SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

DRAFT

Facility Master Plan

3.01.25

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EXECUTIVE SUMMARY

The purpose of the Facilities Master Plan (FMP) is to provide a fact-based and data-driven report for the Board of Education and district staff to make decisions related to district educational facilities that best serve the needs of all students. The FMP uses articulated assumptions for enrollment, school site capacity, and availability of finances and funding. It will help guide the Sierra-Plumas Joint Unified School District (SPJUSD)in the potential construction of new facilities and evaluating existing facilities and programs by site, age, and type. The FMP will also help to include student enrollments in decision-making processes for current, planned, and future facilities.

FACILITIES MASTER PLAN OVERVIEW

What is Unique About This Process and Focus?

The Facilities Master Plan (FMP) for Sierra-Plumas Joint Unified School District (SPJUSD) is distinguished by its comprehensive stakeholder engagement process. Input has been gathered through surveys conducted with principals, teachers, and staff, as well as community meetings and focused interviews with key stakeholders. This collaborative approach ensures that the facilities planning process aligns with the educational goals and community values of SPJUSD.

The FMP emphasizes the integration of SPJUSD's educational program goals with proposed facility improvements. Projects are outlined and displayed in a site master plan, enabling better coordination for short-term enhancements. Each project is itemized and linked with estimated budgets, providing a clear roadmap for implementation. This structure allows SPJUSD to manage the execution of projects flexibly and adapt to changing needs in the future.

FACILITIES NEEDS AND CONDITIONS ASSESSMENT

In February 2025, the leadership team at Sierra-Plumas Joint Unified launched the Facilities Needs Assessment phase of the Facilities Master Plan. This process included a comprehensive site walk conducted in collaboration with the Community Facility Committee. During this walkthrough, the planning team verified the accuracy of existing site plans, captured representative photographs of interior and exterior spaces, evaluated general building and site conditions, and documented room usage. This assessment provided a foundational understanding of the campus's current state and future needs, ensuring alignment with the district's mission and goals.

SIERRA - PLUMAS JOINT UNIFIED SCHOOL DISTRICT CONTEXT

The Sierra-Plumas Joint Unified School District (SPJUSD) serves a geographically broad and rural community in the Sierra and Plumas counties of Northern California.
The Sierra-Plumas Joint Unified School District serves approximately 400 students across four main educational sites:

Loyalton Elementary School (TK–6)

Loyalton High School (7–12)

Downieville Elementary School (TK-6)

Downieville Junior-Senior High School (7–12)

Sierra Pass Continuation High School (9–12)

The district covers a large, mountainous area with small, close-knit school communities. SPJUSD schools provide a vital educational and social hub for the Sierra and Plumas County regions.

Mission Statement:
"SPJUSD's mission and vision, is to provide an educational environment where all children succeed, where all children feel safe, and where their curiosity is cultivated.

We provide an educational environment that encourages productive, responsible citizens. It is our goal to equip students with the tools to live and to contribute successfully in a rapidly changing world."

FACILITIES MASTER PLANNING PROCESS

After gathering data through site assessments, community outreach, and demographic analysis, the planning team began developing the Facilities Master Plan in APRIL 2025. This process paired the insights collected with SPJUSD's educational vision to create a strategic roadmap for future development.

The planning phase included collaboration with a dedicated committee representing stakeholders across the school community. This committee provided valuable feedback on draft site master plans, including proposed modifications and enhancements to campus facilities. Revisions were made based on this input, resulting in a finalized site master plan that reflects SPJUSD's unique needs and aspirations. Its scope provides the following components and information:

- **Demographics**
- **Capacity**
- **Facility Needs Assessment**
- **Current Condition of the Building Envelope**
- **Priority Matrix to Repair/Replace Building Systems/Equipment/Components**
- **Site Information Per Existing Spaces for Key Decision-Making**
- **Identified Critical Facilities Issues Communicated to Management for Repair**
- **Educational Specifications**

Demographics

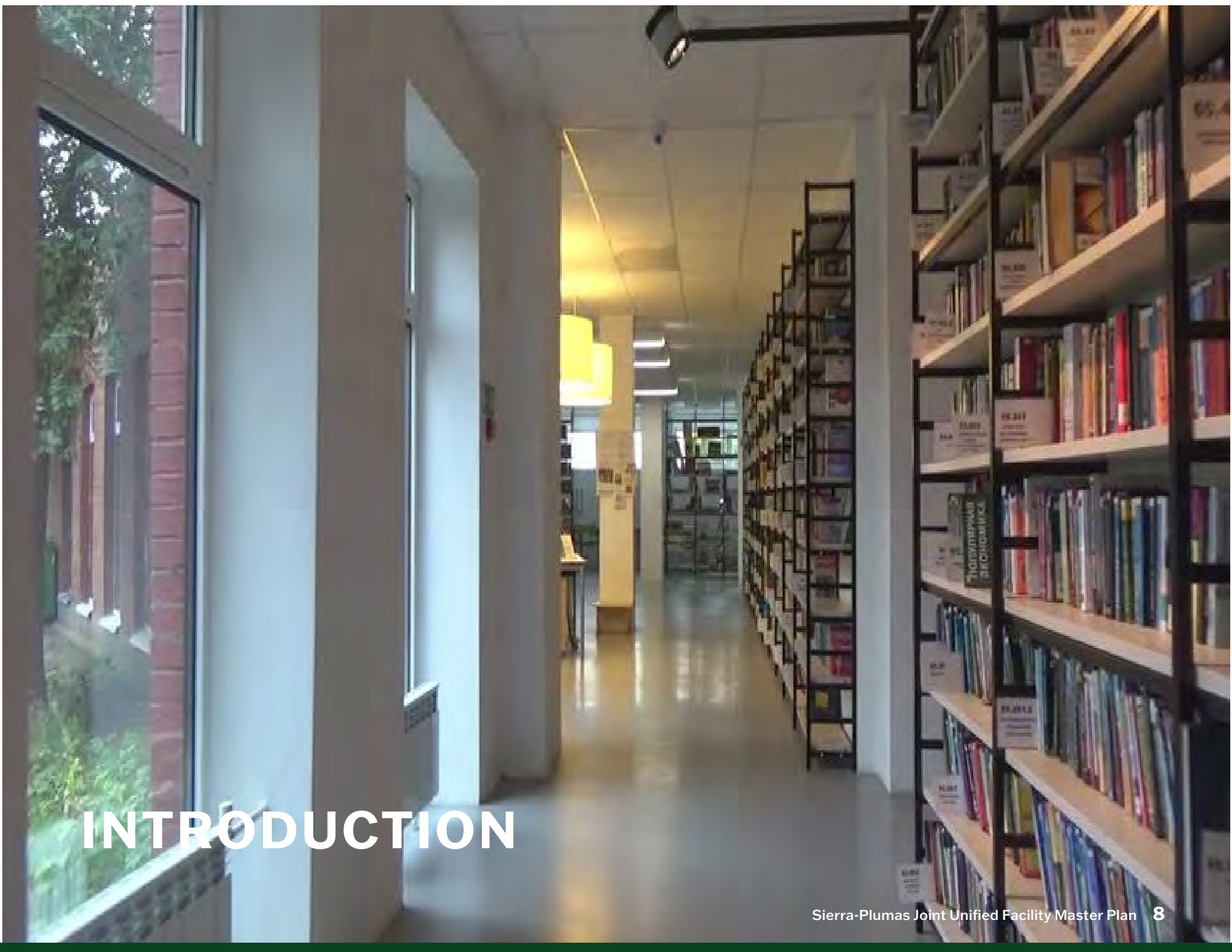
Demographic factors, including declining birth rates and out-migration of families, are the primary drivers of enrollment decline in the Sierra-Plumas Unified School District.

Capacity Analysis

A site's capacity is affected by various factors, including educational programs and class size, and can vary from year to year. The FMP's capacity analysis reflects the current usable capacity. School capacity standards consider the impact of special programs relevant to academic objectives that use classroom spaces and lower the overall school capacity. The capacity analysis separates schools by the grade level they serve through calculations using the state and district standards. The information on schools and their capacities will assist the district with annual decisions and ongoing planning for instructional space as enrollments or programs change.

Facility Needs

One of the district's primary goals in developing and maintaining this FMP is to consider educational and community desires at all sites. Repairs and upgrades to existing classrooms, repairs to existing site-work, and improvements to student services and parking facilities are documented and can easily be updated annually to reflect changes in conditions and/or Priorities.



INTRODUCTION

INTRODUCTION

Sierra-Plumas Joint Unified School District ("SPJUSD" or "district") serves students in grades transitional kindergarten ("TK") through 12, drawing enrollment from communities across Sierra and Plumas counties. As a traditional public school district, SPJUSD operates multiple small, rural campuses to meet the educational needs of its close-knit, geographically dispersed student population. The district's facilities include Loyalton Elementary, Loyalton High School, Downieville Elementary, Downieville Junior-Senior High School, and Sierra Pass Continuation High School, each providing academic, extracurricular, and community-focused programming tailored to local needs.

To determine the estimated growth or decline of the student population over the next ten (10) years ("study period"), SPJUSD has engaged the services of DIXON SmartSchoolHouse dba School Leaders to analyze historical enrollment data, review demographic trends, and prepare an Enrollment Projection Study ("study").

In the 2023–2024 school year, SPJUSD's enrollment was approximately 400 students across its four school sites, reflecting the district's rural character and small community focus. Enrollment spans transitional kindergarten through grade 12, with class sizes that support individualized instruction and close teacher-student relationships. Historical data indicates that SPJUSD's enrollment has remained stable but is projected to remain stable over the next few years, influenced by regional demographic shifts, limited new residential development, and broader rural population trends.

This study aims to project future enrollment for SPJUSD, supporting long-term facility and program planning. As with any long-term projection, this study is a dynamic document that requires periodic updates to account for changes in local demographics, economic shifts, and adjustments to enrollment policies. The initial projections are based on data gathered in the third quarter of 2024 and will be updated as new information becomes available.

In addition to projecting future student enrollment, this study also analyzes historical and current trends to provide a comprehensive understanding of SPJUSD's enrollment dynamics. The report is structured into five (5) sections:

- **Section II: Historical Enrollment Trends**
  Analyzes past enrollment patterns to provide insight into SPJUSD's growth and changes over time.

- **Section III: Enrollment Projections and Current Capacity Demand**
  Examines current data and forecasts future enrollment trends to inform facility planning.

- **Section IV: Educational Specifications Overview**
  Outlines the educational requirements and standards that guide facility design and usage.

- **Section V: Facility Needs Assessment**
  Identifies and evaluates the physical conditions and functional requirements of SPJUSD's facilities.

- **Section VI: Campus Capacity Analysis**
  Assesses the school's current and future capacity to support its student population and programs.

- **Section VII: Comprehensive Maintenance Plan**
  Details a long-term strategy for maintaining and preserving SPJUSD's facilities and infrastructure.

- **Section VIII: Funding and Financial Strategy**
  Proposes viable funding solutions to support the implementation of the master plan.

This Enrollment Projection Study is a critical tool for SPJUSD to plan its facilities, programs, and resources effectively, ensuring it continues to meet the needs of its community and maintain its standard of academic excellence.

SECTION II

Overview of Historical Enrollment

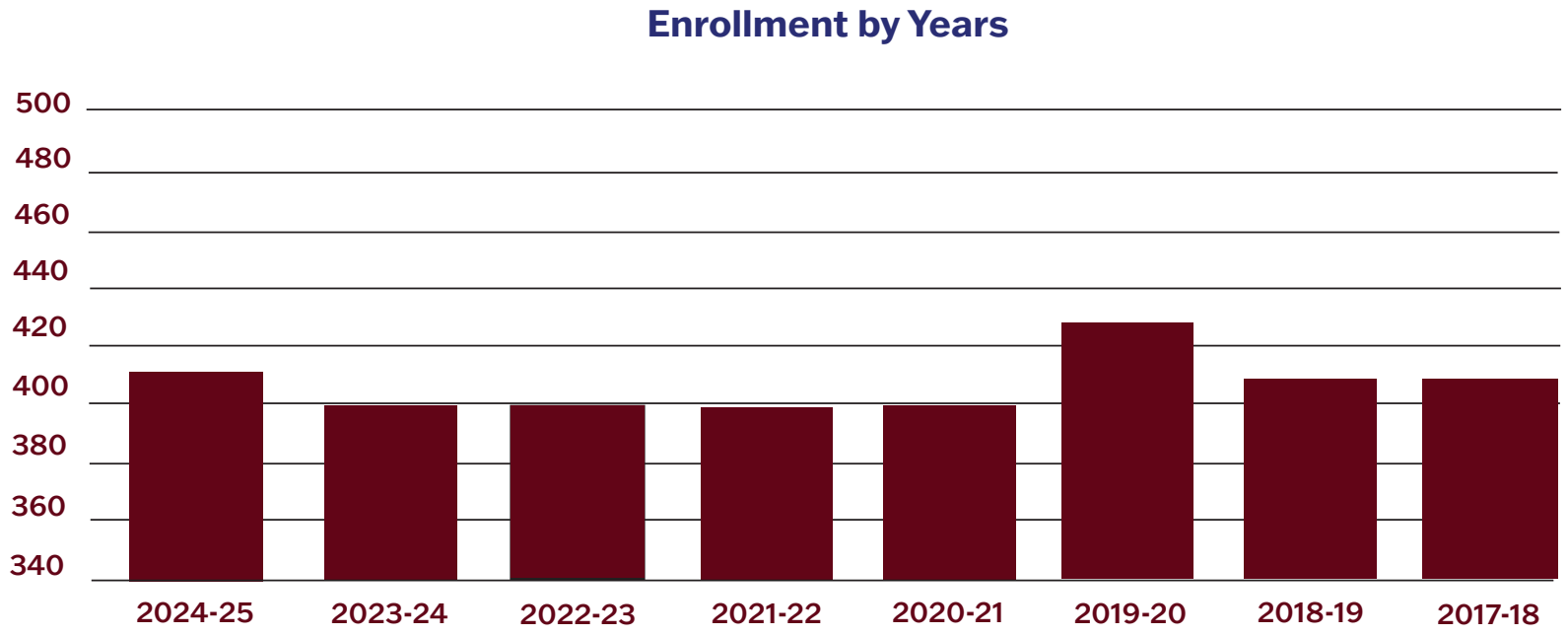
OVERVIEW OF HISTORICAL ENROLLMENT

To analyze the total district-wide enrollment, data was utilized from the California Department of Education ("CDE") for school years 2017/2018 through school year 2023/2024 and the School District's preliminary enrollment database for school year 2024/2025.

In order to analyze the enrollment trends by grade level, the CDE provided a database of the enrolled students for school years 2017/2018 through 2023/2024 (for more information on this process, see Section III.A.).

A. Enrollment Trends

The chart below provides a long-range historic enrollment trend for SPJUSD dating back to 2017/2018. Enrollment across the district has remained relatively stable but shows a gradual decline in recent years, reflecting broader regional rural population trends.



SECTION III

Enrollment Projections and Current Capacity Demand

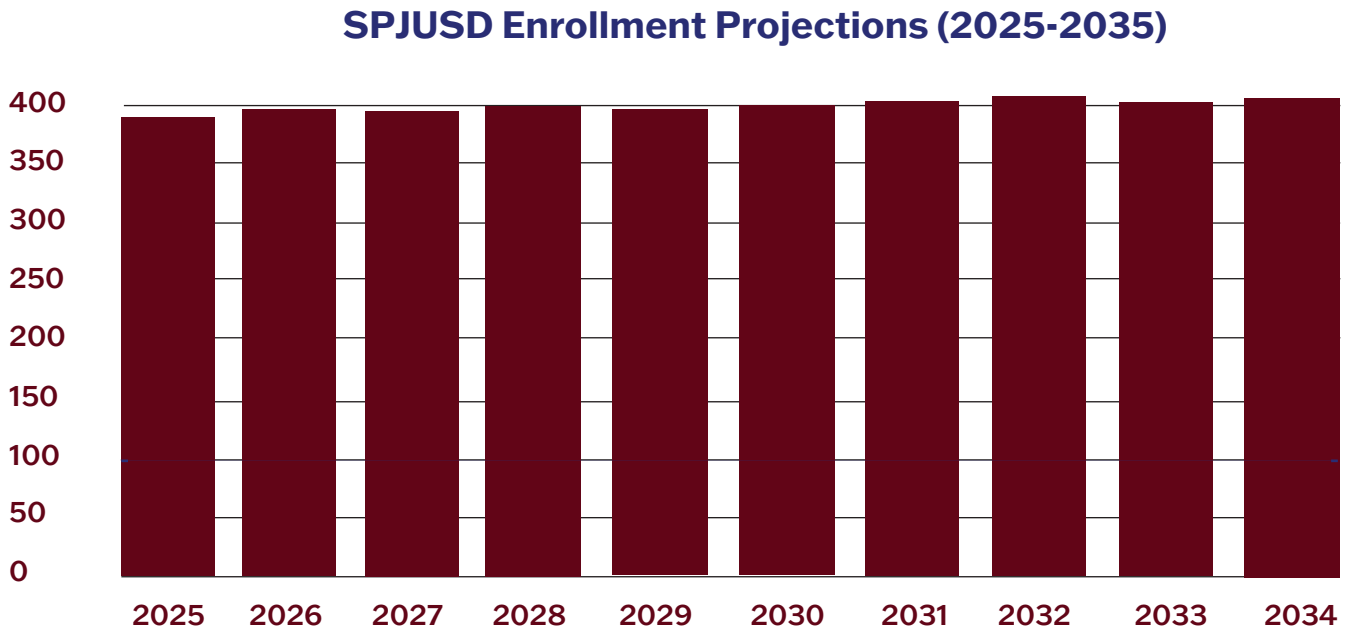
ENROLLMENT PROJECTIONS AND CURRENT CAPACITY DEMAND

To project future enrollment trends, SPJUSD considered current demographic data and historical enrollment patterns. SPJUSD continues to serve its community steadily, although declining regional population trends have resulted in stable to gradually declining enrollment across its school sites. The existing capacity of SPJUSD's facilities is sufficient to meet current and projected enrollment needs without requiring significant expansion

These projections indicate that the district's enrollment will likely continue to remain stable, at approximately 395 to 415 students. This enrollment level is well within the capacity of SPJUSD's current facilities, allowing the district to focus its strategic planning efforts on maintaining facility quality, improving efficiency, and supporting evolving educational needs in a rural setting.

A. Enrollment Projections and Trends

The chart below illustrates SPJUSD's anticipated enrollment over the next ten years. This projection reflects expected gradual enrollment declines, driven by regional demographic trends such as lower birth rates and limited new residential development. SPJUSD's facilities are well-positioned to accommodate projected enrollment without requiring significant new construction, allowing the district to focus resources on modernization, maintenance, and student support programs.



SECTION IV

Educational Specifications

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Sierra-Plumas Joint Unified School District (SPJUSD) has initiated the development of a comprehensive Facilities Master Plan (FMP) to assess existing facilities and ensure that future building improvements and modernization projects align with the districts's mission, core values, board priorities, and academic focus. This plan includes Educational Specifications that reflect SPJUSD's commitment to providing a challenging academic environment, embracing community diversity, and encouraging lifelong learning. As new instructional strategies and initiatives emerge, it is imperative that the design or redesign of facilities supports these approaches.

1.1 PURPOSE OF EDUCATIONAL SPECIFICATIONS

Educational Specifications are dynamic documents that capture an organization's philosophy on teaching, learning, and curriculum goals, serving as a foundation for designing new and/or modernized facilities. For Sierra-Plumas Joint Unified School District (SPJUSD), these specifications provide a roadmap to guide long-range facility planning, prioritize improvements, and align capital projects with the districts mission and educational goals.

This document communicates to architects, stakeholders, and the community what educators believe is necessary for creating learning environments that support student success and academic achievement. Any future facility projects undertaken by SPJUSD will incorporate the principles outlined in these Educational Specifications, ensuring a balance between academic requirements, existing campus constraints, and state regulations.

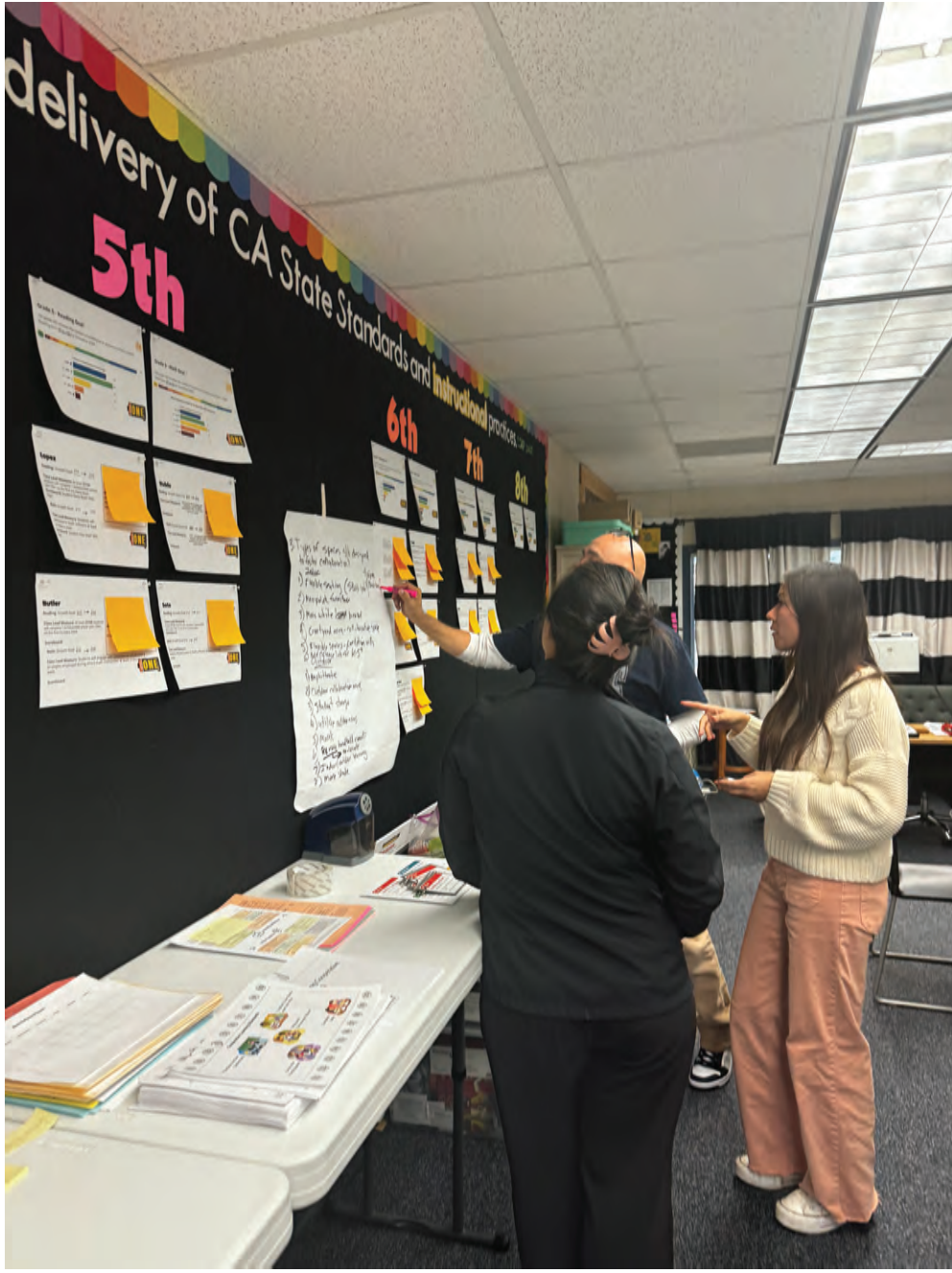
Rather than prescribing rigid requirements, these Educational Specifications are intended to serve as a flexible framework, promoting equitable opportunities for modernized facilities tailored to SPJUSD's unique needs. The specifications are intentionally broad to accommodate the evolving needs of SPJUSD students and the educators who support them.

1.2 ENGAGEMENT PROCESS

Sierra-Plumas Joint Unified School District collaborated with School Leaders to develop Educational Specifications that will guide future facility enhancements. During a valuable focus meeting, SPJUSD engaged a diverse group of stakeholders to ensure a comprehensive and inclusive planning process.

Input was gathered through one-on-one meetings and site visits with school leadership, as well as focused discussions with a Community Facilities Committee (CFC). The CFC included representatives from SPJUSD's leadership team, teachers, parents, classified employees, and other key community members.

This inclusive approach allowed SPJUSD to integrate a wide range of perspectives, resulting in guiding principles and design fundamentals that align facility improvements with student needs, curricular priorities, and community expectations. The collaboration ensures that SPJUSD's facilities will continue to support its commitment to educational excellence and foster an environment that enables all students to thrive.



2.1 MISSION STATEMENT

SPJUSD's mission and vision, is to provide an educational environment where all children succeed, where all children feel safe, and where their curiosity is cultivated. We provide an educational environment that encourages productive, responsible citizens. It is our goal to equip students with the tools to live and to contribute successfully in a rapidly changing world.

- Our schools offer a challenging, meaningful, and relevant curriculum that values creativity, critical thinking, and effective communication.
- Our students apply knowledge to new contexts and do so with honesty and integrity.
- Our students learn to appreciate beauty and care for the environment as well as each other and ultimately understand that their actions make a difference.

2.2 CORE VALUES

Sierra-Plumas Joint Unified School District emphasizes eight core values that are integral to its educational approach:

- **Fostering student success**
- **Creating safe learning environments**
- **Promoting respect and responsibility**
- **Encouraging community involvement**
- **Ensuring that all students become productive citizens**
- **Personalized learning**
- **Resilience**
- **High expectations for every learner**

These values are consistently reinforced throughout the school to foster good character and ethics among students.

In addition to these core values, SPJUSD's vision centers around **"Educating Today's Students for Tomorrow's World."** This reflects their commitment to preparing students academically, socially, and emotionally to succeed in an evolving society.

2.3 CORE PRIORITIES

The Sierra-Plumas Joint Unified School District Board has established five strategic priorities to shape the future of its schools and align facilities with educational values, community identity, and long-term aspirations:

i. **Foster Student Pride Through Campus Identity and Functionality:** Invest in foundational facility needs—roofing, window replacement, HVAC systems, and modernized classrooms—to create environments that foster student pride and comfort. Upgraded and inviting campuses serve as the bedrock of student engagement, attendance, and academic success.

ii. **Strengthen Community-Centered Schools:** Design campuses to reflect the role of schools as community hubs. This includes flexible indoor and outdoor spaces for gatherings, performances, and parent involvement, recognizing the deep connection between local engagement and school vitality in rural communities..

iii. **Expand Career and Technical Education Pathways:** Support and grow CTE offerings by enhancing the Ag program and exploring high-demand pathways such as welding and construction. Facilities should accommodate hands-on learning environments, with properly equipped labs, storage, and safety features to support workforce readiness and real-world application.

iv. **Create Collaborative and Wellness-Oriented Learning Environments:** Prioritize adaptive spaces—indoors and outdoors—for group learning, discussion, counseling, and wellness. Underutilized areas like the Learning Media Centers and existing landscapes should be reimagined to support small-group instruction, student support services, and cross-campus interaction.

v. **Build a Future-Ready, Small-School Magnet Identity:** Advance a vision of Sierra-Plumas as a small, high-quality district offering a “private school” feel—vertically aligned curriculum, secure campuses, modern science labs, and scalable technology infrastructure. This future-ready model supports aspirations of becoming a regional magnet for families seeking personalized education with robust STEAM and extracurricular programs.

These priorities reflect the district’s commitment to literacy, whole-student development, and rural innovation—honoring its legacy while boldly preparing for the next 10 to 20 years of education.

2.4 CURRICULUM HUB – SIGNATURE PROGRAMS, PRACTICES, AND SERVICES

Sierra-Plumas Joint Unified School District is committed to delivering a well-rounded, community-rooted education that reflects the values of academic excellence, hands-on learning, and rural innovation. Through small class sizes, dedicated staff, and deep community involvement, the district cultivates pride, connection, and future-ready skills in every student.

In addition to core academics, Sierra-Plumas emphasizes the following signature programs and practices that define its educational identity and support holistic student development:

- **Ag Education and FFA Program:** A cornerstone of the district, the agriculture program engages students in applied science, animal care, leadership development, and community-based learning. Future expansion includes welding labs to support career readiness.
- **Small School Advantage:** Big Opportunity: With intentionally small class sizes, students receive individualized attention in an environment that feels personal and private-school-like, supporting academic achievement and emotional well-being.
- **Athletics and Physical Wellness:** Community-supported improvements to facilities—like the Loyalton track, soccer fields, LE gym, and softball field—enable inclusive participation and school pride, while promoting teamwork and lifelong health.
- **CTE Exploration and Career Readiness:** Programs like construction technology and ag mechanics introduce students to real-world pathways while leveraging rural strengths and future workforce trends.
- **Outdoor Learning and Campus Culture:** Emphasis on maximizing outdoor spaces for eating, collaboration, and group learning.These areas foster social connection, reduce truancy, and build student ownership of their campus.
- **Science and STEM Enrichment:** Focus on experiential science education with planned upgrades to labs at Loyalton High School and Downieville, including dedicated spaces for experiments, chemical storage, and hands-on inquiry.
- **Integrated Technology and Infrastructure Upgrades:** A districtwide effort to expand access to digital tools, strengthen infrastructure, and ensure every site is equipped for 21st-century learning and future tech needs.
- **Library Media Centers:** Plans to reimagine underutilized library spaces at Loyalton and Downieville into dynamic hubs for learning, quiet study, and collaborative project work.
- **Counseling, Wellness, and Support Spaces:** Development of more counseling rooms, small-group spaces, and wellness zones to support the emotional and behavioral needs of students in a nurturing setting.

These programs reflect Sierra-Plumas' vision of cultivating responsible, engaged learners who are proud of their schools and prepared for life beyond the classroom—whether on a college track, in the trades, or as leaders in their rural communities.

Future Opportunities for Expansion

Sierra-Plumas Joint Unified School District is dedicated to evolving its educational programs and facilities to meet the needs of students, families, and rural communities. Building on its strengths and community values, the district is exploring the following future initiatives:

- **Athletics and Physical Education Enhancements:** Community-supported upgrades to athletic facilities, including the Loyalton and Downieville tracks, soccer fields, gymnasium spaces, and softball fields to expand access, promote pride, and support whole-child development.
- **Welding Lab and CTE Expansion:** Addition of a dedicated welding lab to support the successful FFA program at Loyalton High School and exploration of construction trades pathways aligned with local workforce opportunities.
- **Science Lab Modernization:** Upgrades at both Loyalton High and Downieville sites to provide students with safe, flexible, and well-equipped environments for advanced science instruction and experimentation.
- **Technology Infrastructure Growth:** Districtwide improvements to bandwidth, device access, and classroom electrical systems to support digital learning, STEAM integration, and future-ready instruction.
- **Reimagined Library Media Centers:** Transformation of underutilized LMCs into engaging student hubs for research, group projects, and digital literacy aligned with evolving learning styles.
- **Outdoor Learning and Wellness Areas:** Continued development of outdoor learning spaces, seating areas, and activity zones to foster social interaction, improve attendance, and offer alternative environments for instruction and counseling.
- **Expanded Mental Health and Support Services:** Development of additional wellness rooms, counseling offices, and small-group support spaces to meet the growing social-emotional needs of students in a safe and accessible environment.

Sierra-Plumas is building toward a future where small schools offer big opportunities—personalized education, strong community ties, and forward-thinking programs that prepare students for success in college, career, and life.

2.5 GUIDING PRINCIPLES FOR FACILITY DESIGN

The following Guiding Principles ensure all future facility improvements and redesigns reflect Sierra-Plumas Joint Unified School District's educational mission, community values, and long-term strategic goals:

1. **Practice Fiscal Responsibility with Lasting Impact:** Invest in high-need infrastructure (e.g., HVAC, roofs, energy-efficient windows) and scalable technology while maintaining transparency and maximizing long-term value.
2. **Foster Pride and Purpose in Rural Learning Environments:** Design safe, inclusive, and inspiring spaces that reflect the uniqueness of our small schools and help students take pride in their campuses and communities.
3. **Support Student Success Through Functional and Flexible Spaces:** Prioritize student-centered improvements—such as science labs, CTE facilities, and wellness areas—that directly impact achievement, engagement, and attendance.
4. **Expand Opportunities for Outdoor Learning and Community Use:** Create multipurpose outdoor environments for collaboration, group dining, recreation, and instruction—reinforcing the school's role as a central hub for families and residents.
5. **Encourage Whole-Child Growth and Well-Being:** Design spaces that support physical education, the arts, hands-on learning, and mental health—ensuring students are seen, supported, and prepared for all aspects of life beyond school.

These principles reflect Sierra-Plumas' commitment to delivering a personalized, future-ready education while honoring the values of small-town resilience, resourcefulness, and community connection.

2.6 FACILITIES AT SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT – THEN AND NOW

A Century of Rural Schools

Public education in Sierra County stretches back to 1853, but secondary schooling arrived when Loyalton opened the valley's first high school in 1908, followed by branch campuses in Sierra City (1917) and Sierraville (1918). When the county's numerous one-room districts unified in 1954, the Sierra-Plumas Joint Unified School District (SPJUSD) was formed to serve the entire county and the eastern edge of neighboring Plumas County.

Original campus footprints

Most permanent classrooms at Loyalton and Downieville were erected in the 1950s-70s—timber-framed buildings sized for cohorts under 200 students. Heating relied on oil furnaces, windows were single-pane, and wired computer labs were added in the late 1990s as dial-up internet reached the valley. Growth was modest, so portable classrooms were used only sparingly.

Current scale and configuration

SPJUSD educates roughly 400 students across 1,472 square miles—one of California's lowest population densities (2.2 people/mi²).

Site	Notes on campus condition
Loyalton Elementary	Boiler valves and HVAC actuators replaced Dec 2023; roof identified as "poor' in FIT survey and prioritized for replacement. 4.files.edl.io4.files.edl.io
Loyalton High	New gym bleachers and hydration stations installed summer 2023; 4.files.edl.io
Downieville Schools	Roof repairs prioritized; overall campus rated "Good" but aging infrastructure noted. 4.files.edl.io4.files.edl.io
Sierra Pass Continuation	Operates in portables to be modernized on the Loyalton campus (data in district SARC).

Modernization Momentum

The board's 2024-25 Facilities Priority List focuses on: 1) Roof replacements (Downieville gym & Loyalton Elementary gym), 2) Girls' softball-field upgrades and multi-sport turf improvements in Loyalton, and 3) CalSHAPE-funded HVAC and energy projects district-wide. Window replacements are also a priority. *These items were advanced at the Sept 10, 2024 joint board meeting.*

Technology integration – "From labs to laptops"

Hard-wired labs of the early-2000s have largely given way to classroom Wi-Fi, shared Chromebook carts, and interactive flat panels. Bandwidth upgrades accompany every HVAC or electrical project to future-proof the network.

Facilities outlook

While FIT inspections rate sites "Good" overall, critical needs persist—chiefly roof integrity, single-pane window replacement, and ADA upgrades. Planned improvements align with district guiding principles of student pride, community hub functionality, and fiscal responsibility, positioning these rural campuses to support hands-on CTE growth, expanding Ag pathways, and 21st-century digital learning for the next generation.

3.2 THE RELATIONSHIP BETWEEN LEARNING AND THE ENVIRONMENT

As instructional models evolve, the design and functionality of learning spaces play an increasingly critical role in student outcomes. Research shows a direct relationship between the physical environment and learning, with well-designed spaces positively influencing motivation, engagement, and academic performance. Key environmental factors such as natural lighting, thermal comfort, acoustics, color schemes, and indoor air quality contribute significantly to creating an optimal learning environment. Studies also highlight the importance of safe, secure, and well-maintained campuses, correlating these factors with improved attendance rates and reduced disciplinary issues. **At SPJUSD, understanding how physical spaces impact learning and teaching is central to infrastructure planning and design.** Future upgrades will prioritize environments that foster collaboration, creativity, and adaptability while addressing the diverse needs of SPJUSD's students and staff. By aligning campus improvements with modern instructional practices, SPJUSD ensures that its facilities remain a foundation for academic excellence and innovation.

3.3 DESIGN FUNDAMENTALS FOR FACILITY IMPROVEMENTS

The following fundamentals translate Sierra-Plumas' rural character, small-school culture, and long-term educational vision into facility-design touchstones. They guide every modernization, new build, and campus refresh—ensuring spaces remain welcoming, future-ready, and fiscally sound.

1. Accessible & Inclusive Campuses

- Achieve full ADA compliance across multi-level, snow-country sites.
- Provide universal routes between classrooms, gyms, ag shops, and fields.
- Include restrooms, sensory-friendly nooks, and adaptive playground elements so every student and visitor can participate fully.

2. Community Hub & Joint-Use Design

- Upgrade gymnasiums, multipurpose rooms, and athletic fields with independent after-hours entrances, parking, and restrooms.
- Support 4-H fairs, recreation leagues, town meetings, and emergency shelter needs without compromising student safety.
- Embed secure access controls so community use and campus security coexist.

3. Flexible, Hands-On Learning Spaces

- Reconfigure standard classrooms and under-used libraries into modular labs, makerspaces, and small-group rooms.
- Use writable walls, mobile furnishings, and folding partitions to switch quickly between lecture, collaboration, and lab work.
- Pair indoor labs with adjacent outdoor workstations for Ag, welding, and science experiments.

4. Future-Ready CTE & Technology Backbone

- Size power, data, and ventilation for welding booths, construction labs, and advanced science prep rooms.
- Install robust broadband, campus-wide Wi-Fi 6/6E, and interactive displays—scalable as rural connectivity grows.
- Provide conduit capacity and spare panels so future programs can be added without costly rework.

5. Health, Safety & Student Well-Being

- Prioritize energy-efficient windows, roof replacements, and HVAC upgrades (high-efficiency heat pumps, MERV-13 filters) aimed at air quality and for year-round comfort and attendance gains.
- Create single-point entries with clear sightlines, secure vestibules, and updated camera systems.
- Add wellness rooms, counseling suites, and shaded outdoor seating to support mental health and reduce truancy.

6. Sustainable & Durable by Design

- Specify high-snow-load roofing, metal siding, and low-maintenance finishes suited to Sierra winters.
- Integrate LED lighting, smart controls, solar-ready electrical infrastructure, and water-wise irrigation to cut operating costs.
- Favor local timber and recycled materials, modeling environmental stewardship for students.

These fundamentals honor Sierra-Plumas' commitment to small-school pride, community partnership, hands-on learning, and responsible stewardship—ensuring every facility investment strengthens both education and the wider rural community for decades to come.

3.4 STRATEGIES FOR EXISTING FACILITIES

Modernizing Sierra-Plumas' campuses means working with decades-old buildings that were never designed for today's instructional technology, hands-on CTE, or Sierra-Nevada winters. Each site—Loyalton Elementary, Loyalton High, Downieville Schools, and the portable complex that houses Sierra Pass Continuation—has unique utility runs, topography, and traffic patterns. The district will apply the design fundamentals (Section 3.3) through campus-specific strategies that:

1. Upgrade Core Infrastructure for Comfort and Longevity

- Replace failing roofs, single-pane windows, and outdated boilers with snow-load–rated assemblies, dual-pane glazing, and high-efficiency heat pumps tied to CalSHAPE incentives.
- Expand electrical capacity and low-voltage pathways to support 1:1 devices, interactive displays, welding equipment, and future tech.
- Integrate solar-ready conduits and battery storage stubs while re-insulating attics and walls for lower energy costs.

2. Phase Work to Minimize Disruption and Maximize Funding

- Bundle HVAC, roofing, and envelope work to leverage state matching, deferred-maintenance, and energy-grant dollars.
- Schedule noisy or high-impact construction for summer and shoulder seasons when mountain weather and enrollment allow.
- Use modular or panelized construction where possible so learning is uninterrupted in the district's small, single-track calendars.

3. Improve Campus Flow, Security, and Community Access

- Create single-point entries with secure vestibules and visual control over visitor parking.
- Separate bus, parent, community traffic loops at Loyalton and Downieville to reduce congestion during winter and events.
- Design joint-use zones—gyms, fields, multipurpose rooms—with independent evening entrances,
- restrooms, and lighting so community programs thrive without compromising student safety.

4. Strengthen Indoor-to-Outdoor Learning Links

- Add covered walkways and snow-rated shade structures so instruction and circulation continue year-round.
- Develop tiered seating, picnic tables, and power pods adjacent to classrooms for outdoor collaboration and independent study.
- Convert open lawn edges into low-water "learning landscapes" that double as science, ag, and art spaces.

5. Re-organize and Right-size Interior Spaces

- Reclaim underused libraries and oversized corridors as flexible labs, small-group rooms, and counseling suites.
- Remove or repurpose aging portables where feasible, replacing them with high-efficiency modulars or permanent construction that aligns with long-term enrollment.
- Create clear STEAM/CTE hubs by clustering the new welding lab, ag mechanics shop, and science labs for easier supervision and shared utilities.

4.1 CLASS SIZE, BUILDING CAPACITY, AND SPACE GUIDELINES

Current Class Size Averages/Student Loading for SPJUSD

- **Kindergarten:** 25 students per classroom
- **Grades 1–6 (Elementary):** 25 students per classroom
- **Grades 7–12 (Secondary):** 27 students per classroom
- **Special Education:** Varies based on the type of program and needs of students

  Special Day Classrooms: Typically 13 students per classroom

  Non-severe Disabilities: 13 students per classroom

  Severe Disabilities: 9 students per classroom

- **Alternative Education Programs:** The standards can vary depending on the specific program.
  - These loading standards are primarily used to calculate facility needs and determine state funding eligibility.
  - Districts may adopt different local classroom loading standards based on local policies, collective bargaining agreements, or educational goals, but the OPSC standards remain the benchmark for funding purposes.
  - Adjustments can be made for small school districts, multi-track year-round education, or other unique circumstances.

The California Department of Education (CDE) provides the following benchmarks for "ideal" school sizes and enrollment:

- **Elementary School:** 10 acres for 800 students
- **Middle School:** 20 acres for 1,200 students

CDE Guidelines for Program Area Spaces:

- **Kindergarten Classrooms:** Minimum 1,350 sq. ft., including attached restrooms
- **Grades 1-12 Classrooms:** Minimum 960 sq. ft.
- **Special Education Classrooms:** Minimum 960 sq. ft. or equal to general classrooms at the site
- **Resource Specialist Programs (RSP):** Minimum 240 sq. ft.

OPSC (California Office of Public School Construction) Guidelines for Program Area Spaces:

Per OPSC requirements, classrooms must be a minimum of 960 ft² (1,350 ft² for kindergarten), with building capacity based on 59–92 ft² per pupil depending on grade level, and site acreage conforming to Title 5 guidelines.

4.2 GENERAL SITE LAYOUT

Creating mountain-town schools that are easy to find, safe in four seasons, and welcoming for community use shapes every site-planning decision. Key considerations include:

1. Accessible and Intuit Navigation

- A single, clearly signed "front door" at each campus— 700 Fourth St. in Loyalton and 130 School St. in Downieville—funnels all visitors through the main office for check-in and access control.
- Consistent way-finding (building IDs, parking arrows, trail-blaze icons) guides students and guests across sites.
- ADA-compliant walks and ramps are graded for snow removal and connect parking, classrooms, and areas without stairs.

2. Safety and Security

- Separate loops for buses, parent cars, and staff parking reduce winter congestion on Beckwith Road and School Street.
- Secure vestibules, key-card doors, panoramic LED lighting, and security camera coverage to create protection while maintaining rural hospitality.
- Fire-lane alignments and widened turn-outs allow year-round access for engines and ambulances, even during peak snowpack.

3. Outdoor and Indoor Connectivity

- Snow-rated covered walkways link portables, gyms, and cafeterias so students move between buildings in any weather.
- Tiered amphitheaters, picnic tables with power posts, and wind-screened patios let Ag, welding, and science lessons flow outdoors April–October.
- Classroom doors and glazing align with adjacent outdoor zones, enabling staff to supervise seamlessly.

4. Community and Joint Use Spaces

- Gyms, multipurpose rooms, and athletic fields are sited on campus edge with independent evening entrances, adjacent parking, and dedicated restrooms—supporting 4-H fairs, rec-league play, and emergency-shelter use without opening academic wings.
- Electronic access controls and lockable partitions keep the learning core secure after hours.

5. Aesthetic Appeal and First Impressions

- Entries feature local timber, river-stone accents, and native low-water plantings, projecting "small-town pride".
- Well-lit walks, organized bus loops, and snow-storage zones reinforce a safe, orderly atmosphere that elevates student pride.

6. Functional and Flexible Design

- Utility corridors (water, fire, data) are laid in looped networks with space capacity, allowing future science labs, CTE shops, or solar arrays to tie-in without costly trenching.
- Expansion pads and modular foundations are reserved for enrollment upticks or new programs, ensuring the district can grow without relocating existing uses.
- Open greens double as event space, outdoor classrooms, or future portable clusters—adapting quickly to changing curricula and community needs.

4.3 OPTIMAL FEATURES IN SCHOOL REDESIGN

(Sierra-Plumas Joint Unified School District)
To elevate learning in our small-school, mountain setting, the following features will drive every Loyalton and Downieville modernization project.

1. Safe and Secure Campuses

- Single-point entry vestibules with key-card control and mountain-rated snow canopies.
- Clear fire lanes and widened turn-outs for engines and ambulances, even in peak snowpack.

2. Sustainable and Durable Design

- Snow-load metal roofs, R-30+ insulation, heat-pump HVAC, LED lighting, and low-flow fixtures tied to CalSHAPE energy grants.
- Locally sourced timber and recycled steel for long-life, low-maintenance exteriors.

3. Inviting and Inspiring Design

- Abundant daylight via high-efficiency windows; warm wood finishes that echo local timber; decluttered sightlines.
- Display rails and digital monitors in halls showcase FFA projects, art, and student research.

4. Flexible Learning Environments

- Classrooms sized for 15-25 students, furnished with mobile desks, writable surfaces, and folding partitions for lecture, lab, or seminar modes.
- Quiet study alcoves carved from corridor “dead zones” and breakout tables along glazed walls so supervision remains easy.

5. Technology Integration

- Campus-wide Wi-Fi 6E, ceiling power drops, and floor boxes support 1:1 devices, CNC routers, and welding simulators.

- Outdoor hotspots at Ag barns and athletic fields enable blended instruction and live-streaming of CTE demos.

6. Collaborative and Innovative Space

- Reimagined Library Media Centers at LHS and Downieville become maker labs, podcast corners, and STEM project bays.

- Covered patios, tiered amphitheaters, and wind-screened courtyards extend collaboration outdoors from April–October.

7. Outdoor Learning and Recreation Spaces

- Shaded play areas, hydration stations, and irrigated multi-sport fields that double as PE and community venues.

- “Learning landscapes” with native plant beds for science, art, and environmental studies.

8. Whole-Child Support Spaces

- Music/band rooms with storage for instruments, art studios with natural light, and wellness suites for counseling and MTSS services.
- Modernized gyms and a multipurpose indoor activity space at Loyalton Elementary for year-round fitness.

9. Acoustics and Lighting

- Acoustic ceiling tiles, sound-rated doors, and soft-surface finishes for clear instruction.
- Tunable LED fixtures balanced with daylight sensors to support focus and energy savings.

10. Storage & Organization

- Built-in cabinetry and lockable cubbies that keep classrooms clutter-free.
- Flexible racking systems in CTE shops and science labs for changing equipment and curriculum needs.

Implementing these features will honor Sierra-Plumas' rural identity while delivering future-ready, student-centered campuses that boost attendance, pride, and hands-on achievement for decades to come.

SECTION 5: FACILITY NEEDS ASSESSMENT

Executive Summary

Sierra-Plumas Joint USD operates four instructional campuses spread across 1,470 square miles of rugged Sierra-Nevada terrain. Most permanent buildings date from the 1950s–70s and contend with severe winter snow loads, outdated mechanical systems, and limited technology infrastructure. Enrollment remains modest (≈400 TK-12 students) but programmatic needs—particularly hands-on science, welding, and modern special programs—have outgrown the original classroom stock.

This Facility Needs Assessment, prepared by School Leaders Consulting, documents each site's deficiencies, ranks priorities, and offers strategic reinvestment recommendations that align with the District's guiding principles of safety, community hub functionality, small-class personalization, and fiscal stewardship..

Scope of Assessment

The review covered every instructional and support facility, including:

Campus / Facility	Major Buildings Assessed
Loyalton Elementary (LE)	Classroom wings A–C, cafeteria/kitchen, administration, playfields
Loyalton High School (LHS)	Classroom wings D–G, science labs, Ag shop, gym, athletic fields
Downieville School (K-12)	Main building, gym/café/kitchen wing, playfields
Old Jr-High Gym (vacant)	Roof, restrooms, structural shell
District Portables / Ancillary	Sierra Pass Continuation, maintenance sheds

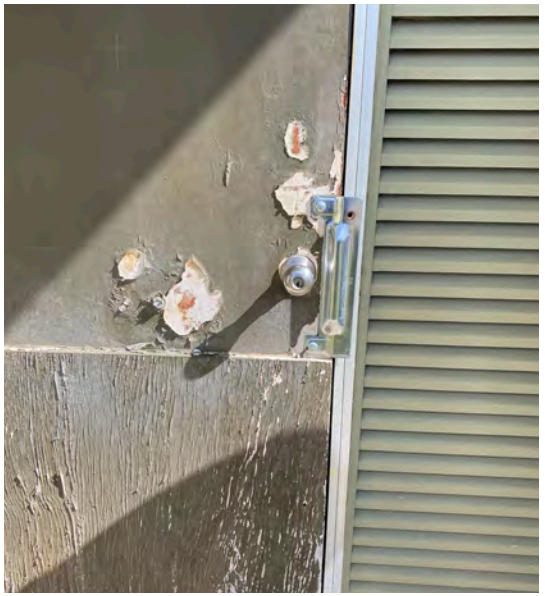
Key focus areas: building envelope (roofs, windows), HVAC and indoor air quality, ADA and life-safety compliance, technology backbone, specialized program spaces (CTE labs, science), site circulation, and community joint use.

Loyalton Elem.

	Labor			Priority	Notes	Notes
Product	Quantity	Unit of measurement	Price			
Add mini splits at each classroom	14	Ea	105,000.00	1		
Add mini splits offices/nurse/lounge/SPED	3	Ea	22,500.00	1		
HVAC addition - kitchen/ MPR			25,000.00	1		
Main Bldg Roofing- replace existing	36,000	Sf.	384,500	1		384,500.00
Roofing repair SPED	4,400	Sf.	650,907.00	2		
Main Bldg Fascia repair/ repaint	880	Lf.	3,600.00	1		
Replace all windows campuswide w/ energy efficient glass/wall component			189,000.00	1	Energy efficiency	
SPED fascia paint/ repair	267	Lf.	2,550.00	1		
Ceiling tile replacement SPED/Main/ portables	25	Locations (portables, classrooms, offices	750.00	3		
Wall fabric repair throughout SPED/ Main hallways and classrooms	500	Sf	1,500.00	1		
Parking Lot/ building wall lights -replace W/ LED	8	Ea	16,800.00	1	Safety/ security	
Grass play area- regrade	30,000	Sf	40,000.00	1	Safety- unsafe surface	
Track - redesign to regulation size - regrade	115,000	Sf		2		35,075.00
Regrade soccer field surface and redesign to regulation size, resod, add irrigation	50,000	Sf	210,000.00	2	Safety - unsafe surface	
LED Lighting upgrades	14	Classrooms	10,200.00	2		
Kitchen/ cafeteria serving area/ MPR lighting replacement w LED			2,100.00	2		
Redesign/Add storage space/ office space in kitchen area	800	Sf	2,200	2	Cramped storage, office, currently in area added on which does not meet health/ safety codes and ADA. Addition likely not DSA approved	TBD
Painting - campus wide exterior			40,000	1	Estimated	Estimated ~ $40,000
Painting - interior MPR/ cafeteria/kitchen			34,000	2	Estimated	Estimated ~ $34,000
Replace water fountains w filling station	1	Ea	2,850.00	3		
Door replacement and hardware at all entry points Main/ SPED	4		8,000.00	1	Safety/ security concern	
Replace porch beams at SPED	16	Ea	2,800.00	2		
Chalkboards to wipeboards	3	Ea	1,200	3		TBD
IT security/ camera upgrade w LED lighting			27,000.00	2	Safety/security	

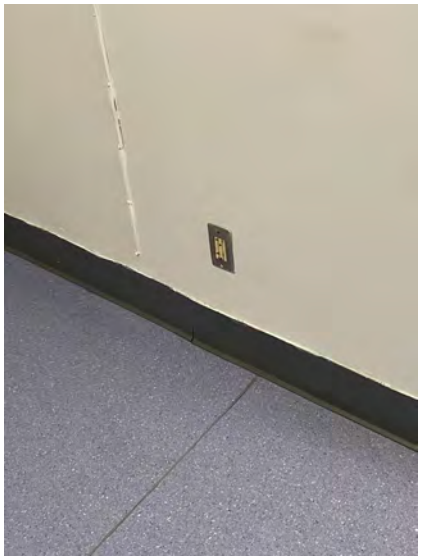
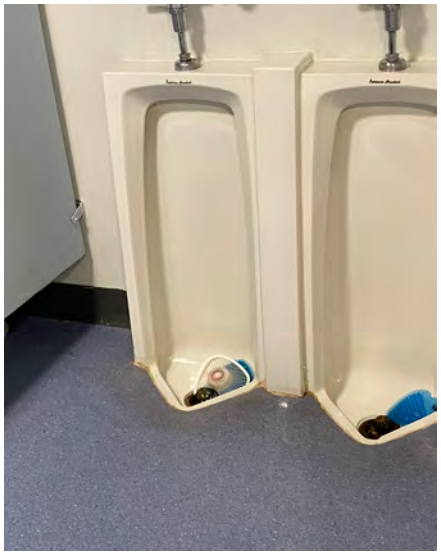
Remove/Replace Bathroom flooring- Main	4		10,000.00	2		
Replace door closers at Main RRs	4	Ea	2,000.00	2		
Replace urinal SPED RR	1	Ea	500.00	1	In need of immediate repair	
Repair threshold SPED RR	1	Ea	250.00	1	Safety	
Repair ceiling leak SPED speech			300	1	Staining ceiling tiles	TBD
Relocate backstop in grass play area			0.00	2	Safety	
Replace fans in N. Boys RR	1	Ea	250.00	1		
Playground play structure fiber	500	Sf	10,000.00	2	Safety	
Replace existing boiler and piping Main Bld.	2	ea	185,000	1	Circa 1960's units	Estimated ~ $185000
Replace door to boiler room with heavy duty locking door	1	Ea	1,500.00	1	Safety	
Provide accessible concrete ramp at boiler room			400.00	1	ADA inaccessible	
Concrete flat work- entry, transition from blacktop to N entry, curb to entry area, area between P1 and SPED	500	Sf	2,500.00	1	Safety, ADA compliance	
Add doorstops at all external doors - remove bollard posts	20	Ea	300	2	May be a fire code concern	TBD
Admin remodel entry/ offices for better safety/security	800	Sf	22,500	1	Safety/ security, ADA access compliance	TBD
Tie in sink drain at P2 to nearest existing sewer line			5,000.00	1	Health safety	
Portable ramp replacement (3,4,7,8,10,11)	6	Ea	47,000.00	1	Safety- Rusting through in places	
Portable soffit repair (4,11)	150	Lf	10,000	1	Avoid further damage	TBD
Carpet replacement in portables (11,10,9,5)	960	Sf	38,400.00	2		
ADA upgrades (20%)			415,630		Costs will fluctuate	TBD
F and E						
P1 - 02-69547						
P2 - unable to determine (painted over)						
P3- unable to determine (painted over)						
P4- unable to determine (painted over)						
P5- 02-108147						
P6- 02-69547						
P7- OSA 59176, serial 3094.2						
P8- RR DSA unknown						
P9- OSA 59176 , serial 3074.2						
P10- OSA 59176, serial 3076.2						
P11- OSA 59176, serial 3073.1						


LOYALTON
ELEMENTARY
SCHOOL







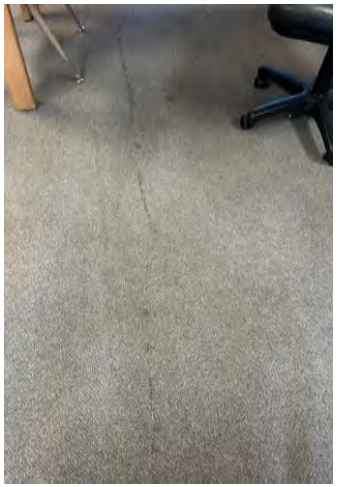
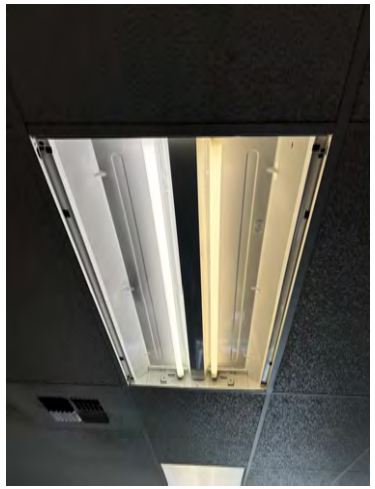



Loyalton High School

Product	Labor			Priority	Notes	Notes
	Quantity	Unit of measurement	Price			
Replace all windows campuswide w/ energy efficient glass/wall component	10,000	Sf	112000	1	Energy efficiency, access compliance. 1000 lf of wall space	
Improve exterior access to classroom furnaces			15,750	1	Access compliance, cost TBD	TBD
Replace roofing	35,000	Sf	350000	1	Prevent further damage	
Replace all exterior single pane/ glazed windows w dual pane	960	Lf	see above	1	Energy efficiency	
Repair roofing at rear storage / walkway area	320	Sf	3200	1	Prevent further damage	
LED Lighting upgrades - replace/add exterior wall lights around perimeter	10	Ea	5000	1	Safety/ security, energy efficiency	TBD
Replace lighting in gymnasium w / LED			22,300	2	Energy efficiency est	TBD
Replace PA system in gym	1	Ea	4200	2		
Remove and replace heaters in gym	4	Ea	6500	2	Energy efficiency, comfort	
Replace lighting in locker rooms w/ LED lighting			7100	2	Energy efficiency	TBD
Replace clocks in locker rooms	2	Ea	250	2	Not operational	TBD
Replace water heater in locker room	1	Ea	5000	1	Not functioning	
Add sink in snack bar	1	Ea	6000	2	Health code requirement est	TBD
Remodel entry/ office configuration to improve security	800	TBD	32,500	1	Safety/ security concern	TBD
Improve electrical access in classrooms 7,8,9,10,14,15,16,17			1000	2		
Science lab work station upgrades - replace sinks, lab counter surfaces, under counter storage, access to valves	2	TBD	22000	2		
Kiln relocation and installation	1	TBD	TBD	1	Safety, compliance concern	TBD
Remove and replace privacy screen G RR	1	1000	200	1	Health code	
Exterior Painting site wide		305,000	457,000	1	1.50/sq ft	Estimate
Door replacement at rear entry	2	10000	250	2		
Softball field upgrade		22000	400,000	2	Title 9 concern	Estimate
Add air exchanger to building - remove existing louvers		TBD	1250	2	Health/safety	TBD
Add security cameras campis wide		1000	30,000	1	Safety/security	
CTE Pathway-FFA welding expansion	300	Sf		2		TBD
ADA upgrades (20%)			298,300	2	Costs will fluctuate	TBD
Add student seating/eating areas throughout exterior campus			10000	2	Ed Specs concern	

Woodshop - upgrade dust collector system (undersized)			5000	1	Safety	
Woodshop- add motor to existing roll up door			1500	2	Safety	
Woodshop - add enclosed wood storage	720	Sf	2200	2		
Repair door at baseball storage area	1			1	Security	TBD
Replace siding at FFA greenhouse	800	Sf	1000	1	Prevent further damage	
P17 replace ceiling tiles			100	2		
P15 replace carpet	960	Sf	3500	1		
P15 paint fabric wall covering	800	Sf	200	1		
Replace access road around rear of HS building			70,000			
ADA upgrades (20%)			Non DSA		Costs will fluctuate	TBD
F and E						TBD
Repair portable soffit dry rot damage rear P17	24	Lf				
Portable lighting -replace LED (15)						
P17 - OSA , serial 10-91-DE344.2B						
P16 - unknown DSA (painted over)						
P15 - DSA 02-69547						





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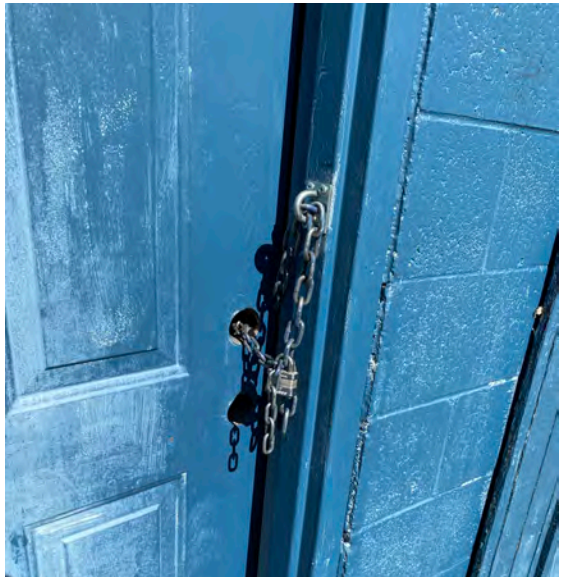




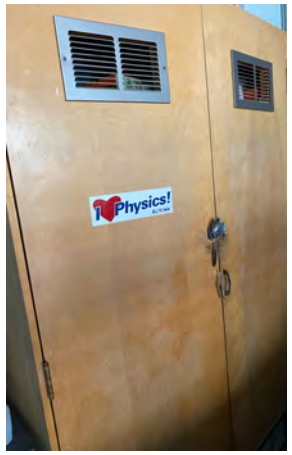
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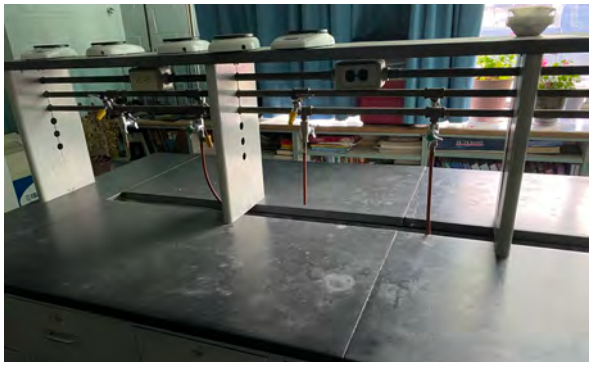
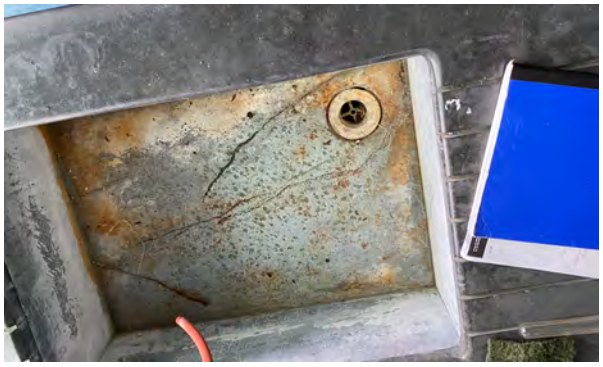
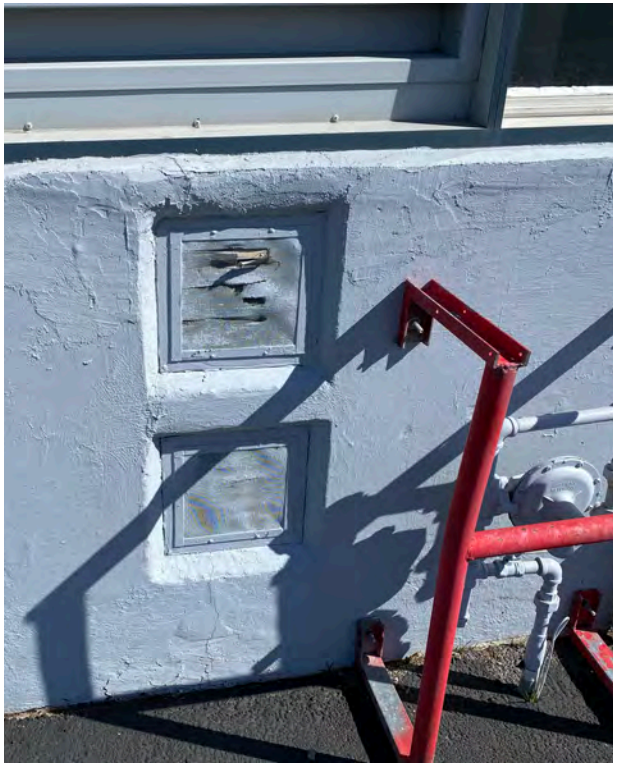




Old Jr High Gymnasium

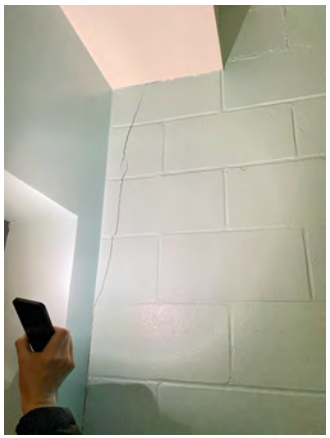
Product	Labor			Priority	Notes
	Quantity	Unit of measurement	Price		
Replace bleachers- 5 row	50	Lf	12,500	2	Estimated ~ $12,500
Replace lighting in locker room w/ LED lighting			3900	2	Energy efficiency
Replace gymnasium lighting w LED			11,000	2	Energy efficiency
Replace door to scoreboard access panel	1	2x3	100	1	TBD, Door inoperable, safety concern

Downieville Elem.

	Labor			Priority	Notes	Notes
Product	Quantity	Unit of measurement	Price			
Plumbing upgrades in all student bathrooms (urinals, sinks, toilets)	4	Ea	112000	2		
Add HVAC in all classrooms (14), and offices (5)	19	Ea.	475,000	1	Energy efficiency, comfort	
Upgrade pneumatic air handler controls schoolwide			112,000	1	Energy efficiency, comfort	
Remove VCT flooring in bathrooms, Art room, rooms 1-3, and replace with epoxy finish			62,000	2	Possible asbestos hazard	
Electrical panel upgrade rm 6			3500	1	Safety hazard	
LED lighting upgrades throughout campus			60,000	2	Energy efficiency	
Repair / troubleshoot electrical issues between rm 7-8				1	Safety hazard	TBD
Remodel entry to allow for greater security	200	Sf	15,000	1	Safety, security, ADA compliance	
Paint hallways			10,000	2		
Exterior painting back side of rm 5			5000	1	Prevent further damage	
Repair fascia at rear of rm 4	10	Lf	2500	1	Prevent further damage	
Remove recessed locker bays along rm 5-7 and create new trophy case	80	Lf	500	3		TBD
Remove and replace sinks (1,2,3,7)	4	Ea	7500	1	Health concern	
Add outside air ventilation system campus wide			See HVAC	1	Energy efficiency, comfort	
Redesign rm8 Science classroom and 3 auxiliary spaces to enhance lab experiences	1400	Sf	200,000	1	Mold removal, asbestos concern, safety concern	
Remediate mold in auxiliary spaces adjacent to rm 8	100	Sf	Unknown	1	Health hazard- need for immediate attention	TBD
Replace all windows campuswide w/ energy efficient glass/wall component	800	Lf	600,000	1	Energy efficiency	
Replace front stairs and porch to main enterance			14,500	1	ADA non compliant access	TBD
Remove and replace all ceiling tiles campuswide			41,000	3	Not standard throughout campus	
Provide ADA compliant access at entry to school			see front stairs	1	ADA non compliant access	TBD
IT security/ cameras			22,000	2	Safety	
Replace carpet (5,7)			21,220	2		

Add individual classroom thermostats at all classrooms			38,000	1	Energy efficiency, comfort	
Walk off mats (1,2,3, hallway exits)			1000	3		
Create outdoor learning environment at rear of school building				2	Ed Specs concern	TBD
Improve drainage along perimeter of north and east campus buildings	250	Lf	210,000	1		
Explore natural spring water from hillside entering electrical conduit extending from panel at school to gymnasium area	200	Lf	See Drainage	1	Hazardous, safety concern, steep slope	
Replace variable speed fan units at classrooms			See HVAC	1	Noise issue in classrooms, energy efficiency	
Shop - add air exchanger/ exhaust for classroom			18,400	1	Safety	
Create maker space in old Art room				3	Ed Specs concern	TBD
Provide cover structure for exterior boiler tank	60	Sf	10,000	1	Safety, provide longevity of equipment	
Add storage shelving at storage closets in hallways	10	Lf	2500	2		
ADA upgrades (20%)			408,724		Costs will fluctuate	TBD
F and E						TBD









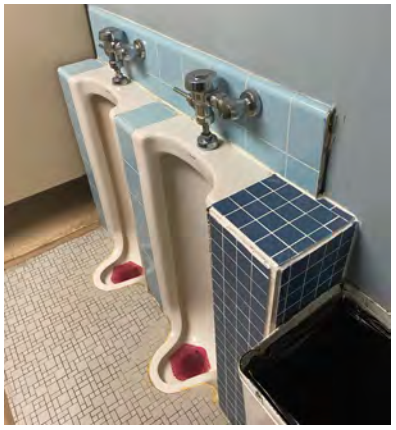


Office
Downieville School
Home of the Warriors









Downieville GYM/Cafe/Kitchen

	Labor			Priority	Notes
Product	Quantity	Unit of measurement	Price		
Roofing replacement gymnasium- metal roof with snow diverted at all vents	12,500	Sf.	660,000	1	Prevent further damage, estimated cost
Improve drainage between blacktop/gym to eliminate standing water	50	Lf		1	Prevent further damage, ice build up during winter is a safety concern, cost TBD
Add walkoff mats at entry/exit of cafeteria doors			500	3	
Repair ceiling damage from leak in G restroom			22,000	1	
Repair ceiling damage from leak in B Restroom, block wall cracked				1	Structural concern, cost TBD
Remove and replace kitchen VCT with epoxy	800	Sf	18,000	2	
Replace lighting in cafeteria with LED			9750	2	Energy efficiency
Replace lighting in locker rooms with LED			3900	2	Energy efficiency
Replace/repair ceiling acoustic surface and repair leaks in weight room			12,400	1	Prevent further damage
Add lockable laminate storage shelving at ballroom	30	Lf		3	TBD
Repair acoustic surface on upper walls in gymnasium			11,000	1	Potentially hazardous depending on type of material crumbling
Repair framing and replace backstop fabric at playground ball field			5000	2	
Replace roofing material at greenhouse			2500	2	Prevent further damage
Create outdoor learning space at field area					Ed Specs concern, Cost TBD
ADA upgrades (20%)			149,010		Costs will fluctuate
F and E					

5.2 SUMMARY OF FINDINGS

- High-urgency (Priority 1) items: 67 line-items district-wide—dominated by leaking roofs, antiquated boilers, failing single-pane windows, and single-zone HVAC units.
- Programmatic gaps: No dedicated welding lab, undersized science rooms, and under-utilized library media centers that could be repurposed for STEAM/maker learning.
- Site/circulation deficiencies: Congested parent–bus loops, limited ADA parking, and unsecured campus perimeters.
- Technology shortfalls: Insufficient electrical capacity in portables, patchwork Wi-Fi, and lack of conduit for future fiber upgrades.
- Community use potential: Gyms and fields require independent evening access, lighting, and restroom upgrades to support 4-H fairs and recreation leagues.

5.3 STRATEGIC RECOMMENDATIONS

Category	Recommended Actions	Rationale / Benefit
1. Building Envelope & Comfort	• Replace failing roofs at LE A-wing, LES, Downieville main & gym. • Install dual-pane, low-E windows district-wide. • Upgrade insulation and weather barriers.	Stops active leaks, reduces energy cost up to 30 %, and prolongs building life in heavy-snow climate.
2. HVAC & Indoor Air Quality	• Convert oil furnaces to high-efficiency heat-pump systems eligible for CalSHAPE grants. • Add MERV-13 filtration and heat-recovery ventilators. • Integrate web-based controls for energy management.	Provides reliable winter heat, improves attendance/health, and captures incentive funding.
3. CTE / Program Modernization	• Construct a 4-bay **Welding & Fabrication Lab** adjacent to existing Ag shop at LHS (2,400 sf). • Upgrade science labs at LHS and Downieville (gas, fume hoods, prep/storage). • Convert underused LMCs into STEAM/maker hubs with 3D printers & robotics.	Expands student access to high-demand career pathways without cannibalizing FFA enrollment; supports hands-on, standards-aligned science.
4. Safety & Security	• Create single-point main entries with secure vestibules and key-card access at LE, LHS and Downieville. • Install perimeter fencing/gates, LED site lighting, and security camera coverage. • Re-stripe & re-route parent, bus, and staff parking loops.	Meets best-practice safety standards, reduces traffic conflicts, and enhances emergency response.
5. Technology Backbone	• Upgrade electrical panels in all portables and older wings. • Install campus-wide Wi-Fi 6E and fiber loops with spare conduit. • Provide outdoor wireless nodes at fields and Ag areas.	Supports 1:1 device initiative, future STEAM equipment, and blended-learning outdoors.
6. Athletics & Community Hub Enhancements	• Resurface LE/LHS track and soccer field; add LED field lighting. • Build/construct LHS softball field and construct a small indoor activity space at LE. • Provide independent evening entries, restrooms, and parking for community access.	Builds student pride, supports physical wellness, and cements schools as rural community centers.
7. Vacant Old Jr-High Gym	• Full roof replacement and adaptive reuse as storage or indoor PE. • Replace bleachers, lighting upgrades, resurface gym floor	Eliminates liability; frees funds for higher-impact projects.

5.4 PHASE FUNDING STRATEGY

Phase	Timeframe	Ideas of Major Funding Sources
Phase 1 - Health & Safety	2025-2027	*Deferred-Maintenance Fund, CalSHAPE HVAC & lighting grants, state SFP Hardship
Phase 2 - Program Upgrades	2027-2030	*CTEFP grants, local developer fees, SFP Program Funds
Phase 3 - Community & Athletics	2030-2033	Proposition 68 recreation grants, partnerships with county recreation & service clubs, SFP Program Funs
Phase 4 - Future Growth Pads	2033-2035	State SFP modernization cycle, potential local GO bond

SFP Program Funds

5.5 CONCLUSION

Addressing these high-priority* facility needs will create warm, safe, and technology-rich campuses that honor Sierra-Plumas' small-school character while unlocking 21st-century learning opportunities. Implementing the recommended projects—roof and HVAC repairs first, followed by program modernization and athletic upgrades—will reduce maintenance costs, boost attendance, and strengthen the District's role as the social and economic heart of its rural communities. School Leaders Consulting stands ready to assist SPJUSD in scoping, funding, and delivering these critical improvements so every student can thrive—today and for decades to come.

SECTION 6: CAPACITY ANALYSIS

Purpose of the Analysis

This Capacity Analysis evaluates how well the District's existing classrooms and core facilities serve current (2024-25) and projected enrollment. Findings guide decisions on program growth, room conversions, and capital investment so that every campus—Loyalton Elementary (LE), Loyalton Jr/Sr High (LHS), and Downieville Schools—remains right-sized, efficient, and supportive of SPJUSD's instructional goals.

Method & Data Sources

- Classroom Inventory: Counts of permanent and relocatable rooms were taken from the "SPJUSD Classroom Use" workbook (May 2025 site walk-through).
- Enrollment: 2024-25 CBEDS: LE = 194, LHS = 154, Downieville = 50 (total = 398).
- Capacity Factor: 25 students per general-education room (elementary & secondary), consistent with California School Facilities Planning Standards and SPJUSD class-size targets.
- Utilization Metric: Current enrollment ÷ practical capacity of "regular-ed" classrooms.

6.2 CURRENT UTILIZATION SNAPSHOT

Campus	Regular-Ed Rooms	Practical Capacity*	2024-25 Enrollment	Utilization
Loyalton Elementary	10	250	**194**	**78 %**
Loyalton Jr/Sr High	14	350	**154**	**44 %**
Downieville (K-12)	9	225	**50**	**22 %**
District Total	**33**	**825**	**398**	**48 %**

* 25 pupils × regular-ed rooms; SPED, music, and specialty labs excluded.

6.3 KEY FINDINGS

1.Surplus Capacity District-wide (≈427 seats)

- Loyalton Elementary operates near ideal fill (78 %), but both LHS and Downieville carry significant headroom.

2.Imbalance Between Sites

- LHS houses grades 7-12 in 14 general rooms yet uses fewer than half the available seats.
- Downieville's nine regular classrooms serve only 50 students; five rooms are used fewer than four periods per day.

3.Special-Program Pressures (Not Counted in Regular-Ed Seats)

- CTE & Ag: LHS needs a dedicated welding/fabrication lab; currently proposed to occupy one of three under-utilized relocatables or storage area in current shop.
- SPED & Speech: Four rooms at LE and two at LHS are assigned to pull-out services, limiting flexibility.
- Music/Library: LE uses a portable for music and library, but the main library at LHS is under-programmed.

4.Scheduling & Grade Configuration

- The District is evaluating a shift that would relocate grades 7–8 to the former middle school site at LE—currently occupied by the District Office—to separate students from high school influences, establish a dedicated 6–8 program, and strengthen junior-high elective offerings.

5.Facility Condition vs. Capacity

- Many unused rooms (e.g., Downieville's legacy classrooms, LHS portables) require HVAC and roof upgrade

6.4 CONSTRAINTS AND OPPORTUNITIES

Constraint	Impact	Opportunity
Aging HVAC & roofs in low-use wings	Limits immediate wing-space potential	Bundle modernization with future program moves to avoid costly "cold-shell" status, (or incomplete and unusable).
Geographic dispersion (70 mi between sites)	Impractical to balance enrollment by busing	Develop site-based magnets (CTE at LHS, Outdoor STEM at Downieville) rather than trying to equalize headcount.
Small but stable enrollment	Surplus likely to persist 10 yrs	Convert excess rooms to STEAM, maker, wellness, and early-learning suites instead of building new space.

6.5 STRATEGIC RECOMMENDATIONS

1. **Optimize Loyalton Elementary**
   - Convert portables into a junior-high "STEM Studio" if grade 7-8 relocation proceeds.
   - All portables for music & library to free a permanent classroom for TK expansion (2026-27).

2. **Re-program Loyalton Jr/Sr High Surplus**
   - Allocate one relocatable & one permanent room for the new Welding & Fabrication Lab (Phase 2 CTE project).
   - Repurpose one unused science room as a dedicated Learning Center / Credit Recovery hub.

3. **Right-size Downieville**
   - Consolidate elementary grades into other classrooms; close off the 3 lowest-condition rooms until funded roof/HVAC is complete.
   - Use one repurposed room as a community early-learning/co-op preschool site, meeting local childcare demand without new construction.

4. **District-wide Scheduling Efficiencies**
   - Pilot A/B block at LHS to raise period-by-period classroom loading from 44 % to ≥70 %, supporting elective offerings without facility growth.

5. **Monitor Enrollment & Housing Trend**
   - Annual review of birth data and in-migration tied to Reno/Truckee housing spillover; reopen mothballed space if sustained growth >2 %/yr.

6.6 CONCLUSION

SPJUSD's facilities comfortably exceed present enrollment capacity but require strategic re-allocation and modernization—not square-foot additions—to meet evolving instructional priorities. By converting under-utilized rooms to high-value CTE, STEAM, and wellness spaces, and tightening scheduling in secondary grades, the District can deliver 21st-century programs while sustaining the intimate, small-school environment that defines Sierra-Plumas communities.

SECTION 7: COMPREHENSIVE MAINTENANCE PLAN

Sierra-Plumas Joint Unified School District (SPJUSD)
(updated June 2025 – strikethrough projects removed)

7.1 PURPOSE

This plan translates the District's "live" project list into a single, proactive maintenance program that:

- **Safeguards health and safety**
- **Preserves aging buildings in a harsh Sierra climate, and**
- **Aligns every dollar with instructional and community goals.**

7.2 GUIDING APPROACH

This plan translates the District's "live" project list into a single, proactive maintenance program that:

Phase	Focus	Typical Work	Funding Targets
Prevent-First	Daily→Annual PM	filters, lubrications, playground checks, roof walks	O&M budget, CMMS tracking
Restore & Comply	Priority-1 capital repairs	roofs, windows, locks/ADA, life-safety systems	Deferred-Maint., CalSHAPE, ESSER carryover
Preserve & Refresh	Priority-2 renewals	paint, carpet, drainage, cafeteria equipment	Routine DM, KIT, Food-Service grants
Enhance & Grow	Priority-3 upgrades	field rehab, portable additions, program space	Developer fees, Prop 68 rec. grants

7.3 PROJECT SUMMARY (STRUCK ITEMS REMOVED)

Site	Project	Category	Priority	Target Window
Loyalton Elementary	Replace single-pane windows	Envelope	**P1**	Sum-25
	New roof (permanent & portables)	Envelope	**P1**	Sum-25
	Carpet – 3 CRs, MPR	Interior	P2	Sum-26
	Replace low functioning locks & door hardware	Safety	**P1**	Win-25
	Paint exterior (incl. portables)	Preservation	P2	Sum-26
	Paint interior (CRs & MPR)	Preservation	P2	Sum-26
	Soccer field & track re-grade / re-sod / irrigation	Athletics	P3	Spr-27
Loyalton High School	Replace ALL windows	Envelope	**P1**	Sum-25
	New roof - on portion of building	Envelope	**P1**	Sum-25
	Repair plumbing fixtures (≥2 showers)	Health	**P1**	Win-25
	Resolve outdoor drainage issue behind school	Site	P2	Spr-26
	Bathrooms for rear portable (add heat)	Health	**P1**	Win-25
	Add 1–2 portable CRs (relocate library)	Capacity	P3	Sum-27
	Courtyard w/ basketball court (middle grades)	Program	P3	Spr-27
	Replace entryways for ADA & lock system	Safety	**P1**	Win-25
	Repair/pave road & lot at Ag barn/shop	Site	P2	Fall-26
Downieville School	New roof – cafeteria & main	Envelope	**P1**	Sum-25
	Front entry door/stairs/handrail replace	Safety	**P1**	Spr-26
	Upgrade bathroom stalls & urinal drain	Health	**P1**	Win-25
	Drainage & irrigation (back & side)	Site	P2	Sum-26
	Install urinals & splash plate (boys' RR)	Health	P2	Win-25
	Backup generator	Safety	**P1**	Win-25
Sierra Pass Continuation	Move portable to adult ed to free MS space	Capacity	P2	Sum-26
	Ramp – top-coat / sealant or replace on)	Safety	**P1**	Spr-25
District-Wide	New double portable for DO to free MS space	Capacity	P2	26-27
	New portable classroom – Wellness Center	Program	P2	26-27
	Replace all door hardware district-wide	Safety	**P1**	25-27
	Move storage containers (Sierraville → Loyalton)	Logistics	P3	Sum-27

7.4 PREVENTATIVE-MAINTENANCE SCHEDULE (excerpt)

Interval	Core Tasks	Responsible	Tool
Weekly	Door checks, playground surfaces	Site custodian	CMMS mobile
Quarterly	HVAC filter swap, roof walk, fire-alarm test	Maint. crew	CMMS
Semi-Annual	Boiler tune, gutter clean, pavement patch	Maint. & vendor	PM contract
Annual	Exterior paint spot, carpet shampoo, backflow test	Maint. crew	PM budget
5-Year	Full roof survey, window seal test, generator load bank	Consultant	FMP refresh

7.5 COST AND FUNDING SNAPSHOT

- **Priority 1 need (2025-27):** ≈ $2.8 M (roofs, windows, locks, critical HVAC, generator)
- **Energy savings (roofs/windows/HVAC):** est. 20 % utility reduction → $60 k/yr payback
- **Annual PM allocation goal:** 2 % of Plant Replacement Value ≈ $260 k

7.6 IMPLEMENTATION & MONITORING

1. **Board Facilities Committee** receives updates on projects, spend vs. budget, grant wins.
2. **Implement work order system** to track issues to shift from reactive to predictive.
3. **Five-Year Rolling Plan** updated with enrollment & program shifts (e.g., welding lab, STEM studio).
4. **Community Transparency –** publish project tracker on District website (if applicable) for bond credibility and stakeholder trust.

By focusing first on Priority 1 health-and-safety items, then lifecycle renewals, and finally program enhancements, SPJUSD will protect its students, staff, and taxpayers—ensuring every rural campus remains a safe, efficient, and welcoming hub for learning and community life.

SECTION 8: FUNDING AND FINANCE PLAN

Sierra-Plumas Joint Unified School District (SPJUSD)

Executive Summary

Sierra-Plumas Joint Unified School District (SPJUSD), a small and rural school district serving approximately 400 students, is undertaking a strategic facilities improvement initiative. This plan outlines a multi-year funding and finance strategy to rehabilitate aging infrastructure through Proposition 2 and the Financial Hardship provisions of California's School Facility Program (SFP). Given the districts limited bonding capacity, geographic isolation, and documented facilities needs, SPJUSD will pursue up to 100% state funding for critical modernization and health/safety upgrades. The plan includes a phased timeline, eligibility roadmap, local fund strategy, and project priorities to position SPJUSD for long-term facilities improvement success.

1. District Overview

- Current Enrollment (2023–24): 403 students
- Projected Enrollment (2025): ~285 students (grades TK–8)
- Campuses: Loyalton Elementary, Loyalton High, Downieville Elementary/Jr-Sr High, Sierra
- Geographic Challenges: Rural mountain terrain, aging facilities, remote access, low

2. Facilities Needs Summary

Key Priorities:

- Roofing Replacement (Loyalton ES/HS, Downieville Gym)
- Energy Efficiency: Window replacement, insulation, boiler replacements
- ADA Upgrades (~20% across campuses)
- Lighting Upgrades (LED), especially in gyms and classrooms
- Security & Safety Enhancements (cameras, admin office reconfiguration)
- HVAC Modernization (Loyalton ES, Downieville ES, Gymnasiums)
- Outdoor Learning & CTE Enhancements
- Estimated Total Project Scope: Likely in excess of $25–30 million

3. Funding Pathways

A. Proposition 2 (2024):

- Small District Set-Aside: 10% reserved for districts & 2,501 students
- State Match: Up to 65% modernization, 55% new construction
- Supplemental Grants: Lead remediation, Transitional Kindergarten, CTE, climate
- resilience, buildings & 75 years

B. Financial Hardship Funding (SFP):

- Qualification: $15M bonding capacity, exhausted local sources, health/safety documentation
- Benefit: Up to 100% of eligible costs covered by state

4. Action Plan & Timeline

Phase	Action	Responsible	Target Date
I. Planning	Complete 5-Year Master Plan	Consultant / District	Aug 2025
	Assess enrollment and space needs	District / CDE	Complete
	Finalize priority project list	Facilities Cmte	Aug 2025

Phase	Action	Responsible	Target Date
II. Pre-Funding	Engage OPSC for hardship status	District / Consultant	July 2025
	Gather financial documentation	CBO	July 2025
	Submit SAB 50-04 + DSA/CDE approvals	Consultant	Fall 2025

Phase	Action	Responsible	Target Date
III. Design & Review	Architect develops plans	TBD	Fall–Winter 2025
	Submit to DSA for approval	Architect	Winter 2025

Phase	Action	Responsible	Target Date
IV. Apportionment	State funding approval (Prop 2)	SAB	Spring 2026

Phase	Action	Responsible	Target Date
V. Construction	Bid and begin work	District / CM	2026–2027

5. Local Funding Strategy

- Levy developer fees
- Explore energy grants (e.g., CEC, Prop 39 residuals)
- Consider a Community Facilities District or parcel tax and ineligible costs

6. Compliance & Reporting

- Hold public hearings on project scope and budgets
- Publish project timelines, budgets, and audit summaries on the district website
- Complete independent performance audits post-project

SECTION IV

Exhibits

Monday, March 3, 2025

Sierra Plumas Ed Specs Committee mtg notes

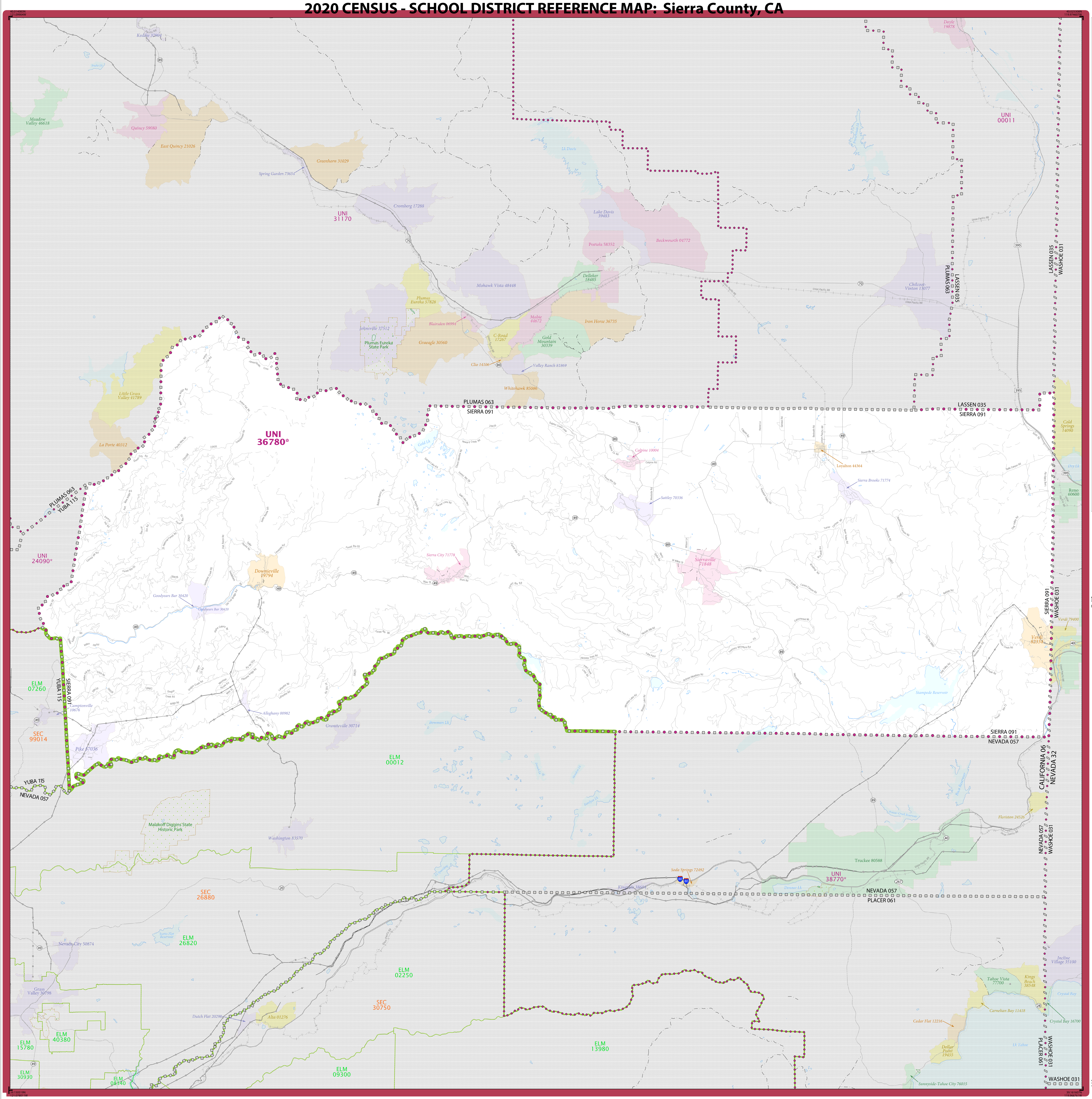
Committee participants - District Superintendent, Sean Snider; Director of Business Services/CBO, Randy Jones

LE- Stacey Armstrong, Principal
Owen McIntosh, Music/band teacher
Dylan Abbott, Technology specialist
Caleb Dorsey, LEHS Science teacher
Downieville- Robin Bolle, Science teacher
Richard Jaquez, Kelly Champion- Board members

Site review team

Downieville- Sean Maple, Maintenance; Robin Bolle, Science
LE - Richard Jaquez, retired maintenance and board member
LHS - Filimon Martinez, maintenance; Richard Jaquez, retired maintenance

2020 CENSUS - SCHOOL DISTRICT REFERENCE MAP: Sierra County, CA



LEGEND

SYMBOL DESCRIPTION	SYMBOL	LABEL STYLE
International	☆ ☆ ☆ ☆ ☆ ☆	CANADA
Federal American Indian Reservation		L'ANSE RES 1880
Off-Reservation Trust Land		T1880
State American Indian Reservation		Tama Res 9400
Alaska Native Regional Corporation	+ + + + + +	NANA ANRC 52120
State (or statistically equivalent entity)		NEW YORK 36
County (or statistically equivalent entity)		ERIE 029
Minor Civil Division (MCD)[1,2]		Bristol town 07485
Consolidated City		MILFORD 47500
Incorporated Place[2,3]		Davis 18100
Census Designated Place (CDP)[3]		Incline Village 35100
Unified School District[4]		UNI 03370
Secondary School District[4]		SEC 99965
Elementary School District[4]		ELM 02220

DESCRIPTION	SYMBOL	DESCRIPTION	SYMBOL
Interstate	3	Water Body	Pleasant Lake
U.S. Highway	2	Military	Fort Belvoir
State Highway or State Road	4	National or State Park, Forest, or Recreation Area	Yosemite NP
Other Road	Marsh Ln	Inset Area	A1
4WD Trail, Stairway, Alley, Walkway, or Ferry		Outside Subject Area	
Railroad	Southern RR		
Pipeline or Power Line			
Ridge or Fence			
Nonvisible Boundary or Feature Not Elsewhere Classified			

Where international, state, county, and/or MCD boundaries coincide, the map shows the boundary symbol for only the highest-ranking of these boundaries.

Geographic area names are followed by either their FIPS or census code.

1 MCD boundaries are shown in the following states in which some or all MCDs function as general-purpose governmental units: Connecticut, Illinois, Indiana, Kansas, Maine, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, South Dakota, Vermont, and Wisconsin. (Note that Illinois and Nebraska have some counties covered by nongovernmental precincts and Missouri has most counties covered by nongovernmental townships.)

2 A '°' following an MCD name denotes a false MCD. A '°' following a place name indicates that a false MCD exists with the same name and FIPS code as the place; the false MCD label is not shown.

3 Place label color corresponds to the place fill color.

4 A '*' following a label indicates that the school district is in more than one county.

Due to space limitations, some areas and features such as water bodies, parks, and roads may not be labeled.

SUBJECT AREA SCHOOL DISTRICTS ON MAP SHEET

TYPE	CODE	NAME
UNI	36780	Sierra-Plumas Joint Unified School District

Sheet 1 of 1 PARENT sheets
Total Sheets: 1 (Index 0; Parent 1; Inset 0)

All legal boundaries and names are as of January 1, 2020. The boundaries shown on this map are for Census Bureau statistical data collection and tabulation purposes only; their depiction and designation for statistical purposes does not constitute a determination of jurisdictional authority or rights of ownership or entitlement.

Geographic Vintage: 2020 Census (reference date: January 1, 2020)
Data Source: U.S. Census Bureau's MAF/TIGER database (TAB20)
Map Created by Geography Division: December 18, 2020

U.S. DEPARTMENT OF COMMERCE U.S. Census Bureau

Projection: Albers Equal Area Conic
Datum: NAD 83
Spheroid: GRS 80
1st Standard Parallel: 34 06 27
2nd Standard Parallel: 40 25 20
Central Meridian: -119 18 20
Latitude of Projection's Origin: 32 31 43
False Easting: 0
False Northing: 0

0 3 6 9 12 15 Kilometers
0 2 4 6 8 10 Miles
The plotted map scale is 1:131,412

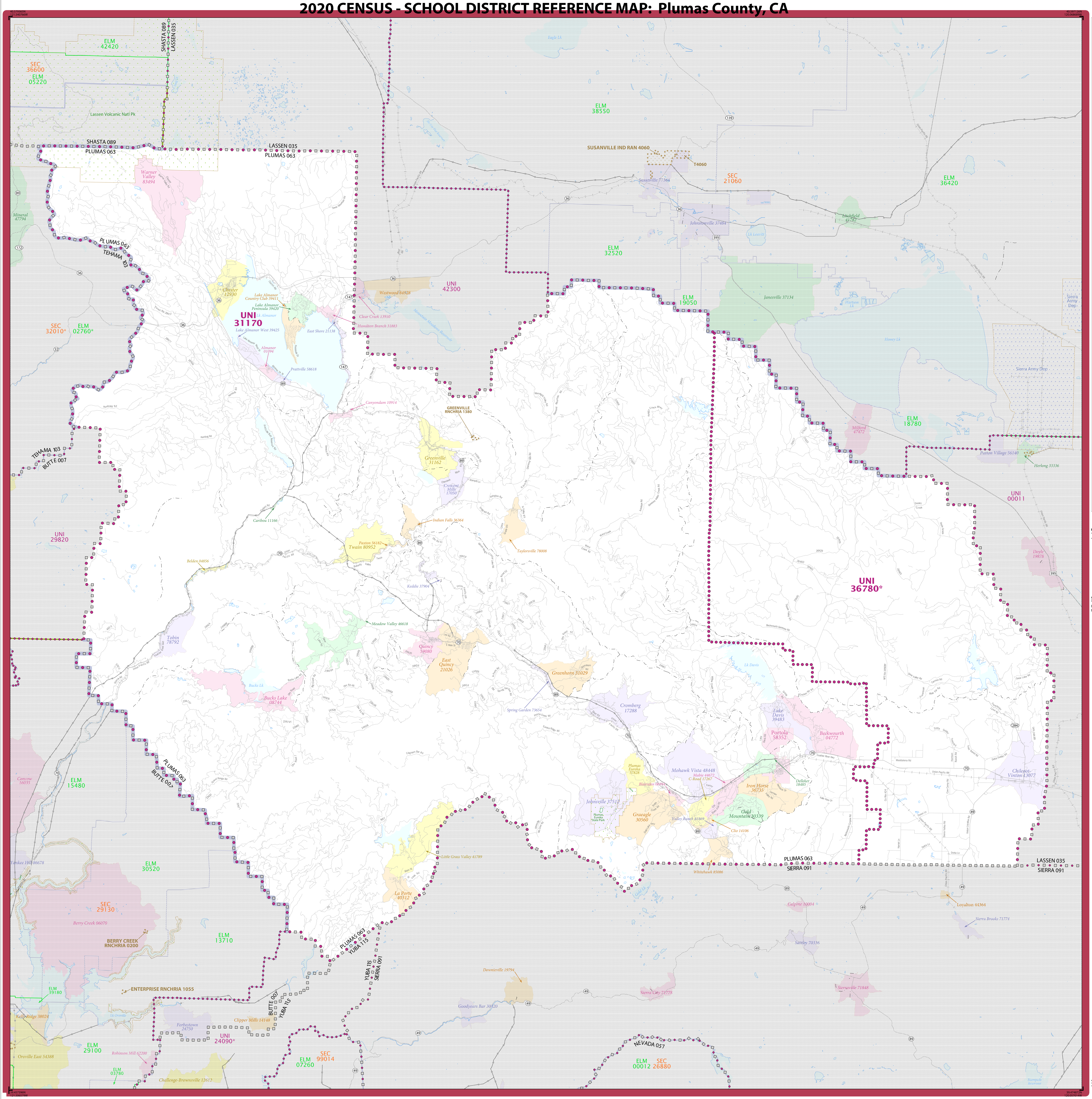
N S E W

United States® Census 2020

NAME: Sierra County (091)
ENTITY TYPE: County or statistically equivalent entity
ST: California (06)

2020 CENSUS SD REF MAP (PARENT)
Sheet ID: 251506091001

2020 CENSUS - SCHOOL DISTRICT REFERENCE MAP: Plumas County, CA



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Off-Reservation Trust Land	T1880
State American Indian Reservation	Tama Res 9400
Alaska Native Regional Corporation	NANA ANRC 52120
State (or statistically equivalent entity)	NEW YORK 36
County (or statistically equivalent entity)	ERIE 029
Minor Civil Division (MCD) 1,2	Bristol town 07485
Consolidated City	MILFORD 47500
Incorporated Place 2,3	Davis 18100
Census Designated Place (CDP) 3	Incline Village 35100
Unified School District 4	UNI 03370
Secondary School District 4	SEC 99965
Elementary School District 4	ELM 02220

DESCRIPTION	SYMBOL	DESCRIPTION	SYMBOL
Interstate	3	Water Body	Pleasant Lake
U.S. Highway	2	Military	Port Belvoir
State Highway or State Road	4	National or State Park, Forest, or Recreation Area	Yosemite NP
Other Road	Marsh Ln	Inset Area	A1
4WD Trail, Stairway, Alley, Walkway, or Ferry		Outside Subject Area	
Railroad	Southern RR		
Pipeline or Power Line			
Ridge or Fence			
Nonvisible Boundary or Feature Not Elsewhere Classified			

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Due to space limitations, some areas and features such as water bodies, parks, and roads may not be labeled.

OFF-RESERVATION TRUST LAND NAMES

T0200 Berry Creek
T4060 Susanville

SUBJECT AREA SCHOOL DISTRICTS ON MAP SHEET

TYPE	CODE	NAME
UNI	31170	Plumas Unified School District
UNI	36780	Sierra-Plumas Joint Unified School District

Sheet 1 of 1 PARENT sheets
Total Sheets: 1 (Index 0; Parent 1; Inset 0)

NAME: Plumas County (063)
ENTITY TYPE: County or statistically equivalent entity
ST: California (06)

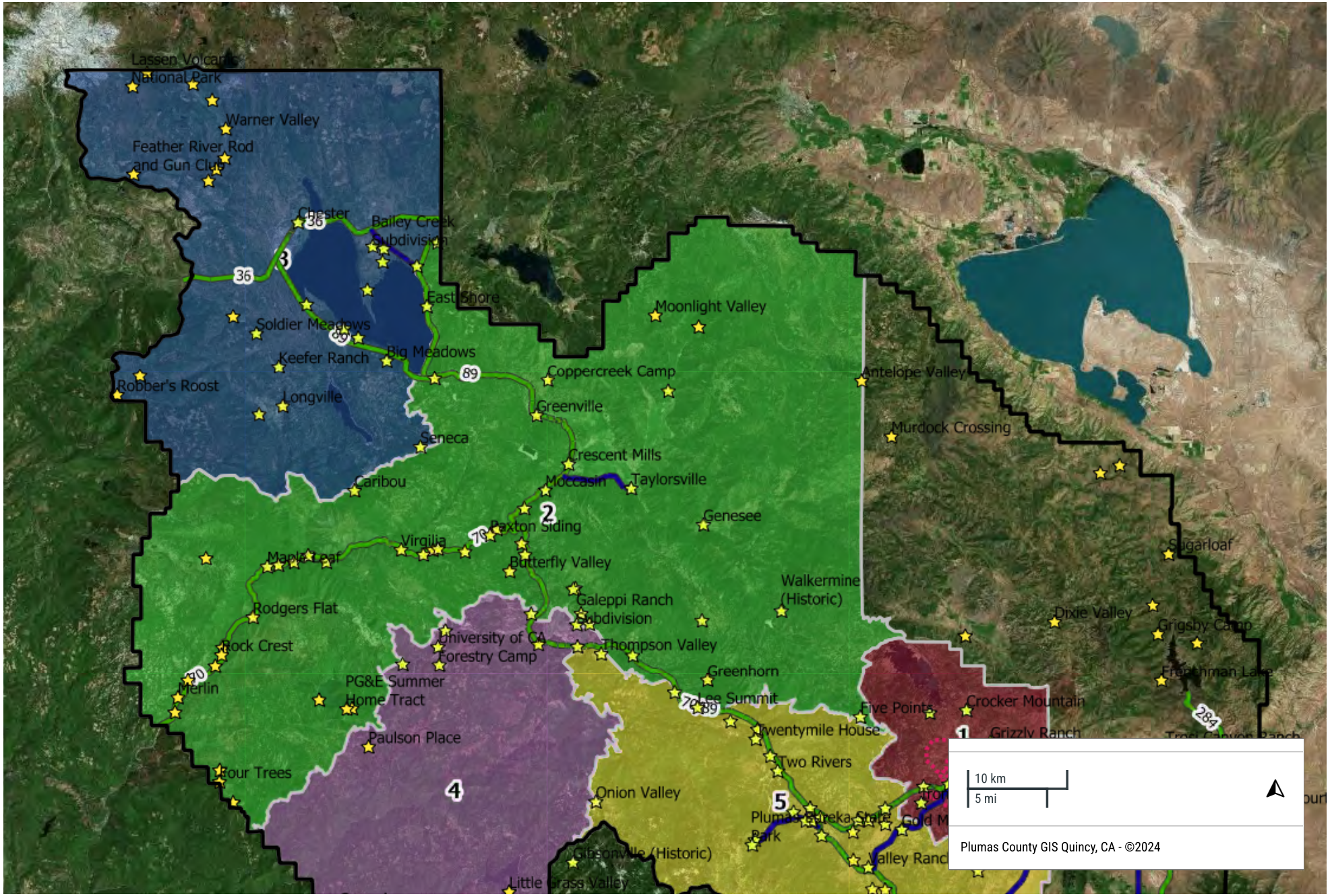
Geographic Vintage: 2020 Census (reference date: January 1, 2020)
Data Source: U.S. Census Bureau's MAF/TIGER database (TAB20)
Map Created by Geography Division: December 18, 2020

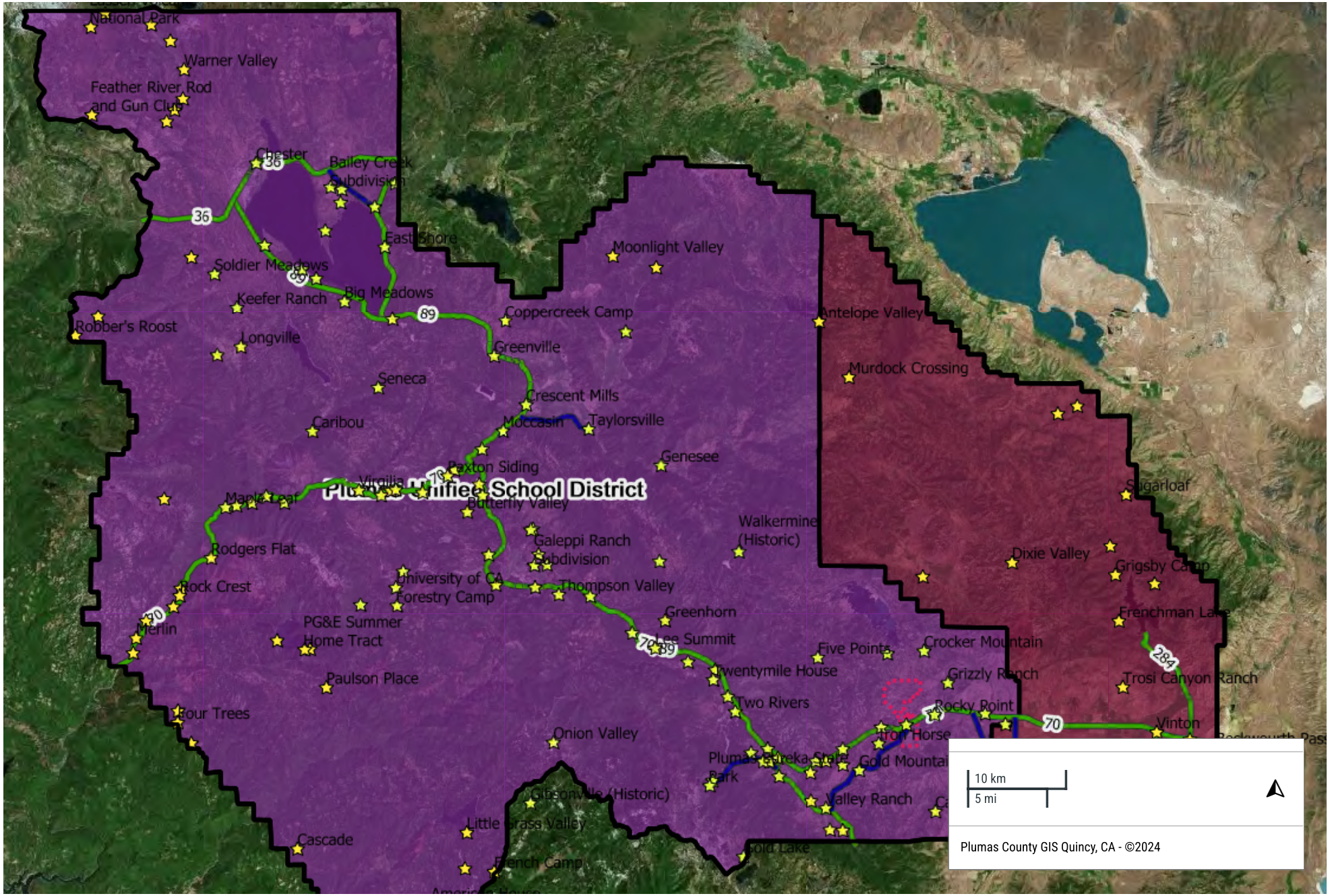
U.S. DEPARTMENT OF COMMERCE U.S. Census Bureau

Projection: Albers Equal Area Conic
Datum: NAD 83
Spheroid: GRS 80
1st Standard Parallel: 34 06 27
2nd Standard Parallel: 40 25 20
Central Meridian: -119 18 20
Latitude of Projection's Origin: 32 31 43
False Easting: 0
False Northing: 0

United States® Census 2020

2020 CENSUS SD REF MAP (PARENT)
Sheet ID: 251506063001


Lassen Volcanic National Park
Warner Valley
Feather River Rod and Gun Club
Chester
Bailey Creek Subdivision
East Shore
Soldier Meadows
Keefer Ranch
Big Meadows
Robber's Roost
Longville
Seneca
Caribou
Moonlight Valley
Coppercreek Camp
Greenville
Crescent Mills
Moccasin
Taylorsville
Antelope Valley
Murdock Crossing
Genesee
Paxton Siding
Virgilia
Maple Leaf
Butterfly Valley
Walkermine (Historic)
Sugarloaf
Dixie Valley
Grigsby Camp
Rodgers Flat
Rock Crest
Merlin
PG&E Summer Home Tract
University of CA Forestry Camp
Galeppi Ranch Subdivision
Thompson Valley
Greenhorn
Lee Summit
Five Points
Crocker Mountain
Twentymile House
Grizzly Ranch
Two Rivers
Paulson Place
Four Trees
Onion Valley
Gibsonville (Historic)
Little Grass Valley
10 km
5 mi
Plumas County GIS Quincy, CA - ©2024


National Park
Warner Valley
Feather River Rod and Gun Club
Chester
Bailey Creek Subdivision
Eastshore
Soldier Meadows
Keefer Ranch
Big Meadows
Robber's Roost
Longville
Coppercreek Camp
Greenville
Moonlight Valley
Antelope Valley
Murdock Crossing
Seneca
Crescent Mills
Caribou
Moccasin
Taylorsville
Genesee
Paxton Siding
Virgilia
Maple Leaf
Butterfly Valley
Walkermine (Historic)
Galeppi Ranch Subdivision
Rodgers Flat
Rock Crest
University of CA Forestry Camp
Thompson Valley
Dixie Valley
Grigsby Camp
Sugarloaf
Frenchman Lake
Merlin
PG&E Summer Home Tract
Greenhorn
Lee Summit
Five Points
Crocker Mountain
Twentymile House
Grizzly Ranch
Trosi Canyon Ranch
Paulson Place
Two Rivers
Rocky Point
Vinton
Four Trees
Onion Valley
Iron Horse
Plumas-Eureka State Park
Gold Mountain
Gibsonville (Historic)
Valley Ranch
Little Grass Valley
Cascade
French Camp
Gold Lake
10 km
5 mi
Plumas County GIS Quincy, CA - ©2024