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted</p> <p>World Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted</p> <p>American Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted</p>	0
<b>Mathematics</b>	<p>Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015</p> <p>Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015</p> <p>Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015</p> <p>Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009</p> <p>Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015</p>	0

	<p>Algebra 1 - Glencoe/McGraw-Hill Companies, 2008 Adopted 2009</p> <p>Basic Math Skills, American Guidance Services, Inc. (AGS), 2003</p> <p>Life Skills Mathematics, American Guidance Services, Inc. (AGS), 2003</p> <p>Pre Algebra, American Guidance Services, Inc. (AGS), 2004</p> <p>Algebra, American Guidance Services, Inc. (AGS), 2004</p> <p>Algebra 2, American Guidance Services, Inc. (AGS), 2004</p> <p>Geometry, American Guidance Services, Inc. (AGS), 2005</p> <p>Consumer Mathematics, American Guidance Services, Inc. (AGS), 2003</p>	
<b>Science</b>	<p>Biology - Biology, Glencoe McGraw-Hill, 2012 Adopted 2013</p> <p>Earth Science - Geology, The Environment, and the Universe, McGraw-Hill Companies, 2013 Adopted 2013</p> <p>Chemistry - Chemistry - Glencoe McGraw Hill, 2013 Adopted 2013</p> <p>AP Chemistry - Chemistry, AP Edition, 8th Edition, Brooks/Cole Cengage Learning, 2012 Adopted 2013</p> <p>Physics - Physics - Pearson, 2012 Adopted 2013</p> <p>Biology - Glencoe/McGraw-Hill, 2012 Adopted 2013</p> <p>Earth Science - Geology, The Environment, and the Universe, McGraw-Hill Companies, 2013 Adopted 2013</p> <p>Earth Science, American Guidance Services, Inc. (AGS), 2004, Not Adopted</p> <p>Biology, American Guidance Services, Inc. (AGS), 2004, Not Adopted</p> <p>Physical Science, American Guidance Services, Inc. (AGS), 2004, Not Adopted</p>	0
<b>History-Social Science</b>	<p>World History - Impact: California, World History Culture and Geography Modern. McGraw Hill, 2017 Adopted 2019</p> <p>US History - Impact: California, US History and Geography, Continuity and Change. McGraw Hill, 2017 Adopted 2019</p> <p>Government - Impact: California, Principles in American Democracy. McGraw Hill, 2017 Adopted 2019</p> <p>World History, American Guidance Services, Inc. (AGS), 2001, Not Adopted</p> <p>World Geography, American Guidance Services, Inc. (AGS), 2001, Not Adopted</p> <p>US History, American Guidance Services, Inc. (AGS), 2005, Not Adopted</p> <p>History of Our Nation, 1865 to Present, American Guidance Services, Inc. (AGS), 2005, Not Adopted</p> <p>US Government, American Guidance Services, Inc. (AGS), 2005, Not Adopted</p> <p>Economics, American Guidance Services, Inc. (AGS), 2005, Not Adopted</p>	0
<b>Foreign Language</b>	Senderos	N/A
<b>Health</b>	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units Adopted 2011	N/A

Discover Health, American Guidance Services, Inc. (AGS), 2000,  
Not Adopted

**Visual and Performing Arts**

N/A

**Science Laboratory Equipment  
(grades 9-12)**

N/A

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

## School Facility Conditions and Planned Improvements

To determine the condition of our facilities, our district performs an annual inspection using the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Sierra Pass school consists of one portable building and relocatable restroom.

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

**Year and month of the most recent FIT report**

November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Fixed center divider.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Drinking fountains are located outside and the classroom also has the 5 gal dispenser.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Ramp needs replacing

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

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

### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)			33	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)			31	30	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	0	0	0	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	--	--	27.27	30.11	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## 2024-25 Career Technical Education Programs

Being a continuation school, Sierra Pass has limited time that the students attend class. They are required to spend 15 hours a week at school. Students have access to our Strides Online Learning/ FuelEd Online platform to access different CTE electives if they choose. Our teacher spends time with them on assisting students with resume writing, filling our applications, and doing career research. The staff also provides support for students to participate in the work experience program after school and on weekends. We are also limited on facilities that can provide CTE classes. Students participate in the district's Work Experience Program. Workability provides on-the-job training for those students with an IEP. They attended Sierra Pass Music Enrichment every week.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

## 2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## C. Engagement

### State Priority: Parental Involvement

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

## 2025-26 Opportunities for Parental Involvement

Due to the small size of the school, the parents of Sierra Pass are in close communication and connection with staff. Parents are encouraged and welcome to visit their child's classroom at any time during the school day. Meetings with parents occur at the beginning of each school year and whenever a student appears to be falling behind their scheduled course of study for graduation. Students and parents are encouraged to participate in annual four-year planning sessions held each spring before the start of the next school year with the lead teacher. These sessions provide an opportunity to review the student's progress

## 2025-26 Opportunities for Parental Involvement

toward graduation and determine classes for the following year.

At the beginning of each school year, parents and students are provided with their login information for PowerSchool, which allows them to monitor the completion and grades of assignments for each class. Because pupil numbers are so small, staff and parents connect easily and in a familial fashion, helping ensure an open-door culture and consistent communication. The primary instructor at Sierra Pass contacts parents and guardians on a regular basis to check in and communicate progress toward course completion and graduation.

Additionally, the Loyalton High School Site Council also supports Sierra Pass, providing guidance and oversight to help meet the academic and programmatic needs of continuation students.

## C. Engagement

## State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--		0	13.3		8.2	8.9	
Graduation Rate	--	--		96.6	86.7		86.2	86.4	

### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

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

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

## 2024-25 Chronic Absenteeism by Student Group

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

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%			0%	2.57%		3.6%	3.28%	

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%			0%	0%		0.08%	0.07%	

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

## 2024-25 Suspensions and Expulsions by Student Group

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

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

## 2025-26 School Safety Plan

Sierra Pass Continuation High School staff and students enjoy a safe place to work and learn. The two staff members remain vigilant during school breaks and before and after school each day. The district School Safety Plan is reviewed annually. Monthly safety drills are performed; students are well aware of safety procedures during safety drills. Sierra Pass staff are trained in A.L.I.C.E. protocols. District personnel are assigned to review health records and report to the staff the special health needs of students.

The Leadership team of the Sierra-Plumas Joint Unified School District has completed an update of our district/schools Safety Plan. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	1	0	0
Mathematics	3	2	0	0
Science	1	2	0	0
Social Science	4	2	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	1		
Mathematics	1	2		
Science	3	1		
Social Science	3	4		

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	1		
Mathematics	3	1		
Science	3	1		
Social Science	3	1		

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$15,509	\$201	\$15,308	\$36,451
<b>District</b>	N/A	N/A	\$15,391	\$72,076
<b>Percent Difference - School Site and District</b>	N/A	N/A	-0.5	-54.7
<b>State</b>	N/A	N/A	\$11,146	\$86,335
<b>Percent Difference - School Site and State</b>	N/A	N/A	34.8	-73.4

## Fiscal Year 2024-25 Types of Services Funded

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: Intervention Aide, EIA/EL Aide to assist English Learners with core classes, and Library Aide. In addition, funding was provided for the purchase of technology to support our educational goals. Smartboards are installed in classrooms, and students were issued Chromebooks on a 1:1 ratio. Funding is also provided for professional development to keep teachers and administrators up to date on instructional methods and curriculum.

Extra aide services were provided to support students with their individual academic needs and goals and to ensure detailed feedback on assessed work. Additionally, funds are used to expand counseling services and to provide lessons and activities geared toward strengthening social-emotional health. Counseling services are available every Monday and Wednesday, as needed, and occur either in person or via Zoom. Counseling has also been added through an online platform called Tiny Eye. Staff work actively in academic and career advising.

A Homeless and Foster Youth Coordinator assists students in accessing the resources they need to be successful in school. County resources are also used to support college and career services, aptitude assessments, and other social-emotional and career counseling needs. The College & Career Specialist works with students one-on-one, in partnership with the Foster Youth/Homeless Youth Coordinator, to assist the lead teacher in creating graduation plans. Additionally, students attend field trips to regional community and four-year colleges, Job Corps, and other post-high school programs.

Students at Sierra Pass also engage in weekly music instruction with embedded social-emotional learning (SEL) in each lesson.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,135	\$54,773
Mid-Range Teacher Salary	\$67,367	\$78,981
Highest Teacher Salary	\$100,007	\$117,337
Average Principal Salary (Elementary)	\$120,883	\$128,425
Average Principal Salary (Middle)		\$137,947
Average Principal Salary (High)	\$114,759	\$138,809
Superintendent Salary	\$160,000	\$176,162
Percent of Budget for Teacher Salaries	27.58%	24.71%
Percent of Budget for Administrative Salaries	4.71%	5.91%

## 2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Sierra Pass Continuation High School has one certificated teacher. He seeks out professional development in all areas of curriculum and behavior. School funds are available for staff to attend a variety of subject specific or general professional development programs during the school year and summers. There is a provision in the certificated contract to pay stipends to teachers for attending in-service programs during school holidays or school vacations. Release time is provided for programs offered during the school year. Administration makes every effort to encourage and support professional development, and this year's focus on trauma-informed instruction and social emotional health.

## Professional Development

All teachers received a day-long training during our in-service days in August of 2022 on trauma informed instruction, and in the spring of 2023, all teachers received training in equity and diversity through a certified LGBTQ+ services expert. In August of 2023, all district staff were trained in the A.L.I.C.E active-shooter training and another in the fall reviewing trauma informed instruction and a motivational training to focus on the "why" of our dedication to teaching. Additionally, teachers receive training in our writing curriculum Step Up to Writing.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	39	39	39