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

November 10, 2026

5:00pm Closed Session
6:00pm Open Session

Meeting Location:

Loyalton: Loyalton Elementary School, 111 Beckwith Street, Loyalton CA 96118

Zoom for the public:

Link: https://us02web.zoom.us/j/81581761417
Phone dial-in: 669-900-9128 *(Press *6 to unmute)*
Webinar ID: 815 8176 1417

Board Members:

Area 1: Patty Hall – phall@spjusd.org
Area 2: Rhynie Hollitz *(President)* – rhollitz@spjusd.org
Area 3: John Martinetti *(Clerk)* – jmartinetti@spjusd.org
Area 4: Kelly Champion *(Vice President)* – kchampion@spjusd.org
Area 5: Richard Jaquez – rjaquez@spjusd.org
Student Board Member (Downieville): Jessie Malone
Student Board Member (Loyalton): Vacant

Any individual who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent(s) or designee in writing at least 48 hours in advance so that we can make every reasonable effort to accommodate you.

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

Public inspection of agenda documents that are distributed to the Board less than 72 hours before the meeting, will be made available at Sierra County Office of Education, Room 13, 109 Beckwith Road, Loyalton, CA, 96118, and posted with the online agenda at http://www.sierracountyschools.org (Government Code 54957.5).

A. CALL TO ORDER
Please be advised that this meeting will be recorded.

B. ROLL CALL

C. APPROVAL OF AGENDA

D. GOVERNMENT CODE 54952.3
Pursuant to Government Code 54952.3, this is notice that as a result of holding this Joint County and District Board Meeting, Trustees will receive a stipend of $65 for the County and $35 for the District.

E. PUBLIC COMMENT FOR CLOSED SESSION
Each speaker is allotted two (2) minutes per Closed Session item. Total comment on a single Closed Session item is limited to twenty (20) minutes. These limits may be extended in accordance with Board Bylaw 9323—Meeting Conduct. No member of the public is permitted to speak more than once during this item.

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

1. Government Code 54957.6
   CONFERENCE WITH LABOR NEGOTIATORS
   Agency Negotiator(s) for the Board: Sean Snider, Superintendent
   Employee Organizations: Sierra-Plumas Teachers' Association

Unrepresented Employees: Administrative Employees
Classified Employees
Confidential Employees
Superintendent

2. Government Code 54957
   PUBLIC EMPLOYMENT
   Title: Teacher

G. RETURN TO OPEN SESSION and ADJOURN FOR BREAK

H. 6:00PM – RECONVENE

I. FLAG SALUTE

J. REPORT OUT FROM CLOSED SESSION

K. PUBLIC COMMENT

This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board whether or not it is listed on the agenda. Each speaker is allotted two (2) minutes per agenda item. Total comment on a single agenda item is limited to twenty (20) minutes. These limits may be extended in accordance with Board Bylaw 9323—Meeting Conduct. No member of the public may be permitted to speak more than once during this item.

*Please note that there will be an opportunity for public comment during each item listed on the agenda if you wish to hold your comment until a specific item(s).

L. BOARD ORGANIZATION

1. First Reading of the 2027 draft Board Meeting Calendars**

M. INFORMATION/DISCUSSION ITEMS

1. Superintendent Reports

COUNTY—SCOE

a. Addendum to Contract No. 2027-007C for Leslie Parnell-Alley to add one day of Counseling Service for Downieville
b. SCOE Personnel Items:
   1. Assignment of Heather Johnson, Behavior Attendant, Loyalton Elementary School, .83 FTE (5hours/day), effective October 15, 2026

DISTRICT—SPJUSD

c. California Assessment of Student Performance and Progress (CAASPP) report for 2025-2026**
d. California School Dashboard report for 2025-2026**
e. Facilities update

2. Business Report
   a. Monthly Chronic Absenteeism Rates**
   b. Second Month SPJUSD Enrollments for the 2026-2027 School Year**
3. SPTA Report
4. Committee/Board Member Reports

N. CONSENT CALENDAR

1. Approval of minutes for the joint Regular Meeting held October 13, 2026**
2. Approval of minutes for the SPJUSD Special Meeting held October 20, 2026**
3. Approval of Board Report-Checks Dated 10/01/2026 through 10/31/2026
   a. SCOE**
   b. SPJUSD**

4. Approval of the following SPJUSD personnel items:
    a. Assignment of Esmeralda Martinez, Student Services Liaison, Districtwide, .68 FTE (up to 27 hours weekly), effective October 16, 2026
    b. Authorization to fill Cafeteria Worker II, Loyalton Elementary School, .68 FTE (5.4 hours/day)

O. ACTION ITEMS

1. New Business

DISTRICT—SPJUSD

PUBLIC HEARING—Child Internet Protection Act Compliance

a. Public Hearing to receive comments on the Child Internet Protection Act requirements including the following:
    1. Technology Protection Measure(s)
    2. Internet Safety Policy (BP 6163.4—Student Use of Technology)
    3. Public Notice and Hearing at a public meeting
b. Adoption of Resolution 27-012D, Child Internet Protection Act Compliance**
c. Approval of the School Plan for School Achievement for Sierra Pass Continuation School**
d. Approval of quote for welder x2 (LHS CTEIG Capital Outlay)**
e. Authorization to repair electric bus(es)**
    Or
f. Approval to surplus electric bus(es):
    1. 2019 Lion (Bus 801), Vin 2A9CP2127KJ198351
    2. 2019 Lion (Bus 802), Vin 2A9CP2125KJ198350
g. Authorization to purchase bus not to exceed $_____**

BOARD POLICIES AND BYLAWS

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

From September 8th – Further Review

h. 4131—Staff Development *(Certificated)*^^
i. 4231—Staff Development *(Classified)*^^
j. 4313—Staff Development *(Management)*^^

Batch from October 13th (CSBA) – Second Reading

k. 0410—Nondiscrimination in District Programs and Activities^^
l. 1312.2—Complaints Concerning Instructional Materials^^
m. 1312.3—Uniform Complaint Procedures^^
n. 5020—Parent Rights and Responsibilities^^
o. 5022—Student and Family Privacy Rights^^
p. 5125—Student Records^^
q. 5131.8—Mobile Communications Devices^^
r. 5145.3—Nondiscrimination/Harassment^^

Batch from October 13th (District) – Second Reading

s. 1312.1—Complaints Concerning District Employees
---*DELETE*---
   1. Policy
   2. Regulation

t. 1310.22—General Complaints or Complaints Concerning District Employees
---*NEW UNIQUE NUMBER*---
   1. Policy^^
   2. Regulation^^
   3. Exhibit^^

u. 6145—Extracurricular and Cocurricular Activities
   1. Policy^^
   2. Regulation^^

New for November 10th – First Reading

v. 6141—Curriculum Development and Evaluation**
w. 6159—Individualized Education Program**
x. 6159.1—Procedural Safeguards and Complaints for Special Education**
y. 6159.2—Nonpublic, Nonsectarian School and Agency Services for Special Education**
z. 6161.1—Selection and Evaluation of Instructional Materials**
aa. 6161.11—Supplementary Instructional Materials**
bb. 6163.1—Library Media Centers**
cc. 6164.4—Identification and Evaluation of Individuals for Special Education**

P. ADVANCED PLANNING

1. The next Regular Joint Board Meeting, including the Annual Organizational Meeting, will be held on December 15, 2026, at Downieville School, 130 School Street, Downieville CA 95936 at 6:00pm. If needed, Closed Session may be held before the Open session beginning at 5:00pm. Zoom videoconferencing will be available for the public.
2. Suggested Agenda Items

Q. ADJOURN

Sean Snider

Sean Snider, Superintendent

** enclosed
-- handout
^^ prior meeting material

Sean Snider, Superintendent – ssnider@spjusd.org
Randy Jones, Director of Business Services/CBO – rjones@spjusd.org
Kristie Jacobsen, Executive Assistant to the Superintendent – kjacobsen@spjusd.org
Office: 530-993-1660 x0

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

SIERRA COUNTY BOARD OF EDUCATION
and
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD

2027 Joint Meeting Schedule

All regular meetings are held on the second Tuesday of the month unless otherwise indicated below.

JANUARY 12, 2027 .....Loyalton

FEBRUARY 09, 2027..... Downieville

MARCH 09, 2027.....Loyalton

APRIL 13, 2027 ..... Downieville

MAY 11, 2027.....Loyalton

JUNE 08, 2027 ..... Downieville

JUNE 22, 2027 *(second June meeting)*.....Loyalton *(@5pm)*

JULY 27, 2027 *(last Tuesday)*.....Loyalton

AUGUST 10, 2027 ..... Downieville

SEPTEMBER 14, 2027.....Loyalton

OCTOBER 12, 2027 ..... Downieville

NOVEMBER 09, 2027 .....Loyalton

DECEMBER 14, 2027..... Downieville

The **Sierra County Board of Education** and the **Sierra-Plumas Joint Unified School District Governing Board** joint regular meetings will begin at 6:00 pm unless otherwise indicated above or changed and approved by the Board for special circumstances.

Closed Session may be held before or after the regular meeting.

Special Meetings and Emergency Meetings will be held in Loyalton unless otherwise noted on the agenda.

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

Draft: November 10, 2026

SIERRA COUNTY BOARD OF EDUCATION
and
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
GOVERNING BOARD

2027 Schedule of Annual Governance Matters

Timelines are subject to change based on the availability of information for each corresponding item at the time of the agenda postings

JANUARY 12, 2027 ..... Loyalton

- District Superintendent 2026-2027 Mid-Year Check-In (Closed Session)
- School Spotlight: Loyalton High School
- Approval of the Quarter 2 report on Williams Uniform Complaints
- Approval of the Pesticide Use Reporting for 2026
- Approval of the Integrated Pest Management Plan for 2027
- Acceptance of the 2026-2027 Audit Reports
- Approval of the SARC reports

FEBRUARY 09, 2027 ..... Downieville

- Update on District Superintendent's goals for 2026-2027
- Mid-Year update on the 2026-2027 LCAP (monitoring report)
- Comprehensive School Safety Plan (CSSP) updates

MARCH 09, 2027 ..... Loyalton

- Begin 2026-2027 District Superintendent Evaluation process
- School Spotlight: Loyalton Middle School
- Approval of the 2027-2028 Interlocal Contract with Washoe County School District
- Approval of the 2026-2027 Second Interim reports (thru January 31st)
- Approval of the 2026-2027 Transportation Plans
- Approval of the 2027-2028 School Calendars

APRIL 13, 2027 ..... Downieville

- District Superintendent's 2026-2027 Evaluation (Closed Session) – complete by June 30, 2027
- School Spotlight: Downieville Schools
- Approval of the Quarter 3 report on Williams Uniform Complaints
- 2027-2028 Extra Duty Assignments and Stipends to be filled

MAY 11, 2027 ..... Loyalton

- District Superintendent's 2026-2027 Evaluation (Closed Session) – complete by June 30, 2027
- School Spotlight: Loyalton Elementary School
- Public Hearing and Adoption of the 2027-2028 SELPA Annual Service and Budget Plan

JUNE 08, 2027 ..... Downieville

- District Superintendent's 2026-2027 Evaluation (Closed Session) – complete by June 30, 2027
- School Attendance Review Board (SARB) 2026-2027 annual report
- District Superintendent's final report on 2026-2027 goals
- Annual Services Agreements for 2027-2028 between SCOE and SPJUSD

- Public Hearing and First Review of the 2027-2028 LCAP + addressing impact of declining enrollment on LEA
- Public Hearing and First Review of the 2027-2028 Budgets
- Annual review of policies:
    - 5116.1—Intradistrict Open Enrollment
    - 6145—Extracurricular and Cocurricular Activities

JUNE 22, 2027 *(second June meeting)*..... Loyalton *(@5pm)*

- School/Program Spotlight: Special Education
- Authorization to submit the 2027-2028 Consolidated Applications
- Adoption of the 2027-2028 LCAP
- Approval of the 2027-2028 Proposition 30 (EPA) Funding
- Adoption of the 2027-2028 Budgets
- Adoption of Dashboard Local Indicators

JULY 27, 2027 *(last Tuesday)*..... Loyalton

- Approval of the Quarter 4 report on Williams Uniform Complaints
- Resolutions authorizing 2027-2028 Fund Transfers between SPJUSD and SCOE
- Public Hearings for the Declaration of Need for Fully Qualified Educators
- Approval of the Declaration of Need for Fully Qualified Educators for the 2027-2028 School Year
- Approval of the CBEST Waiver for Substitute Teachers

AUGUST 10, 2027 ..... Downieville

- District Superintendent's draft presentation of 2027-2028 goals (Closed Session)
- Approval of Assignments to Teach Core Subjects out of Credential Authorization for the 2027-2028 School Year
- Annual updates to Injury & Illness Prevention Plan

SEPTEMBER 14, 2027 ..... Loyalton

- District Superintendent's presentation of 2027-2028 goals
- Annual review of Board Governance Norms
- Annual Review of Board Goals
- Presentation of School Facilities Priorities for 2027-2028
- Start Chronic Absenteeism Monthly Report
- 2027-2028 First Day Enrollment Report
- Appoint members of the 2027-2028 SCOE Student Attendance Review Board (SARB)
- Nominate the 2027-2028 SPJUSD representatives for SARB
- 2026-2027 Prop 28 Annual Report
- Approval of the Certificated Substitute Lists
- Annual review of the Comprehensive School Safety Plan (CSSP)

OCTOBER 12, 2027 ..... Downieville

- Update on District Superintendent's goals for 2027-2028
- School/Program Spotlight: Sierra County Schools for Adults
- Approval of the Quarter 1 report on Williams Uniform Complaints
- Adoption of Unaudited Actuals for the Fiscal Year Ending June 30, 2027
- Resolutions for Adopting the Gann Limits
- Public Hearing regarding the Sufficiency of Textbooks and Instructional Materials

- Resolutions declaring Sufficiency of Textbooks or Instructional Materials for the 2027-2028 School Year
- Approval of School Plans for Student Achievement (SPSA)

NOVEMBER 09, 2027 ..... Loyalton

- CA Assessment of Student Performance and Progress (CAASPP) 2026-2027 annual report
- CA School Dashboard 2026-2027 annual report
- Draft 2028 Joint Meeting Schedule
- Draft 2028 Schedule of Annual Governance Matters

DECEMBER 14, 2027 ..... Downieville

- Annual Organizational Meeting
- Career Technical Education (CTE) 2026-2027 annual report
- County Office of Education/District Office closed to the public for Winter Break: TBD
- Approval of the 2027-2028 First Interim Reports (thru October 31st)
- First reading of SARC reports
- Minimum Wage increase January 01, 2028
- Begin review of budget for potential layoffs ~ notices must be delivered by March 15th

ACHIEVEMENT 2025-2026

SPJUSD CAASPP RESULTS

CAASPP: ALL THE WAYS WE ASSESS LEARNING

- Smarter Balanced Assessments
  - ELA, MATH, CAST (California Science Test)
- ELPAC
  - English Language Proficiency Assessment of California
- CAA
  - California Alternate Test (ELA, Math, Science)
- CSA
  - California Spanish Assessment
- PFT
  - Physical Fitness Test of California

WHO TESTS

- ELA & Math: All students, grades 3-8, and grade 11
- CAST: All 5th, 8th, and one year in high school when students finish science pathway
- ELPAC: All students until they are redesignated out of English language support services
- PFT: All students in grades 5, 7, and 9

WHY WE TEST: ELA, Math, Science

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills in English language arts/literacy, mathematics, science, and English language, as well as how much students have improved since the previous year (student growth). These measures help identify and address gaps in knowledge or skills early on so students get the support they need for success in higher grades and become ready for college or a career.

HOW WE USE RESULTS

- To support students over time
- To identify gaps in learning so our instruction can focus on needs: Tiered Instruction
- To have another piece of data to help guide instruction and support student learning



TOTAL PARTICIPANTS BY GRADE LEVEL

95.4% PARTICIPATION RATE FOR ELA = increase of .7%

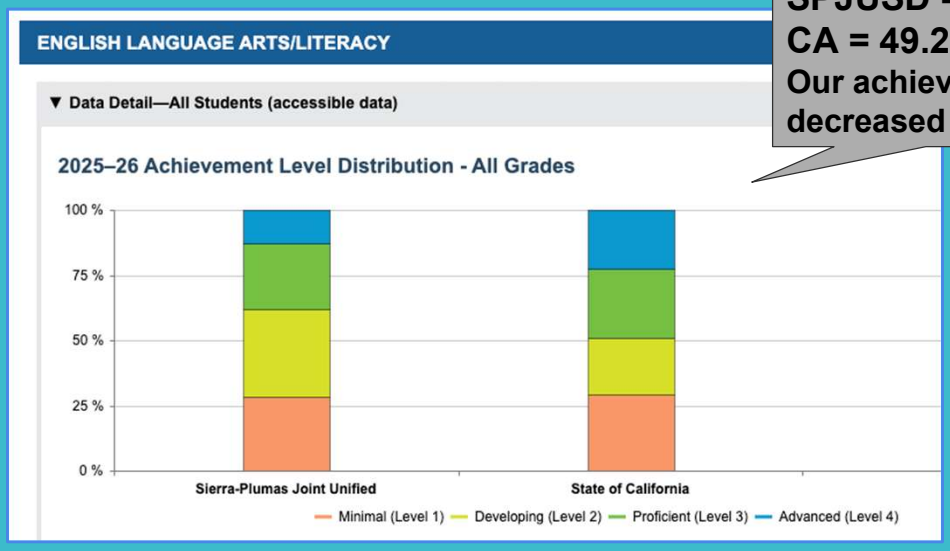
Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	31	35	28	26	26	32	40	218
Number of Students Tested	30	34	26	25	25	30	38	208
Number of Students With Scores	30	34	26	25	25	30	38	208

95.4% PARTICIPATION RATE FOR MATH= An increase of 1.1%

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	31	35	28	26	26	32	40	218
Number of Students Tested	30	34	26	25	25	30	38	208
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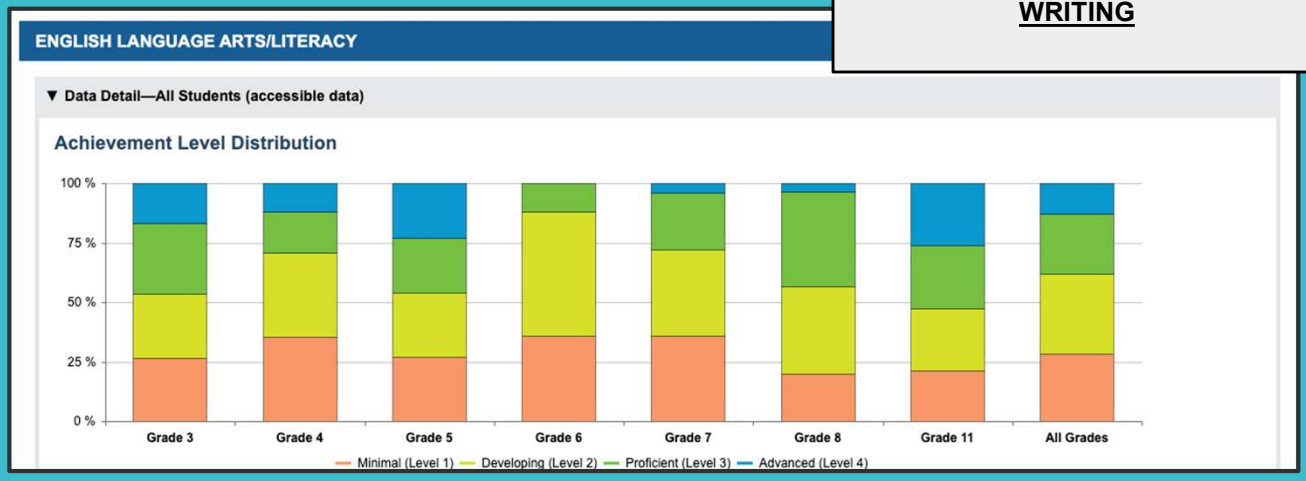
SPJUSD COMPARED TO STATE IN ELA

SPJUSD = 37.98%
CA = 49.26%
Our achievement decreased by 6.02%



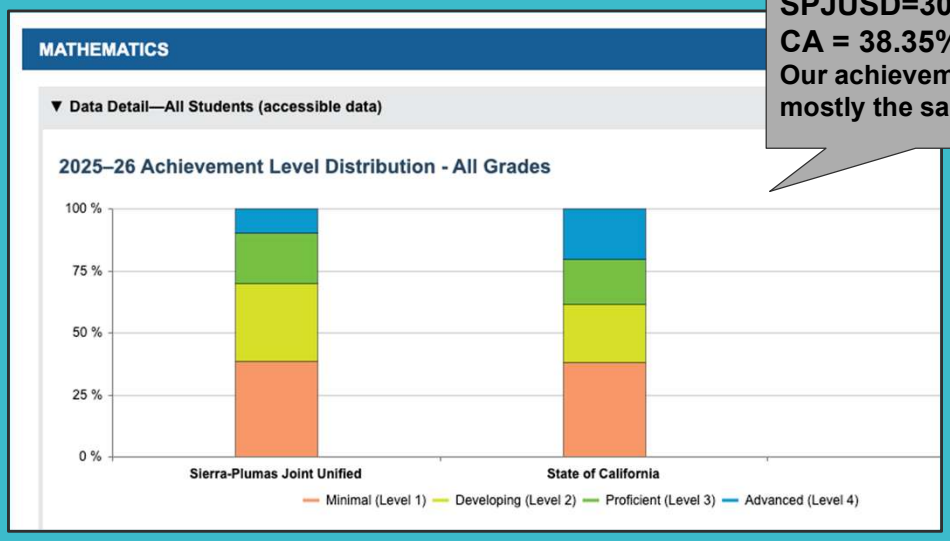
SPJUSD BY GRADE LEVEL: ELA

WE SEE THE GREATEST NEED IN THE AREA OF READING & WRITING WITH OVER 24% BELOW STANDARD IN READING AND OVER 35.6% BELOW STANDARD IN WRITING



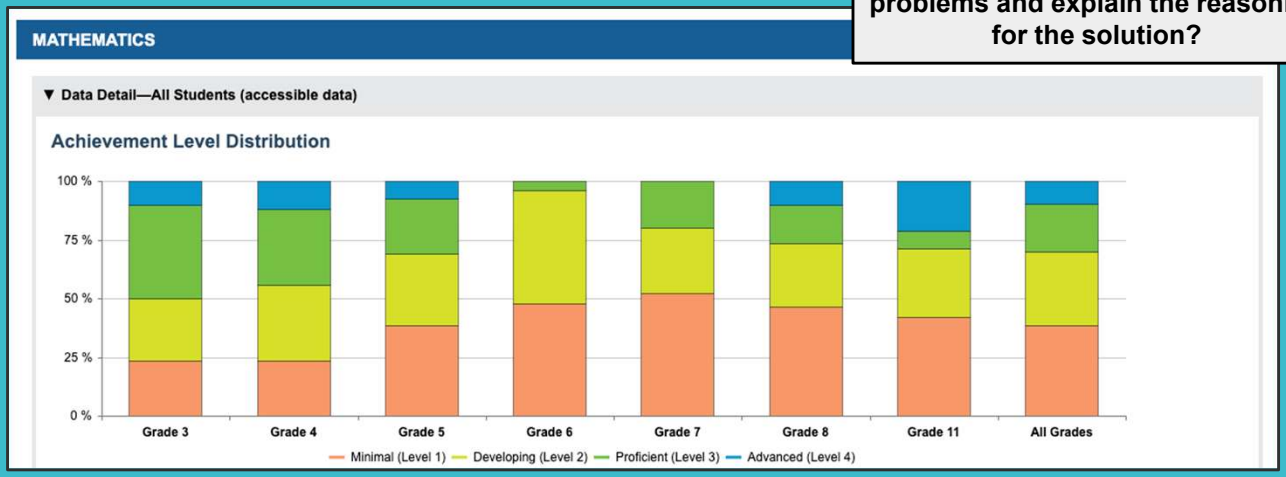
SPJUSD COMPARED TO STATE IN MATH

SPJUSD=30.29%
CA = 38.35%
Our achievement stayed mostly the same



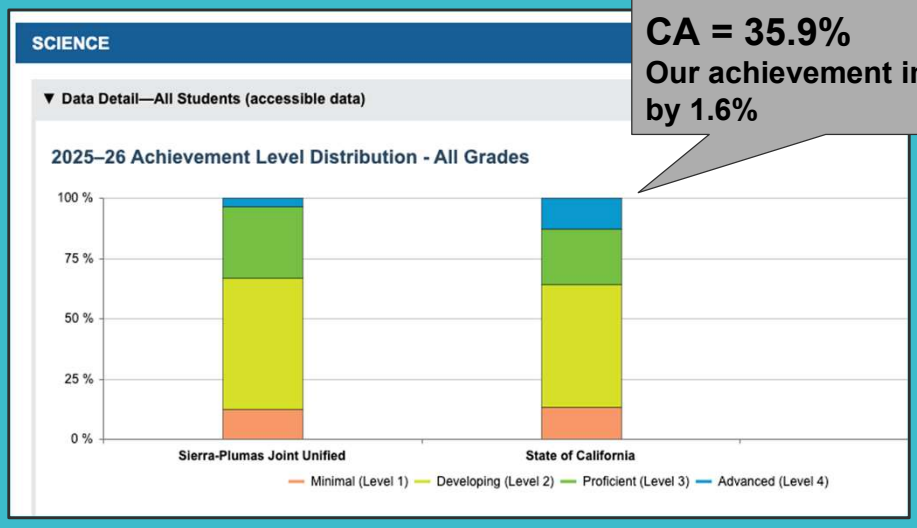
SPJUSD BY GRADE LEVEL: MATH

WE SEE THE GREATEST NEED IN THE AREA OF <u>MATHEMATICAL PRACTICES</u>: How well did students apply strategies to solve complex problems and explain the reasoning for the solution?



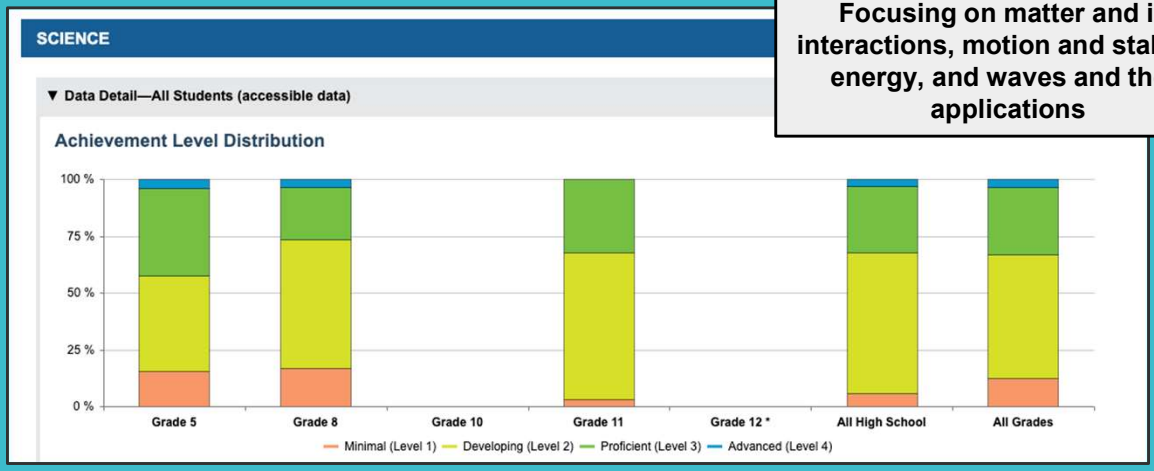
SPJUSD COMPARED TO STATE IN SCIENCE

SPJUSD = 33.3%
CA = 35.9%
Our achievement increased by 1.6%



SPJUSD BY GRADE LEVEL: SCIENCE

WE SEE THE GREATEST NEED IN THE AREA OF PHYSICAL SCIENCES (51% Below Prof): Focusing on matter and its interactions, motion and stability, energy, and waves and their applications



SPJUSD ELPAC SCORES COMPARED TO 2025

SPJUSD = 6.67% Level 4
(7 out of 20 students)
CA = 15.39% Level 4

Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	*	*	*	N/A	*	*	*	N/A	N/A	*	N/A	*	N/A	6.67%
Level 3 Percentage of students by grade for level	*	*	*	N/A	*	*	*	N/A	N/A	*	N/A	*	N/A	66.67%
Level 2 Percentage of students by grade for level	*	*	*	N/A	*	*	*	N/A	N/A	*	N/A	*	N/A	13.33%
Level 1 Percentage of students by grade for level	*	*	*	N/A	*	*	*	N/A	N/A	*	N/A	*	N/A	13.33%

2025

Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	*	*	*	*	*	*	*	N/A	*	N/A	*	N/A	*	35.00%
Level 3 Percentage of students by grade for level	*	*	*	*	*	*	*	N/A	*	N/A	*	N/A	*	35.00%
Level 2 Percentage of students by grade for level	*	*	*	*	*	*	*	N/A	*	N/A	*	N/A	*	15.00%
Level 1 Percentage of students by grade for level	*	*	*	*	*	*	*	N/A	*	N/A	*	N/A	*	15.00%

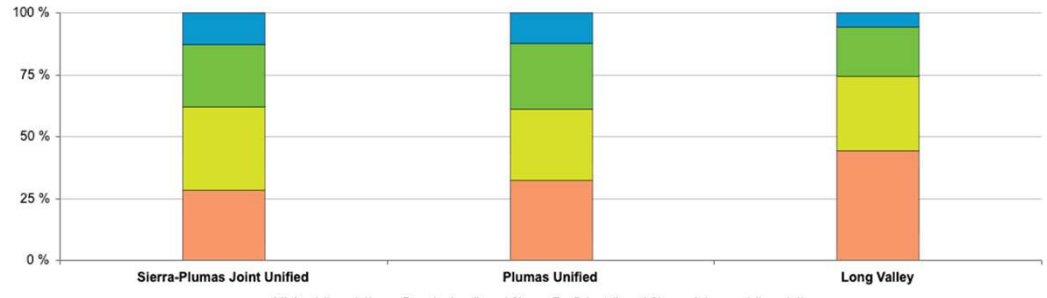
SPJUSD COMPARED TO LOCAL DISTRICTS: ELA

SPJUSD: 37.98%
PLUMAS: 39.1%
LONG VALLEY: 25.73%

ENGLISH LANGUAGE ARTS/LITERACY

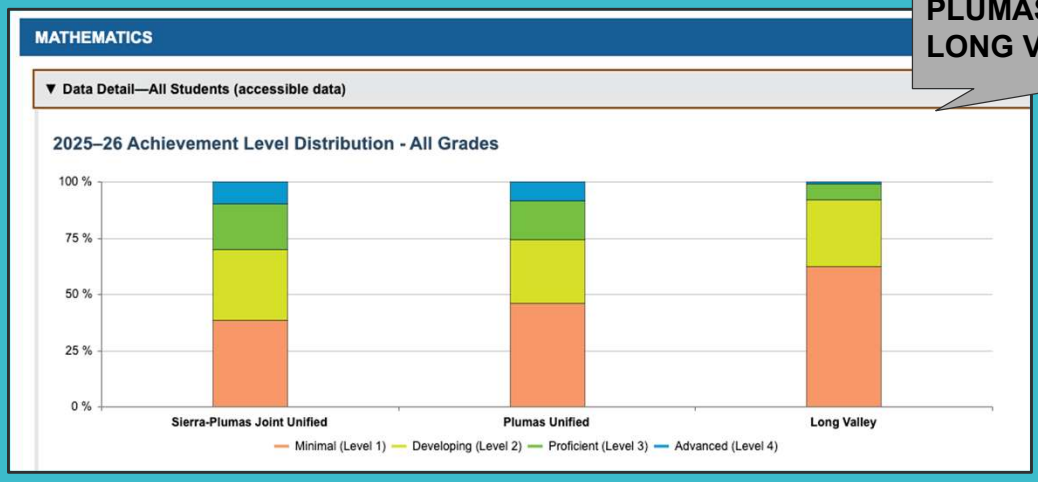
▼ Data Detail—All Students (accessible data)

2025–26 Achievement Level Distribution - All Grades



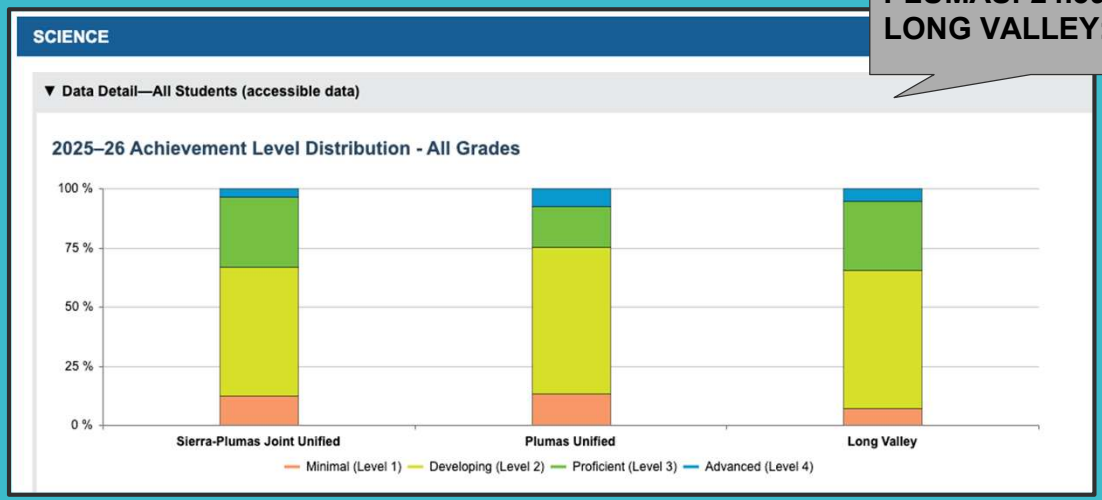
SPJUSD COMPARED TO LOCAL DISTRICTS: MATH

SPJUSD: 30.29%
PLUMAS: 25.8%
LONG VALLEY: 8.15%



SPJUSD COMPARED TO SIMILAR DISTRICTS: SCIENCE

SPJUSD: 33.33%
PLUMAS: 24.59%
LONG VALLEY: 34.5%



TAKEAWAYS

- Our student achievement remained relatively stagnant district-wide, with a decrease at the 4th, 6th, and 7th grade levels in ELA and 6th & 7th in Math
- Science knowledge and understanding very close to state average
- As a whole (grades 3-12 and all schools) our students achieve lower than the state average in ELA and Math
- The number of students who opted out of the CAASPP assessments last year declined district-wide

https://caaspp-elpac.ets.org/caaspp/Default

ADDRESSING THE CHALLENGES…

- THE LITERACY WORK NEEDS TO BE AN AREA OF FOCUS IN ALL SUBJECT AREAS
- HIRING OF A MATH, SCIENCE INSTRUCTIONAL COACH WHO IS LEADING DISTRICT-WIDE PROFESSIONAL LEARNING AND MENTORSHIP
- ADOPTION OF MATH CURRICULUM GRADES TK-5 WITH STRONG PROFESSIONAL TRAINING IN ITS USE ALONG WITH COACH SUPPORT
- NEED TO ADOPT MATH CURRICULUM GRADES 6-8 AND 9-12 FOR 26-27 SCHOOL YEAR
- CONTINUE TO ANALYZE ABSENTEEISM DATA TO DETERMINE ITS IMPACT ON ACADEMIC ACHIEVEMENT
- CONTINUE TO MAINTAIN HIGH PARTICIPATION RATES IN THE CAASPP AND CAST ASSESSMENTS
- USE INTERIM CAASPP ASSESSMENTS, BENCHMARKS, AND OTHER ASSESSMENTS TO GAUGE WHERE STUDENTS ARE IN THEIR PROGRESS TOWARDS PROFICIENCY



QUESTIONS?

2026 Sierra-Plumas Joint Unified School District DASHBOARD OVERVIEW

DEMOGRAPHICS

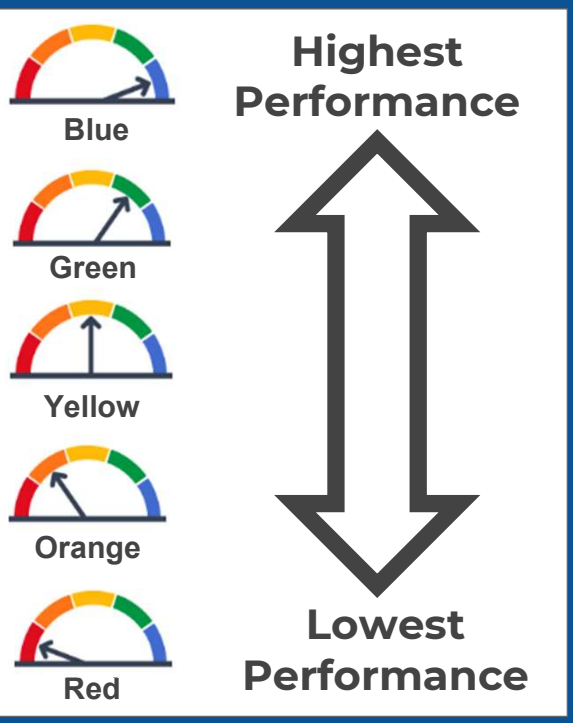
	TOTAL ENROLLMENT	SOCIO-ECONOMICALLY DISADVANTAGED	ENGLISH LEARNERS	FOSTER YOUTH
	404	41%	3.7%	1.2%
Prior Year	414	35%	5.1%	1.2%

The numbers above represent the Student Populations in the District that were used in the 2026 Dashboard. These numbers are from Census Day in October 2025.

2

California School
DASHBOARD

State System of Accountability



3

HOW DOES THE DASHBOARD DISPLAY PERFORMANCE?

Performance Is Based On Two Factors

- Current year data that corresponds to a **STATUS**
- The difference between the current year and prior year data that corresponds to the **CHANGE**

Performance Level (Color) Is Determined By The Point At Which These Two Levels Intersect On The 5x5 Chart For The Indicator

4

UNDERSTANDING HOW COLORS ARE DETERMINED

Change

Status	Performance	Declined Significantly	Declined	A Maintained	B Increased	Increased Significantly
	Very High	Green	Green	Blue	Blue	Blue
	High	Green	Green	Green	Green	Blue
	Medium	Yellow	Yellow	Yellow	Green	Green
	Low	Orange	Orange	Orange	Yellow	Yellow
	Very Low	Red	Red	Red	Orange	Orange

School A *scored MEDIUM and stayed the same, so they are in the YELLOW.*
School B *scored LOW, but they increased by 3 points, so they are also in the YELLOW.*

5

SPJUSD RESULTS ON STATE INDICATORS

Graduation Rate
BLUE

ELA Achievement
ORANGE

Math Achievement
ORANGE

English Learner Progress
No Color

College/ Career
YELLOW

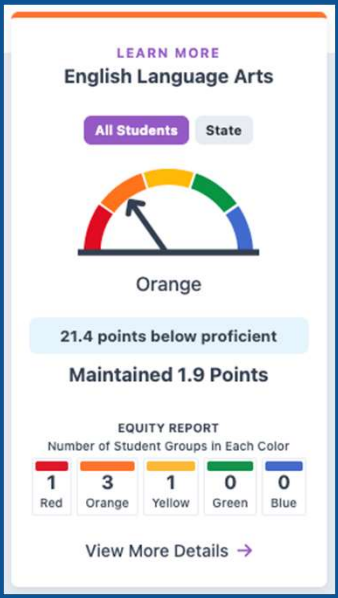
Suspension Rate
GREEN

Science Achievement
YELLOW

Chronic Absenteeism
YELLOW

6

ENGLISH LANGUAGE ARTS

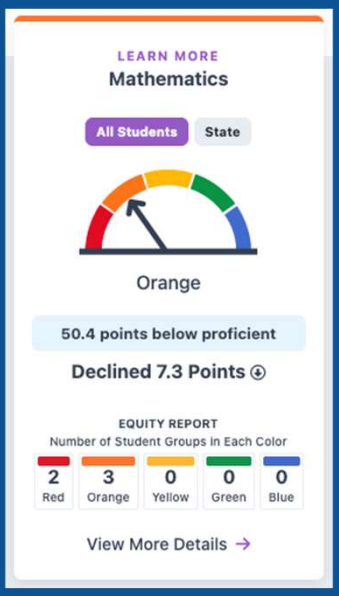


- SPJUSD decreased from **Yellow** to **Orange**
- Status and Change Level is **"Low"**
- Students with disabilities improved 11.7 DFP points
- Homeless students are in RED. Will be supporting these students throughout the year

Student group	English Learners	Hispanic / Latino	Socioecon. disadv.	Students with disabilities	Homeless	White
2026 color	No color	Orange	Orange	Orange	Red	Yellow

7

MATH

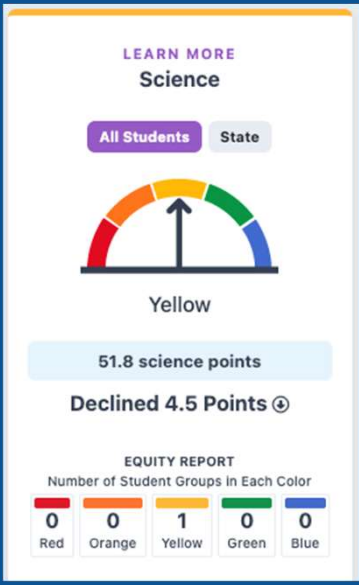


- SPJUSD decreased from **Yellow** to **Orange**
- Our Status Level is **Low** and Change is **Low** due to decline
- Students living with Homelessness are **RED**
- Students with Disabilities (SWD) students are in **RED**

Student group	English Learners	Hispanic / Latino	Socioecon. disadv.	Students with disabilities	Homeless	White
2026 color	No color	Orange	Orange	Red	Red	Orange

8

SCIENCE

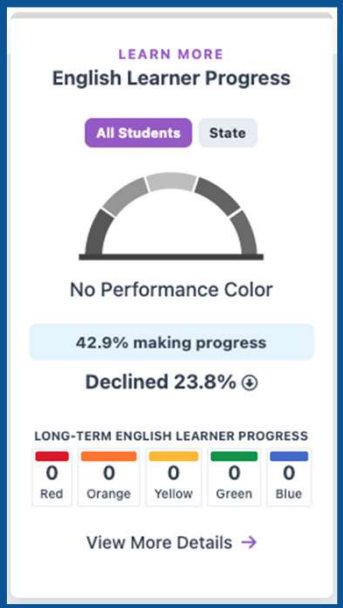


- ➔ New in 2026
- ➔ Small sample size: Grades 5, 8, 11/12
- ➔ SPJUSD decreased to **Yellow**
- ➔ Our Status Level is **Medium** and Change is **Low** due to decline

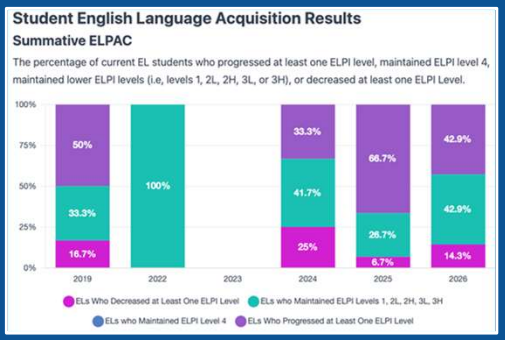
Student group	English Learners	Hispanic / Latino	Socioecon. disadv.	Students with disabilities	Homeless	White
2026 color	No color	No color	No color	No color	No color	Yellow

9

ENGLISH LEARNER PROGRESS

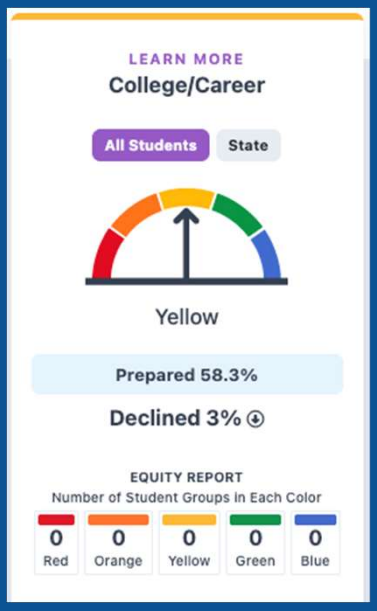


- ➔ SPJUSD has no performance color
- ➔ 42.9% Making progress
- ➔ Declined 23.8%



10

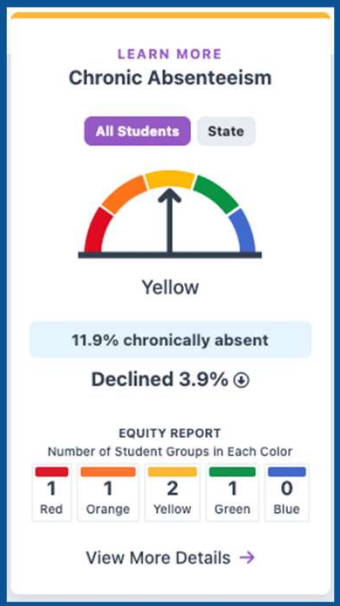
COLLEGE/CAREER



- SPJUSD sustained a level of **YELLOW**
- Status Level is Medium, Change is Low
- 21 of 36 students are Prepared, 7 are Approaching Prepared, 8 are Not Prepared
- If increase by 2%-8.9% will move to Green
- No student groups are in the RED

11

CHRONIC ABSENTEEISM

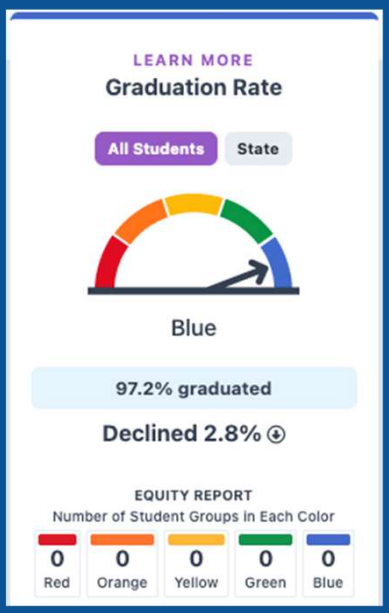


- SPJUSD sustained **YELLOW**
- Status Level is "HIGH"
- Need to decrease by 1% to maintain YELLOW and decrease by 2% to move to Green
- Homeless students are Red: 22.5%, up 6.2 points

Student group	English Learners	Hispanic / Latino	Socioecon. disadv.	Students with disabilities	Homeless	White
2026 color	No color	Green	Yellow	Orange	Red	Yellow

12

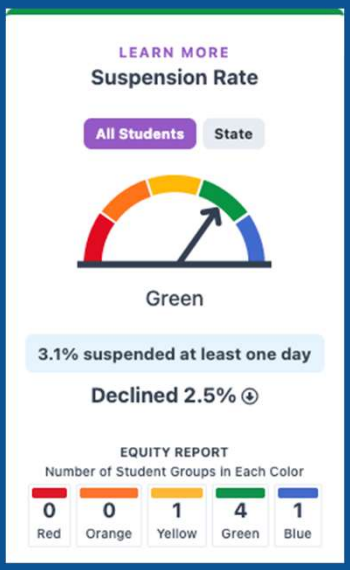
GRADUATION RATE



- SPJUSD obtained a level of **BLUE**
- Status Level is "Very HIgh"
- Declined by 2.8%
- 35 of 36 students graduated in the Dashboard cohort

13

SUSPENSION RATE



- Reflects students who have been suspended at least once
- Status Level is Medium, Change = declined significantly
- Students with disabilities improved to 5.3%, rated Yellow
- 13 of 421 students were suspended at least once

Student group	English Learners	Hispanic / Latino	Socioecon. disadv.	Students with disabilities	Homeless	White
2026 color	No color	Blue	Green	Yellow	Green	Green

14

NEXT STEPS

Present the Results

- Sites share and get input from stakeholder groups (School Board, staff meetings, School Site Council)

Plan with the Results

- Continue with current action items
- Bring input from stakeholders as part of 27-28 LCAP Planning Process
- LCAP Advisory Committee reviews and revises Goals and Actions in the LCAP

Placer COE Support for 26-27 (Final Year)

- Determine frequency for check in meetings

15

THANK YOU

Any questions?

15

Chronic Absenteeism Rates as of Nov. 5, 2026

Chronic absenteeism refers to the number (or percentage) of students in grades **TK through 8th grade** who have missed 10% or more of school days for **any reason.** At this point in the year, students who have missed **6 or more days** are considered chronically absent. By the end of the school year, this number increases to **18 days.**

2026-2027 School Year as of Nov. 5 (52 Days This Year)

SITE/MONTH	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Downieville Elementary (TK-8)	7.69% (2)	3.8%	7.69% (2)							
Loyalton Elementary (TK-8)	15% (25)	12.5%	14.4% (24)							
Loyalton Middle (6-8)	4.17% (3)	11.1%	8.33% (6)							
DISTRICT (% of All Students)	11.36% (30)	11.3%	12.08% (32)							

2025-2026 School Year as of Nov. 6 (55 Days Last Year)

SITE/MONTH	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Downieville Elementary (TK-6)	11.5% (3)	23%	15.4% (4)							
Downieville Jr./Sr. High (7,8)	0%	0%	12% (1)							
Loyalton Elementary (TK-5)	7.7% (13)	3.5%	6.5% 911)							
Loyalton Middle School (6-8)	11.1% (9)	17.1%	15.8% (13)							
DISTRICT (% of All Students)	8.8% (25)	9.8%	10.2% (29)							

ENROLLMENT BY SCHOOL MONTH - 2026-2027

***As of 10/22/2026*		Downieville Elementary	Loyalton Elementary	Downieville Jr High	Loyalton Middle	Downieville Sr High	Loyalton Sr High	Sierra Pass Continuation	Long-Term ISP/SDC	TOTAL
Ending 2025-2026		23	173	8	73	14	103	6	included in site #	400
1st Day 2026-2027		26	166	0	71	12	102	2	included in site #	379

	Month	TK/K-8	TK/K-5	--	6-8	9-12	9-12	9-12		
August	1	26	166	--	72	13	103	2	included in site #	382
08/17/26-09/11/26										
September	2	26	169	--	72	13	103	2	included in site #	385
09/14/26-10/09/26										
October	3								included in site #	0
10/12/26-11/06/26										
November	4								included in site #	0
11/09/26-12/04/26										
December	5								included in site #	0
12/07/26-01/15/27										
January	6								included in site #	0
01/18/27-02/12/27										
February	7								included in site #	0
02/15/27-03/12/27										
March	8								included in site #	0
03/15/27-04/09/27										
April	9								included in site #	0
04/12/27-05/07/27										
May	10								included in site #	0
05/10/27-06/04/27										
June	11								included in site #	0
06/07/27-06/11/27										

2025-2026	SPJUSD	SCOE	Washoe
P1 ADA	377.78	0.84	16.60
P2 ADA	376.93	0.84	16.41
Annual	374.00	0.84	16.40

2024-2025	SPJUSD	SCOE	Washoe
P1 ADA	382.08	1.00	16.52
P2 ADA	378.46	1.01	16.34
Annual	377.39	1.01	16.16

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

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

October 13, 2026

5:00pm CLOSED Session
6:00pm Regular Session

Downieville: Downieville School, 130 School Street, Downieville CA 95936
Zoom videoconferencing was also available for the public.

A. CALL TO ORDER
Vice President KELLY CHAMPION called the meeting to order at 5:04pm.

B. ROLL CALL

PRESENT: *Area 1: Patty Hall*
Area 2: Rhynie Hollitz (President) – (attended via phone for Closed Session only)
Area 3: John Martinetti (Clerk)
Area 4: Kelly Champion (Vice President)
Area 5: Richard Jaquez
Student Board Member (Downieville): Jessie Malone

ABSENT: *None*

VACANT: *Student Board Member (Loyalton)*

C. APPROVAL OF AGENDA
HALL/JAQUEZ
4/0

D. GOVERNMENT CODE 54952.3
Pursuant to Government Code 54952.3, this is notice that as a result of holding this Joint County and District Board Meeting, Trustees will receive a stipend of $65 for the County and $35 for the District.

E. PUBLIC COMMENT FOR CLOSED SESSION
None

F. CLOSED SESSION
The Board moved into Closed Session *at 5:06pm* to discuss the following item(s):

1. Government Code 54956.9
   CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
   Status of existing litigation pursuant to Government Code 54956.9(d)(1)
   Name of Case: MF

2. Government Code 54957
   SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

3. Government Code 54957.6
   CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator(s) for the Board:	Sean Snider, Superintendent
Employee Organizations:	Sierra-Plumas Teachers' Association
Unrepresented Employees:	Administrative Employees
	Classified Employees
	Confidential Employees
	Superintendent

G. RETURN TO OPEN SESSION *at 5:54pm* and ADJOURN FOR BREAK

H. *6:02PM* – RECONVENE

I. FLAG SALUTE

J. REPORT OUT FROM CLOSED SESSION
MARTINETTI: All items were for discussion only. No action was taken.

K. PUBLIC COMMENT
None

L. INFORMATION/DISCUSSION ITEMS

1. Superintendent Reports

COUNTY—SCOE

a. California County Superintendents September General Membership Meeting
SNIDER: Discussions about the role of county offices as the state transitions to a new education structure, fees to charge districts for different services vs. what should be universal support, presentations from Plumas on receivership and FCMAT on budgets around the state, and emergency preparedness particularly around El Nino this year and the potential impact.

b. Contract with Leslie Parnell-Alley for Loyalton Middle School Counseling Services, Contract No. 2027-007C

DISTRICT—SPJUSD

c. Update on District Superintendent's goals for 2026-2027
*SNIDER: *overview of updates and presentation of Fall Benchmark Data*

d. Presentation of School Facilities Priorities for 2026-2027
SNIDER: Top three priorities include LMS Locker Canopy, LHS Window Replacement and Sierra Pass Bathrooms. Additional projects as time and resources allow.

e. Facilities update
*SNIDER: *same as above*

f. TK-8 Sports Program
SNIDER: Met with Sports Club to discuss concern around potential exposure to liability based on how everything is structured. Clearer understanding now of the roles and responsibilities of the District versus the Sports Club. The District runs the sports program and Sports Club supports the program. Insurance carrier confirmed that students are covered under the District's umbrella insurance. Brought to light the need for all auxiliary organizations (i.e. Sports Club, Booster Club, PTOs) to acquire separate insurance for things such as accusations of fraud, embezzlement, etc.

g. Update on Busses
SNIDER: Both electric busses currently out of service, waiting for repairs. They have been fairly reliable up to now, so we are trying to determine what to do with those. We have three working busses and no backups at the moment that are able to be on the road until various issues resolved. Discussion cut short in Finance Committee Meeting – do we repair electric busses, or surplus them and explore options to purchase an additional bus as another backup?

h. Schedule Presentation on Artificial Intelligence
SNIDER: Made contact with the lead of the Technology Services Committee at the County Superintendents meeting who said he would do a presentation for us on AI. He has done similar presentations for other boards.

2. Business Report
   a. Letter from the California Department of Education approving the 2026-2027 SCOE and SPJUSD Budgets and Local Control Accountability Plan
   b. Monthly Chronic Absenteeism Rates
   c. First Month SPJUSD Enrollments for the 2026-2027 School Year
3. Spotlight on Schools/Programs: Sierra County Schools for Adults
   Presented by Adult Education Program Director, Wendy Jackson
   Highlights: New Secretary, Shary Milligan—doing a fantastic job so far this year. Technology Specialist, Joel Tillman—supports the District Technology Specialist on a few projects, and will be offering two new classes this year around computer technology training. Highlights of programs: EMS, Culinary Arts, Computer Tech and Community Classes. Address change to 501 Railroad Ave. Student numbers growing approximately 4.5-6% annually. Looking for new/additional funding streams that are sustainable and will assist program growth. Invitation to board members to join for any of the classes.
4. SPTA Report
   PRESIDENT—PRAKASH: SPTA looks forward to beginning negotiations with the District October 27th. We want to continue to build on open, honest and transparent communication through the process. Focus on working together respectfully and using time wisely in making decisions putting staff and student needs first.
5. Committee/Board Member Reports
   MALONE: Downieville volleyball game tomorrow in Loyalton. Annual Halloween Carnival coming up.
   CHAMPION: Finance Committee—Went through list of staff material requests and considered different funding sources to use. Gave SNIDER direction to start organizing a priority list and making some of the purchases. Follow-up on Golden State Pathways grant—we received $619K, but only spent $13K. We just have to let that go and move forward. We lack the staff and resources sometimes to maintain some of these grants.
   Positive feedback from Downieville School staff on administration and just how well things are going at the school in general.
   MARTINETTI: Facilities Committee—Looking for creative solutions to make our facilities better despite obstacles that often stem from the State.

M. CONSENT CALENDAR
1. Approval of minutes for the joint Regular Meeting held September 08, 2026
2. Approval of Board Report-Checks Dated 09/01/2026 through 09/30/2026
   a. SCOE
   b. SPJUSD
3. Approval of Quarterly Report on Williams Uniform Complaints for the quarter ending 09/30/2026
   a. SCOE
   b. SPJUSD
4. Approval to surplus John Deere 54 Quick Hitch snowblower

5. Approval of the following SPJUSD personnel items:
    a. Resignation for Alexandra Nevarez, Bilingual Parent Liaison/ELPAC Coordinator, Districtwide, 1.0 FTE, effective October 15, 2026
    b. Authorization to fill Bilingual Parent Liaison/ELPAC Coordinator, Districtwide, 1.0 FTE
    c. Assignment of Katrina Bosworth, 2026-2027 Advisor Friday Night Live Kids (K-6), Downieville
    d. Assignment of Katrina Bosworth, 2026-2027 Advisor Club Live (7-8), Downieville
    e. Assignment of Steve Fillo, 2026-2027 Athletic Director, Downieville
    f. Assignment of the following 2026-2027 Coaches:
        1. Brianna Roen, Varsity Volleyball, Downieville
        2. Annie Tipton, 6th Grade Boys Basketball, Loyalton
        3. Andy Joy, 6th Grade Girls Basketball, Loyalton
        4. Christina Potter, 7th Grade Boys Basketball, Loyalton
        5. Dusty Richards, 8th Grade Boys Basketball, Loyalton
        6. Jason Richards, 8th Grade Girls Basketball, Loyalton

HALL motioned to approve all Consent Items excluding 2-6 of the coaches (all basketball coaches). Postpone to Special Meeting scheduled for October 21st. Second by MARTINETTI. 4/0

N. ACTION ITEMS
1. New Business

COUNTY & DISTRICT

PUBLIC HEARING—Textbooks and Instructional Materials

a. Public Hearing *opened at 7:05pm* to receive comments on the sufficiency of textbooks and instructional materials for Transitional Kindergarten through 12th grade in each subject and to assure that they are aligned with the state standards adopted pursuant to Ed Code 60605 or 60605.8. Also meet the reporting and sufficiency requirements contained in Ed Code 60119.

CHAMPION asked about Ethnic Studies curriculum and whether or not it was supposed to be included in the list on the resolutions.

SNIDER: The resolutions cover the core subjects, and Ethnic Studies is not considered one of the core subjects as far as this requirement is concerned.

Closed at 7:09pm.

b. Adoption of the following resolutions for Sufficiency of Textbooks or Instructional Materials:
    1. SCOE, Resolution 27-004C
    2. SPJUSD, Resolution 27-007D

HALL motioned to adopt 1 & 2 with SNIDER's suggested revision changing My Math to ClearMath on both. Second by CHAMPION.
4/0

c. Adoption of the Unaudited Actuals for the Fiscal Year Ending June 30, 2026
    1. SCOE
    2. SPJUSD

MARTINETTI/HALL
4/0

CHAMPION called for a 5-minute break at 7:30pm. Reconvened at 7:35pm.

d. Adoption of Resolutions Adopting the Gann Limit
    1. SCOE, Resolution 27-005C
    2. SPJUSD, Resolution 27-008D

HALL/MARTINETI
4/0

DISTRICT—SPJUSD

e. Approval of School Plan for Student Achievement for the following:
    1. Downieville Schools
    2. Loyalton Elementary School
    3. Loyalton Middle School
    4. Loyalton High School

HALL/MARTINETTI
4/0

PUBLIC HEARING—School Facility Program Transparency Requirement

f. Public Hearing *opened at 7:44pm* to receive comments on the intent of the District to apply for state school facility funding under the State Allocation Board-administered School Facility Program.
Closed at 7:45pm with no comment.

g. Adoption of Resolution 27-009D, Resolution in Support of Filing State Facility Funding Applications with Public Input and Transparency Compliance
SNIDER: Projects intended to be covered include LHS HVAC improvement project, LHS re-roofing project, and LHS window project.

HALL/MARTINETTI
4/0

h. Adoption of Resolution 27-010D, Resolution in Support of Filing Applications for State Funding for all District School Sites under the School Facility Program
CHAMPION/HALL
4/0

i. Adoption of Resolution 27-011D, Acknowledgment of Application Submittal to the "Applications Received Beyond Bond Authority List" under the School Facility Program
CHAMPION motioned to approve 27-011D with SNIDER's suggested revision changing "Los Angeles County" to "Sierra County".
Second by MARTINETTI.
4/0

BOARD POLICIES AND BYLAWS

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

From June 23rd – Further Review

j. 1240—Volunteer Assistance (Tabled 9/8/2026)
MARTINETTI motioned to remove from table. Second by HALL.
4/0
CHAMPION motioned to approve as presented. Second by MARTINETTI.
4/0

Batch from September 8th – Second Reading

HALL motioned to approve k-r. Second by MARTINETTI.

CHAMPION—I have issue with m, n, and o (Staff Development). Overstep of local control when we are being told [by the State] there is one curriculum we can use and only one avenue for our staff to be trained on one subject through the California Department of Social Services. I have emailed a couple of contacts regarding this issue, and waiting on feedback.

HALL withdrew motion. Second by MARTINETTI to withdraw motion.

CHAMPION motioned to approve k, l, p, q, and r as presented. Postpone m, n, and o to November 10th meeting. Second by MARTINETTI.

4/0

k. 3471—Parcel Taxes
l. 4119.1~4219.1~4319.1—Civil and Legal Rights
m. 4131—Staff Development
n. 4231—Staff Development
o. 4331—Staff Development
p. 7214—General Obligation Bonds
q. 9220—Governing Board Elections
    1. Bylaw
    2. Exhibit
r. 9240—Board Training

New for October 13th (CSBA) – First Reading

Postponed to November 10th meeting.

s. 0410—Nondiscrimination in District Programs and Activities
t. 1312.2—Complaints Concerning Instructional Materials
u. 1312.3—Uniform Complaint Procedures
v. 5020—Parent Rights and Responsibilities
w. 5022—Student and Family Privacy Rights
x. 5125—Student Records
y. 5131.8—Mobile Communications Devices
z. 5145.3—Nondiscrimination/Harassment

New for October 13th (District) – First Reading

JAQUEZ/HALL

3/1 (MARTINETTI)

aa. 1312.1—General Complaints or Complaints Concerning District Employees
    1. Policy
    2. Regulation
    3. Exhibit

New for October 13th (District) – Second Annual Review

Postponed to November 10th meeting.

bb. 6145—Extracurricular and Cocurricular Activities
    1. Policy
    2. Regulation

O. ADVANCED PLANNING

1. A Special Board Meeting to interview candidates for the Area 5 Trustee Appointment will be held October 21, 2026, at Loyalton Elementary School, 111 Beckwith Street, Loyalton CA 96118 at 6:00pm. Zoom videoconferencing will be available for the public.
2. The next Regular Joint Board Meeting will be held on November 10, 2026, at Loyalton Elementary School, 111 Beckwith Street, Loyalton CA 96118 at 6:00pm. If needed, Closed Session may be held before the Open session beginning at 5:00pm. Zoom videoconferencing will be available for the public.
3. Suggested Agenda Items
   --*Approval of Basketball Coaches at Special Meeting on October 21st*

P. ADJOURN *at 8:26pm*

_____ _____

Sean Snider, Superintendent John Martinetti, Clerk

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

DATE: October 13, 2026

CLOSED SESSION BEGAN AT: 5:06 **P.M.**

BOARD MEMBERS PRESENT:
✓ Patty Hall ✓ Rhynie Hollitz ✓ John Martinetti ✓ Kelly Champion ✓ Richard Jaquez

OTHERS PRESENT: By phone
- ☑ Sean Snider, Superintendent
- ☑ Randy Jones, Director of Business Services/CBO
- ☐ _____
- ☐ _____

I. SESSION TOPIC(S):

Item #1—Government Code 54956.9
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
Status of existing litigation pursuant to Government Code 54956.9(d)(1)
Name of Case: MF

RESULT:
- ☐ **DIRECTION WAS GIVEN TO SUPERINTENDENT**
- ☑ **THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.**
- ☐ **A ROLL CALL VOTE WAS TAKEN:**
  HALL____ HOLLITZ____ MARTINETTI____ CHAMPION____ JAQUEZ____
- ☐ **A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:**
  HALL____ HOLLITZ____ MARTINETTI____ CHAMPION____ JAQUEZ____

Item #2—Government Code 54957
SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

RESULT:
- ☐ **DIRECTION WAS GIVEN TO SUPERINTENDENT**
- ☑ **THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.**
- ☐ **A ROLL CALL VOTE WAS TAKEN:**
  HALL____ HOLLITZ____ MARTINETTI____ CHAMPION____ JAQUEZ____
- ☐ **A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:**
  HALL____ HOLLITZ____ MARTINETTI____ CHAMPION____ JAQUEZ____

Item #3—Government Code 54957.6
CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator(s) for the Board:	Sean Snider, Superintendent
Employee Organizations:	Sierra-Plumas Teachers' Association
Unrepresented Employees:	Administrative Employees
	Classified Employees
	Confidential Employees
	Superintendent

RESULT:
- ☐ **DIRECTION WAS GIVEN TO SUPERINTENDENT**
- ☑ **THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.**
- ☐ **A ROLL CALL VOTE WAS TAKEN:**
  HALL____ HOLLITZ____ MARTINETTI____ CHAMPION____ JAQUEZ____
- ☐ **A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:**
  HALL____ HOLLITZ____ MARTINETTI____ CHAMPION____ JAQUEZ____

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

II. ENDED CLOSED SESSION AT 5:54 **P.M. AND RETURNED TO OPEN SESSION**

PRESIDED BY: Kelly Champion ~~Rhynie Hollitz, PRESIDENT~~
Kelly Champion, Vice President

RECORDED BY: **John Martinetti, CLERK**

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

October 21, 2026

6:00pm Open Session

Closed Session immediately followed the Open Session

Loyalton: Loyalton Elementary School, 111 Beckwith Street, Loyalton CA 96118
Zoom videoconferencing was also available for the public.

A. CALL TO ORDER
President RHYNIE HOLLITZ called the meeting to order at 6:00pm.

B. ROLL CALL
PRESENT: *Area 1: Patty Hall (arrived at 6:04pm)*
Area 2: Rhynie Hollitz (President)
Area 3: John Martinetti (Clerk)
Area 4: Kelly Champion (Vice President) – (attended via Zoom under "Just Cause" pursuant to Government Code 54953.8.3 due to a childcare need)
Area 5: Richard Jaquez

ABSENT: *None*

C. APPROVAL OF AGENDA
MARTINETTI motioned to approve the agenda with the addition of the Flag Salute before Public Comment per SNIDER. Second by JAQUEZ.
4/0
HOLLITZ – YES
MARTINNETI – YES
CHAMPION – YES
JAQUEZ – YES

D. FLAG SALUTE

~~D.~~E. PUBLIC COMMENT
Special Meeting Agenda Items only, please.
None

~~E.~~F. BOARD ORGANIZATION

1. Discussion about protocol for conducting interviews

HALL arrived at 6:04pm

2. Candidate Interviews for Trustee Area 5 – City of Loyalton
   a. Wendy Bergstrom
   b. Alexandra Ellison
   c. Sharon Johnson
3. Discussion and public input
4. Appointment in Lieu of Election commencing December 2026
   CHAMPION motioned to appoint Sharon Johnson. Second by MARTINETTI.
   3/2
   HALL – YES
   HOLLITZ – NO
   MARTINNETI – YES
   CHAMPION – YES
   JAQUEZ – NO

~~F.~~G. ACTION ITEMS

1. Approval of Assignment of the following 2026-2027 Coaches:
    a. Annie Tipton, 6th Grade Boys Basketball, Loyalton
    b. Andy Joy, 6th Grade Girls Basketball, Loyalton
    c. Christina Potter, 7th Grade Boys Basketball, Loyalton
    d. Dusty Richards, 8th Grade Boys Basketball, Loyalton
    e. Jason Richards, 8th Grade Girls Basketball, Loyalton

CHAMPION/HALL

4/1

HALL – YES
HOLLITZ – NO
MARTINNETI – YES
CHAMPION – YES
JAQUEZ – YES

~~G.~~H. PUBLIC COMMENT FOR CLOSED SESSION

None

~~H.~~I. CLOSED SESSION

The Board moved into Closed Session *at 7:13pm* to discuss the following item(s):

1. Government Code 54957
   PUBLIC EMPLOYMENT
   Title: Teacher

~~I.~~J. RETURN TO OPEN SESSION *at 7:30pm*

~~J.~~K. REPORT OUT FROM CLOSED SESSION

MARTINETTI: The Closed Session item was for discussion only. No action was taken.

~~K.~~L. ADVANCED PLANNING

1. The next Regular Joint Board Meeting will be held on November 10, 2026, at Loyalton Elementary School, 111 Beckwith Street, Loyalton CA 96118 at 6:00pm. If needed, Closed Session may be held before the Regular session beginning at 5:00pm. Zoom videoconferencing will be available for the public.

~~L.~~M. ADJOURN *at 7:31pm*

_____ _____

Sean Snider, Superintendent John Martinetti, Clerk

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD
Closed Session Reporting Form

DATE: October 21, 2026

CLOSED SESSION BEGAN AT: 7:15 **P.M.**

BOARD MEMBERS PRESENT:
✓ Patty Hall ✓ Rhynie Hollitz ✓ John Martinetti ✓ Kelly Champion ✓ Richard Jaquez

OTHERS PRESENT:
- ☑ Sean Snider, Superintendent
- ☐ Randy Jones, Director of Business Services/CBO
- ☐ _____
- ☐ _____
- ☐ _____

I. SESSION TOPIC(S):

Item #1—Government Code 54957
PUBLIC EMPLOYMENT
Title: Teacher

RESULT:

- ☐ **DIRECTION WAS GIVEN TO SUPERINTENDENT**
- ☑ **THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.**
- ☐ **A ROLL CALL VOTE WAS TAKEN:**
  HALL____ HOLLITZ____ MARTINETTI____ CHAMPION____ JAQUEZ____
- ☐ **A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:**
  HALL____ HOLLITZ____ MARTINETTI____ CHAMPION____ JAQUEZ____

II. ENDED CLOSED SESSION AT 7:30 **P.M. AND RETURNED TO OPEN SESSION**

PRESIDED BY: Rhynie Hollitz **RECORDED BY:**

Rhynie Hollitz, PRESIDENT — John Martinetti, CLERK

Checks Dated 10/01/2026 through 10/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00018102	10/07/2026	MICAH COHEN, MOT, OTR/L	01-5810	OCCUPATIONAL THERAPY SERVICES		2,881.30
00018103	10/09/2026	PRIMO BRANDS BLUETRITON BRANDS, INC.	11-4330	WATER SERVICE		117.87
00018104	10/09/2026	AMAZON CAPITAL SERVICES	01-4300	CLASSROOM SUPPLIES	295.01	
				STUDENT SUPPLIES	332.88	
				TECH SUPPLIES	590.32	
			11-4300	OFFICE SUPPLIES	22.40	1,240.61
00018105	10/09/2026	DONALD BERGSTROM	01-5810	SPED/DO CLEANING	1,424.06	
			01-5899	SPED/DO CLEANING	413.44	1,837.50
00018106	10/09/2026	HEIDI BETHKE	01-5200	FINGERPRINTING	100.00	
				TRAINING	158.00	258.00
00018107	10/09/2026	MICAH COHEN, MOT, OTR/L	01-5810	OCCUPATIONAL THERAPY SERVICES		2,938.94
00018108	10/09/2026	FAGEN FRIEDMAN & FULFROST LLP	01-5801	LEGAL FEES		400.00
00018109	10/09/2026	KELLI GROCK	01-5100	COUNSELING SERVICES	1,106.05	
			01-5810	COUNSELING SERVICES	4,783.95	5,890.00
00018110	10/09/2026	INTERMOUNTAIN DISPOSAL, INC.	11-5500	GARBAGE SERVICE		108.15
00018111	10/09/2026	BRETT KEE	11-4300	COOKING CLASS SUPPLIES		213.66
00018112	10/09/2026	LASSEN COUNTY OFFICE OF EDUCATION	01-5810	ADAPTIVE PE SERVICES		772.52
00018113	10/09/2026	LAUREN JONES BEHAVIORAL CONSULTANT	01-5899	BEHAVIORAL CONSULTANT		17,056.00
00018114	10/09/2026	LIBERTY UTILITY CA	01-5500	ELECTRICAL SERVICE		366.93
00018115	10/09/2026	MEGAN MESCHERY	01-5200	PER DIEM		170.00
00018116	10/09/2026	ODP BUSINESS SOLUTIONS LLC	01-4300	OFFICE CHAIR	171.28	
				OFFICE SUPPLIES	98.44	269.72
00018117	10/09/2026	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	01-5600	POSTAGE MACHINE LEASE	51.34	
			01-5899	POSTAGE MACHINE LEASE	154.02	205.36
00018118	10/09/2026	PLACER COUNTY OFFICE OF EDUCATION	01-5810	WILLIAMS SUPPORT		2,800.00
00018119	10/09/2026	PLUMAS-SIERRA TELECOMMUNICATIONS	01-5899	BROADBAND SERVICE	49.05	
			11-5900	BROADBAND SERVICE	59.95	109.00
00018120	10/09/2026	PRESENCELEARNING, INC.	01-5100	PRESENCE LEARNING	3,540.77	
			01-5810	PRESENCE LEARNING	2,659.83	6,200.60
00018121	10/09/2026	RENO PRINT STORE	01-4300	T-SHIRTS		3,191.95
00018122	10/09/2026	RHYNIE HOLLITZ	01-5200	PER DIEM	9.88	
			01-5899	PER DIEM	9.88	19.76
00018123	10/09/2026	RIVERSIDE INSIGHTS	01-4300	PSYCH ASSESSMENTS		549.50
00018124	10/09/2026	SIERRA VALLEY HOME CENTER	01-4300	SHOP CLASS SUPPLIES		1,548.64
00018125	10/09/2026	TRI COUNTY SCHOOLS INSURANCE GROUP	01-9535	HEALTH INSURANCE	2,090.80	
			76-9571	WORKERS COMP PREMIUM	2,545.94	
			76-9576	HEALTH INSURANCE	38,433.10	43,069.84

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Checks Dated 10/01/2026 through 10/31/2026

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00018126	10/09/2026	U.S. BANK	01-4300	STUDENT FOLDERS	818.76	
			01-5200	CCS TRAVEL	152.90	
				HOTEL ACCOMODATIONS	944.54	
				REGISTRATION AND HOTEL ACCOMODATIONS	746.95	
				REGISTRATION/HOTEL ACCOMODATIONS	202.91-	
			01-5810	DOMAIN RENEWALS	69.57	
				SUBSCRIPTION	24.00	
			01-5899	REGISTRATION AND HOTEL ACCOMODATIONS	746.95	
				REGISTRATION/HOTEL ACCOMODATIONS	67.64-	
			11-4300	SUPPLIES	146.37	
			11-4320	BULBS	75.05	
			11-4350	VEHICLE MAINT	180.38	
			11-5810	SUPPLIES	1,261.62	4,896.54
00018127	10/09/2026	U.S. BANK VOYAGER	01-4350	FUEL EXPENSE	47.60	
			01-5200	FUEL EXPENSE	375.72	
			01-5899	FUEL EXPENSE	150.68	
			11-5200	FUEL EXPENSE	125.28	699.28
00018128	10/09/2026	AMBER WILLIAMS	01-5200	PER DIEM		310.00
00018129	10/09/2026	WPS	01-4300	PSYCH FORMS		375.00
00018130	10/23/2026	AMAZON CAPITAL SERVICES	01-4300	FILE CABINET	110.46	
				FOSTER SUPPLIES	92.40	
				OFFICE SUPPLIES	340.36	
				STUDENT SUPPLIES	884.53	
			11-4300	KNIVES	293.36	1,721.11
00018131	10/23/2026	KIMBERLY ASKEW	01-5200	WORKABILITY CONFERENCE		343.36
00018132	10/23/2026	AT&T	11-5900	PHONE		168.34
00018133	10/23/2026	STATE OF CALIFORNIA DEPARTMENT OF JUSTICE	01-5805	EMPLOYMENT FINGERPRINTING	49.00	
			11-5805	EMPLOYMENT FINGERPRINTING	49.00	98.00
00018134	10/23/2026	BRETT KEE	11-4300	COOKING CLASS SUPPLIES		184.64
00018135	10/23/2026	LOCALIQ	11-5810	ADULT ED WEBSITE MANAGEMENT		833.00
00018136	10/23/2026	ODP BUSINESS SOLUTIONS LLC	11-4300	OFFICE SUPPLIES		39.63
00018137	10/23/2026	NCS PEARSON, INC.	01-4300	ASSESMENT SUPPLIES		274.00
00018138	10/23/2026	PRESENCELEARNING, INC.	01-5100	PRESENCE LEARNING	7,789.69	
			01-5810	PRESENCE LEARNING	5,851.63	13,641.32
00018139	10/23/2026	QBS LLC	01-5810	TRAINING		120.00
00018140	10/23/2026	UBEO WEST LLC	11-5600	COPIER/MAINTENANCE		154.65

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00018141	10/23/2026	REMSA CENTER FOR INTEGRATED HEALTH CARE & COMMUNITY EDU	11-5810	CPR CARDS		13.00
00018142	10/23/2026	RENO PRINT STORE	01-4300	T-SHIRTS	1,587.94	
				TUPE SUPPLIES	920.00	2,507.94
00018143	10/23/2026	RESOLVE TECHNOLOGY GROUP, INC.	01-5810	CENIC CUTOVER		900.00
00018144	10/23/2026	CHRIS SCHAFFNIT	01-5200	FNL CONFERENCE		597.76
00018145	10/23/2026	SIERRA COUNTY OFFICE OF EDUCATION	01-5808	BANK SERVICE FEES		343.44
00018146	10/23/2026	TODDLER TOWERS, INC. SIERRAKIDS	01-5810	ELOP SPED AIDE		6,607.07
00018147	10/23/2026	U.S. BANK	01-4400	COMPUTER	2,381.82	
			01-5200	HOTEL ACCOMODATIONS	330.42	
				REGISTRATION & HOTEL	150.00	
				REGISTRATION/HOTEL	244.37	
			01-5810	SUBSCRIPTION	169.16	
			01-5899	LAPTOP	446.65	
				REGISTRATION/HOTEL	733.10	
			01-6170	LOCKER CANOPIES	911.43	
			11-4300	SERVSAFE CLASS MATERIALS	819.83	
				SUPPLIES	4.16	
			11-4400	GRINDER	1,498.39	
			11-5810	SUPPLIES	35.78	7,725.11
00018148	10/23/2026	VIVIANA ROMERO	01-5200	PER DIEM		398.00
00018149	10/23/2026	AMBER WILLIAMS	01-5200	PER DIEM	88.00	
				PER DIEM/HOTEL ACCOMODATIONS	149.06	237.06
				Total Number of Checks	**48**	**135,404.10**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	County School Service Fund	39	88,020.55
11	ADULT EDUCATION	16	6,404.51
76	Payroll Clearing	1	40,979.04
	Total Number of Checks	**48**	135,404.10
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**135,404.10**

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Checks Dated 10/01/2026 through 10/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00088753	10/02/2026	DMV	01-6400	SALES TAX		14,501.00
00088754	10/02/2026	SYSCO FOOD SVCS OF SACRAMENTO	13-4340	CAFETERIA - FOOD AND SUPPLIES	57.88	
			13-4700	CAFETERIA - FOOD AND SUPPLIES	3,267.17	3,325.05
00088755	10/09/2026	ACCO ENGINEERED SYSTEMS	13-5600	HVAC DIAGNOSE/REPAIR		1,495.00
00088756	10/09/2026	AIRGAS, USA, LLC	01-5600	TANK RENTAL LHS/DVL		447.31
00088757	10/09/2026	AMAZON CAPITAL SERVICES	01-4300	BOOKS	31.44	
				classroom supplies	1,574.64	
				COLLEGE/CAREER CENTER	1,444.58	
				DAILY LANG REVIEW	163.88	
				GARDEN SUPPLIES	443.19	
				INSTRUCTIONAL SUPPLIES	104.92	
				Journalism class supplies	257.30	
				MHSSA SNACKS	139.24	
				MUSIC SUPPLIES	869.63	
				Photography/Classroom	1,072.09	
				student instruction	302.08	
				Supplies	332.31	
				SURGE PROTECTORS	83.16	
				VOLLEYBALLS	95.22	
			01-4305	Football Supplies	734.68	
				library supplies	339.83	
				Sports Supplies	448.93	
			01-4320	BUS SUPPLIES	212.16	
				custodial supplies	159.08	
				LMS GYM	69.69	
				Photography/Classroom	42.41	
				WATER DISPENSERS	504.26	
				WATER FILTERS	293.60	
			01-4330	nurse supplies	220.80	
				office supplies	971.06	
			01-4400	TECH FOR ROOMS 3,9,10	1,641.79	
			13-4340	kitchen supplies	87.09	12,639.06
00088758	10/09/2026	AMERIGAS	01-5540	PROPANE		1,134.47
00088759	10/09/2026	AMPLIFY EDUCATION, INC.	01-5895	READING DIFF RISK SCREENER		7,079.10
00088760	10/09/2026	APPLE COMPUTER, INC.	01-4400	MACBOOKS		3,010.86
00088761	10/09/2026	AT&T	01-5910	PHONE SERVICES		102.10
00088762	10/09/2026	B & C TRUEVALUE HOME CENTER	01-4320	MAINT. SUPPLIES		857.89

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Checks Dated 10/01/2026 through 10/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00088763	10/09/2026	AMANDA BEVILLE	01-5200	PER DIEM		398.25
00088764	10/09/2026	BILL DORAN COMPANY	01-4300	Flowers		119.70
00088765	10/09/2026	KATRINA BOSWORTH	13-4700	CAFE SUPPLIES		82.45
00088766	10/09/2026	BRADY INDUSTRIES	01-4320	CUSTODIAL SUPPLIES	132.30	
				Door Mats	612.67	744.97
00088767	10/09/2026	PAMELA BRANDON	01-5600	TECH COTTAGE RENTAL		100.00
00088768	10/09/2026	CPM EDUCATIONAL PROGRAM	01-4100	TEXTBOOKS		1,926.42
00088769	10/09/2026	CURRENT ELECTRIC & ALARM, INC.	01-5600	ALARM MONITORING	1,117.50	
			01-5899	ALARM MONITORING	82.50	1,200.00
00088770	10/09/2026	DOCUMENT TRACKING SERVICES	01-5895	SCHOOL ACCOUNTABILITY REPORTING		2,000.00
00088771	10/09/2026	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530	Water		936.48
00088772	10/09/2026	ERIC ARMIN INC.	01-4300	Student Instruction		92.21
00088773	10/09/2026	EASTERN PLUMAS HEALTH CARE	01-5895	DMV PHYSICAL		165.00
00088774	10/09/2026	EDLIO, LLC COLLECTIONS	01-5895	WEBSITE/TEXT SYSTEM		7,388.00
00088775	10/09/2026	EDWARDS, STEVENS AND TUCKER, LLP	01-5810	LEGAL FEES		3,600.00
00088776	10/09/2026	STEPHEN FILLO	01-4300	SHOP SUPPLIES		162.55
00088777	10/09/2026	FLEET EFORCE	01-5600	BUS REPAIR		3,214.37
00088778	10/09/2026	FLINN SCIENTIFIC, INC.	01-4300	Supplies		137.16
00088779	10/09/2026	GAGER DISTRIBUTING, INC.	13-4340	DISHWASHER SUPPLIES		1,106.50
00088780	10/09/2026	JANET HAMILTON	01-5600	TECH COTTAGE RENTAL		100.00
00088781	10/09/2026	SONIA JOY	01-4305	FNL SUPPLIES		334.87
00088782	10/09/2026	CHRISTINA LAFOON	01-5200	COLLEGE & CAREER SERVICES	72.00	
			01-5895	COLLEGE & CAREER SERVICES	3,245.00	3,317.00
00088783	10/09/2026	LIBERTY UTILITY CA	01-5510	ELECTRIC - LOYALTON SITES	13,449.47	
			01-5899	ELECTRIC - LOYALTON SITES	312.63	13,762.10
00088784	10/09/2026	AMY MASON	01-4300	CLASS SUPPLIES		59.40
00088785	10/09/2026	MODEL DAIRY, LLC	13-4700	DAIRY PRODUCTS		1,575.99
00088786	10/09/2026	NORTHAM DISTRIBUTING, INC.	13-4340	CAFE FOOD/SUPPLIES	20.90	
			13-4700	CAFE FOOD/SUPPLIES	198.67	219.57
00088787	10/09/2026	ODP BUSINESS SOLUTIONS LLC	01-4302	paper		312.81
00088788	10/09/2026	PACIFIC GAS & ELECTRIC COMPANY	01-5510	Electricity		23.40
00088789	10/09/2026	PNC BANK C/O PARENTSQUARE, INC	01-5200	TRAINING		450.00
00088790	10/09/2026	PERMABOUND BOOKS	01-4305	library books		137.38
00088791	10/09/2026	PLUMAS SIERRA SEWER SERVICE LLC	01-5895	SEWER INSPECT/CLEAR		400.00
00088792	10/09/2026	RENAISSANCE LEARNING, INC.	01-4300	NEARPOD	5,482.68	
				STAR READING/MATH, ACCELERATED READER	897.86	6,380.54
00088793	10/09/2026	RIDDEL ALL AMERICAN SPORTS CORP	01-4305	Football Helmets		2,431.92

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Checks Dated 10/01/2026 through 10/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00088794	10/09/2026	SCHOOL OUTFITTERS	01-4400	Ag Room Furniture		2,668.35
00088795	10/09/2026	SCHOOL SPECIALTY LLC	01-4300	classroom supplies	260.95	
			01-4400	TABLES	4,249.93	4,510.88
00088796	10/09/2026	SIERRA AIR INC	40-6500	HVAC REPLACEMENT		8,558.00
00088797	10/09/2026	SIERRA COUNTY HEALTH DEPARTMENT	01-5510	ELECTRICAL SERVICES FOR TECH COTTAGE		289.50
00088798	10/09/2026	INTERMOUNTAIN DISPOSAL, INC.	01-5520	GARBAGE SERVICE	1,130.45	
			01-5899	GARBAGE SERVICE	6.11	1,136.56
00088799	10/09/2026	SIERRA HARDWARE	01-4320	Misc Maintenance supplies		277.95
00088800	10/09/2026	SIERRA VALLEY MOBILE REPAIR	01-5600	BUS INSPECT/REPAIR		158.69
00088801	10/09/2026	SIERRA VALLEY HOME CENTER	01-4300	MISC. AG SUPPLIES	134.05	
			01-4320	MAINT. SUPPLIES	29.97	
				MAINT/CUSTODIAL SUPPLIES	299.97	463.99
00088802	10/09/2026	SIERRA-PLUMAS JOINT UNIFIED	01-4400	SNOWBLOWER		1,800.00
00088803	10/09/2026	STAPLES ADVANTAGE	01-4300	CLASSROOM SUPPLIES	716.91	
				Student instruction	180.93	897.84
00088804	10/09/2026	CDE, CASHIER'S OFFICE	13-4700	COMMODITIES	1,206.11	
			13-8221	COMMODITIES	1,161.26-	44.85
00088805	10/09/2026	SYSCO FOOD SVCS OF SACRAMENTO	13-4340	CAFETERIA - FOOD AND SUPPLIES	628.24	
			13-4700	CAFETERIA - FOOD AND SUPPLIES	12,051.16	12,679.40
00088806	10/09/2026	TEAM ONE NETWORKING	01-5899	PHONE SERVICES	6.02	
			01-5910	PHONE SERVICES	138.98	145.00
00088807	10/09/2026	TECH TO SCHOOL	01-4305	CHROMEBOOKS		18,520.70
00088808	10/09/2026	TINYEYE TECHNOLOGIES CORP c/o V68000U	01-5895	THERAPY SERVICES		12,330.61
00088809	10/09/2026	TMP SERVICES	01-6200	REPLACEMENT PARTS		361.35
00088810	10/09/2026	TRI COUNTY SCHOOLS INSURANCE GROUP	01-9535	HEALTH/WELFARE PREMIUMS	8,585.00	
			76-9571	WORKERS COMP	5,019.21	
			76-9576	HEALTH/WELFARE PREMIUMS	102,446.86	116,051.07
00088811	10/09/2026	U.S. BANK	01-4300	art supplies	1,176.39	
				curriculum	33.72	
				Graphic Design Supplies	172.59	
				INSTRUCTIONAL SUPPLIES	26.73	
			01-4320	CEILING LIGHT FIXTURES	253.06	
				CEILING TILES	702.64	
				Heavy Duty White Board Cleaner	103.84	
				MAINT SUPPLIES	3,336.12	
				PLAYGROUND SUPPLIES	763.90	
			01-4330	ADOBE PRO SUBSCRIPTION	9.99	

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00088811	10/09/2026	U.S. BANK	01-4350	FUEL FOR MAINT.	60.49	
			01-4351	BUS FUEL	82.90	
				FUEL	141.50	
			01-5200	Leadership Conference Registration	515.00	
				REGISTRATION	100.00	
			01-5300	SUBSCRIPTION	11.99	
			01-5895	CONTAINER MOVING	5,152.00	
				HAZARDOUS WASTE DISPOSAL	675.00	
				ZOOM SUBSCRIPTION	74.29	
			01-5899	ADOBE PRO SUBSCRIPTION	10.00	
				BASKETBALL HOOPS	6,196.69	
			01-5900	Postage	3,155.55	
			01-6400	OVEN	9,578.72	
			01-6500	FIBER BACKBONE	7,056.46	
			13-4340	MAINT SUPPLIES	81.53	39,471.10
00088812	10/09/2026	VEREGY	01-9510	CALSHAPE PROJECTS		63,787.50
00088813	10/09/2026	VERIZON WIRELESS	01-5899	CELL PHONE SERVICE	453.55	
			01-5900	CELL PHONE SERVICE	152.04	
			01-5910	CELL PHONE SERVICE	624.53	1,230.12
00088814	10/09/2026	U.S. BANK VOYAGER	01-4305	FUEL	3,204.84	
			01-4351	FUEL	3,343.57	
			01-5200	FUEL	97.10	6,645.51
00088815	10/09/2026	WILD HARE SIGN CO.	01-5895	BUS LETTERING		956.40
00088816	10/09/2026	TONYA WOOD	01-5200	MILEAGE	364.80	
				PER DIEM	72.00	436.80
00088817	10/23/2026	ACCO ENGINEERED SYSTEMS	01-5600	HVAC DIAGNOSE/REPAIR		795.00
00088818	10/23/2026	ACCREDITING COMM. FOR SCHOOLS	01-5300	ANNUAL WASC MEMBERSHIP		1,310.00
00088819	10/23/2026	AIRGAS, USA, LLC	01-5600	TANK RENTAL LHS/DVL		434.80
00088820	10/23/2026	AMAZON CAPITAL SERVICES	01-4100	TEXTBOOKS	62.43	
			01-4300	COLLEGE/CAREER CENTER	764.47	
				ELOP SUPPLIES	98.47	
				student instruction books	226.08	
				Supplies	450.88	
				TEXTBOOKS	113.16	
				walk to learn supplies	28.95	
			01-4305	FNL Fundraiser supplies	102.33	
				LIBRARY SUPPLIES	375.44	

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Checks Dated 10/01/2026 through 10/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00088820	10/23/2026	AMAZON CAPITAL SERVICES	01-4320	Emergency Supplies	209.23	
				MOWER PARTS	30.14	
			01-4330	OFFICE SUPPLIES	82.91	
				PHONE CASE	9.21	
				TIMER	15.28	
			01-4400	SMART TV	617.46	
			01-5899	TIMER	15.28	3,201.72
00088821	10/23/2026	AMERIGAS	01-5540	PROPANE		286.96
00088822	10/23/2026	APPLE COMPUTER, INC.	01-4300	COMPUTERS	343.17	
			01-4400	COMPUTERS	2,439.37	
				MACBOOKS	2,579.86	5,362.40
00088823	10/23/2026	STACI ARMSTRONG	01-4300	ATTENDANCE INCENTIVES		56.22
00088824	10/23/2026	AT&T	01-5895	PHONE SERVICES	57.23	
			01-5910	PHONE SERVICES	437.26	494.49
00088825	10/23/2026	ROBIN BOLLE	01-5200	PER DIEM/MILEAGE		132.28
00088826	10/23/2026	KATRINA BOSWORTH	13-4700	CAFE SUPPLIES		66.01
00088827	10/23/2026	CEV MULTIMEDIA, LLC	01-4200	ONLINE COURSE		1,575.00
00088828	10/23/2026	CITY OF LOYALTON	01-5530	WATER AND SEWER - LOYALTON SITES	5,276.54	
			01-5899	WATER AND SEWER - LOYALTON SITES	58.59	5,335.13
00088829	10/23/2026	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530	Water		456.27
00088830	10/23/2026	EDWARDS, STEVENS AND TUCKER, LLP	01-5810	LEGAL FEES		7,441.50
00088831	10/23/2026	FAITH EDWARDS	01-4300	BACK TO SCHOOL BBQ SUPPLIES		163.47
00088832	10/23/2026	FLINN SCIENTIFIC, INC.	01-4300	INSTRUCTIONAL SUPPLIES		235.33
00088833	10/23/2026	CAROLINE GRIFFIN	01-4300	Reim for books ordered		48.15
00088834	10/23/2026	REBEKA HEARD	01-5200	PER DIEM		54.00
00088835	10/23/2026	INTERACTIVE RESOURCES, INC	40-6200	ARCHITECTS - LHS WINDOWS	750.00	
				ARCHITECTURAL & ENGINEERING SERVICE	2,662.50	3,412.50
00088836	10/23/2026	SONIA JOY	01-4305	FNL SUPPLIES		169.22
00088837	10/23/2026	MARYSVILLE JOINT USD	01-5600	BUS MAINTENANCE		120.00
00088838	10/23/2026	MODEL DAIRY, LLC	13-4700	DAIRY PRODUCTS		761.60
00088839	10/23/2026	NORTHAM DISTRIBUTING, INC.	13-4700	CAFE FOOD/SUPPLIES		224.86
00088840	10/23/2026	ODP BUSINESS SOLUTIONS LLC	01-4330	OFFICE SUPPLIES	72.96	
			01-5899	OFFICE SUPPLIES	24.32	97.28
00088841	10/23/2026	PACIFIC GAS & ELECTRIC COMPANY	01-5510	Electricity		4,088.43
00088842	10/23/2026	UBEO WEST LLC	01-5600	COPIER MAINT.	1,146.21	
			01-5899	COPIER MAINT.	168.67	1,314.88
00088843	10/23/2026	RICHARD BAKER PROJECTS	01-6200	PROJECT MANAGEMENT	708.75	

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Checks Dated 10/01/2026 through 10/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00088843	10/23/2026	RICHARD BAKER PROJECTS	40-6200	PROJECT MANAGEMENT	945.00	1,653.75
00088844	10/23/2026	SCHOLASTIC INC.	01-4300	SCHOLASTIC NEWS		325.20
00088845	10/23/2026	SCHOOL OUTFITTERS	01-4400	Ag Room Furniture		6,863.55
00088846	10/23/2026	SIERRA BOOSTER	01-5895	ADVERTISEMENTS/LEGAL/PUBLIC NOTICES	312.00	
			01-5899	ADVERTISEMENTS/LEGAL/PUBLIC NOTICES	200.00	512.00
00088847	10/23/2026	SIERRA COUNTY HEALTH DEPARTMENT	01-5895	TB ASSESMENTS		340.00
00088848	10/23/2026	SIERRA VALLEY MOBILE REPAIR	01-5600	BUS INSPECT/REPAIR	850.98	
				BUS REPAIR	8,433.40	9,284.38
00088849	10/23/2026	SIERRA-PLUMAS JOINT UNIFIED	01-5895	BANK SERVICE FEES		272.03
00088850	10/23/2026	SYSCO FOOD SVCS OF SACRAMENTO	13-4340	CAFETERIA - FOOD AND SUPPLIES	1,190.50	
			13-4700	CAFETERIA - FOOD AND SUPPLIES	10,415.22	11,605.72
00088851	10/23/2026	TEAM ONE NETWORKING	01-5899	PHONE SERVICES	6.02	
			01-5910	PHONE SERVICES	138.98	145.00
00088852	10/23/2026	TODDLER TOWERS, INC. SIERRA KIDS	01-5100	ELOP PROGRAM	5,047.60	
			01-5895	ELOP PROGRAM	17,452.40	22,500.00
00088853	10/23/2026	U.S. BANK	01-4200	ONLINE CURRICULUM	164.80	
			01-4300	art supplies	154.35	
				GARDEN SUPPLIES	450.56	
				IPAD SOFTWARE	9.63	
				Supplies	432.13	
				TK/K Curriculum	95.08	
				Wall Chart	33.00	
			01-4320	BATTERIES	54.13	
				Black Out Shades	551.78	
				classroom equipment	1,782.90	
				Filing Cabinet	114.45	
				MAINT SUPPLIES	1,380.75	
			01-4330	ADOBE PRO SUBSCRIPTION	10.00	
			01-4350	BATTERIES	411.38	
				FUEL FOR MAINT.	145.67	
			01-4351	BUS FUEL	346.28	
			01-4400	class furniture	1,934.62	
				SMARTBOARD & SUPPLIES	61.83	
			01-5200	REGISTRATION	252.75	
				REGISTRATION/HOTEL	461.25	
			01-5300	SUBSCRIPTION	11.99	

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Checks Dated 10/01/2026 through 10/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00088853	10/23/2026	U.S. BANK	01-5895	ZOOM SUBSCRIPTION	74.29	
			01-5899	ADOBE PRO SUBSCRIPTION	9.99	
			13-5895	FOOD HANDLER CARD	10.99	
			40-5895	ASBESTOS TESTING	1,150.00	10,104.60
00088854	10/23/2026	YONDR	01-4300	Yonder Pouches		101.03
				Total Number of Checks	**102**	**492,237.81**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	88	337,339.63
13	Cafeteria Fund	15	33,366.61
40	Special Reserve for Capital Ou	4	14,065.50
76	Warrant/Pass Though (payroll)	1	107,466.07
	Total Number of Checks	**102**	492,237.81
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**492,237.81**

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

SIERRA–PLUMAS JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 27-012D

Resolution for Child Internet Protection Act Compliance

WHEREAS, the Internet, including the World Wide Web, electronic mail, and other capabilities, offers vast opportunities to enhance the instruction of our children and the productivity of our staff, and is therefore made accessible to staff and students at Sierra-Plumas Joint Unified School District; and

WHEREAS, the Internet also poses potential hazards to the safety of children, unless appropriate measures are also taken to help ensure their safety, and no single measure short of disconnection from the Internet can guarantee that inappropriate Internet content can never be accessed; and

WHEREAS, Sierra-Plumas Joint Unified School District pursues funding opportunities including the Federal Universal Service ("E-Rate") program, to ensure access to telecommunications and Internet resources on behalf of our schools, such programs requiring compliance with the Child Internet Protection Act [CIPA]; and

WHEREAS, the Child Internet Protection Act specifies that the following measures be taken:

1. Technology Protection Measure

   A technology protection measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or - with respect to use of computers with Internet access by minors - harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes. For schools, the policy must also include monitoring the online activities of minors.

2. Internet Safety Policy

   The Internet safety policy must address the following issues:
   - Access by minors to inappropriate matter on the Internet and World Wide Web
   - The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
   - Unauthorized access including "hacking" and other unlawful activities by minors online
   - Unauthorized disclosure, use, and dissemination of personal information regarding minors
   - Measures designed to restrict minors' access to materials harmful to minors
   - For schools, the policy must also include monitoring the online activities of minors
   - Provision for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyberbullying awareness, and response.

3. Public Notice and Hearing or Meeting

   The authority with responsibility for administration of the school or library must provide reasonable public notice and hold at least one public hearing to address a proposed technology protection measure and Internet safety policy.

; and

NOW, THEREFORE, BE IT RESOLVED, that Sierra-Plumas Joint Unified School District shall and does fully comply with the requirements of CIPA, as follows:

1. Sierra-Plumas Joint Unified School District shall use the Securely technology protection solution purchased from Securely to effect compliance with CIPA requirement #1. All access to the Internet from within school premises as well as off school premises on any district-owned device shall be mediated by this product, configured to the best of our ability to accomplish the intended goals of CIPA while avoiding undue interference with appropriate Internet usage. By implementation of this technology, Sierra-Plumas Joint Unified School District shall be considered to be in compliance with the first ("Technology Protection Measure") requirement of CIPA;

2. Sierra-Plumas Joint Unified School District hereby adopts/reaffirms the attached Internet Safety Policy (BP 6163.4—Student Use of Technology) and requires all users of the Sierra-Plumas Joint Unified School District network to agree to and adhere to this policy. In so doing, Sierra-Plumas Joint Unified School District shall be considered to be in compliance with the second ("Internet Safety Policy") requirement of CIPA;

3. By virtue of this public meeting, including this opportunity for explanation and discussion of these matters, and by adoption of this resolution, Sierra-Plumas Joint Unified School District shall hereby be considered to have complied with the third ("Public Notice and Hearing") requirement of CIPA.

The officers and staff of Sierra-Plumas Joint Unified School District are hereby authorized and directed to pursue appropriate steps to implement this Board policy and to ensure that implementation is fully in effect prior to receipt of services funded by the E-Rate program.

Passed and adopted at a regular meeting of the Sierra-Plumas Joint Unified School District Governing Board held November 10, 2026 by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

VACANT: _____

_____

John Martinetti, Clerk

Policy 6163.4: Student Use Of Technology

Status: ADOPTED

Original Adopted Date: 04/10/2007 | **Last Revised Date:** 01/14/2025 | **Last Reviewed Date:** 01/14/2025

The Governing Board believes that effective use of technology is integral to the education and development of students. In order to promote digital citizenship, the Board recognizes that students must have access to the latest digital tools and receive instruction that allows students to positively engage with technology in ways that respect human rights and avoids Internet dangers. Technological resources provided to students, including technology based on artificial intelligence (AI), shall be aligned to district goals, objectives, and academic standards. The use of technology shall augment the use of Board adopted instructional materials.

The Board intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning.

Students shall be allowed to use such technology, including AI technology, in accordance with district policies, including, but not limited to, policies on academic honesty, data privacy, nondiscrimination, and copyright protections. All students using these resources shall receive instruction in the proper and appropriate use of technology. Such instruction shall incorporate students' responsibilities regarding academic honesty, honoring copyright provisions, assessing the reliability and accuracy of information, protecting personal data, and the potential for biases and errors in artificially generated content.

District technology includes, but is not limited to, computer hardware, software, or software as a service provided or paid for by the district, whether accessed on or off site or through district-owned or personally owned equipment or devices, including tablets and laptops; computer servers, wireless access points (routers), and wireless computer networking technology (wi-fi); the Internet; email; applications (apps), including AI apps; telephones, cellular telephones, smartphones, smart devices, and wearable technology; or any wireless communication device, including radios.

Teachers, administrators, and/or library media specialists are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district technology, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with this board policy and the district's Acceptable Use Agreement.

Before a student is authorized to use district technology, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement. In that agreement, the student and parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless the district and district staff for any damages or costs incurred.

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that the use of district technology, as defined above, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in the use of district technology. Students' personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

The Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any district student in accordance with Education Code 49073.6 and Board Policy/Administrative Regulation 5125 - Student Records.

Whenever a student is found to have violated board policy or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and board policy.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using district technology and to help ensure that the district adapts to changing technologies and circumstances.

Internet Safety

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 7131; 47 USC 254; 47 CFR 54.520)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

The district's Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs

2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking"

3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

The Superintendent or designee shall regularly review current guidance regarding cybersecurity, data privacy, and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, the monitoring and response to cyberattacks, ensuring data privacy, and monitoring suspicious and/or threatening digital media content, in accordance with Board Policy 5125 - Student Records.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one's own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: September 8, 2015
revised: January 14, 2025

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Pass Continuation School	46701774630034	October 7, 2026	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in

support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Sierra Pass Continuation School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Sierra Pass Continuation School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Educational Partner Involvement

How, when, and with whom did Sierra Pass Continuation School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

LHS site council will also be the Sierra Pass Site Council and will meet concurrently.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Student body 2, "subgroup data are limited or unavailable."

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Student body 2, "subgroup data are limited or unavailable."

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sierra Pass Continuation School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
Hispanic/Latino	%	20.00%	%		1	
White	100.00%	80.00%	%	5	4	
			Total Enrollment	5	5	

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	1		
Grade 10		2	
Grade 11		1	
Grade 12	4	2	
Total Enrollment	5	5	

Conclusions based on this data:

1. Student body 2, “subgroup data are limited or unavailable.”

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	0			0.0%	0	
Fluent English Proficient (FEP)	0	0		0.0%	0	

Conclusions based on this data:

1. Student body 2, “subgroup is null unavailable.”

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	5	*	*	5	0	*	5	0	*	100.0		
All Grades	5	*	*	5	0	*	5	0	*	100.0		

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	*		*	*		*	*		*	*		*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*		*	*		*	*		*
All Grades	*		*	*		*	*		*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*		*	*		*	*		*
All Grades	*		*	*		*	*		*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*		*	*		*	*		*
All Grades	*		*	*		*	*		*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*		*	*		*	*		*
All Grades	*		*	*		*	*		*

Conclusions based on this data:

1. Student body 2, “subgroup data is null.”

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	5	*	*	5	0	*	5	0	*	100.0		
All Grades	5	*	*	5	0	*	5	0	*	100.0		

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	*		*	*		*	*		*	*		*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*		*	*		*	*		*
All Grades	*		*	*		*	*		*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*		*	*		*	*		*
All Grades	*		*	*		*	*		*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*		*	*		*	*		*
All Grades	*		*	*		*	*		*

Conclusions based on this data:

1. Student body 2, “subgroup data are limited or unavailable.”

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Conclusions based on this data:

1. Student body 2, “subgroup data are limited or unavailable.”

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
5	**20%**	**0.0%**	**0.0%**
Total Number of Students enrolled in Sierra Pass Continuation School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	0	0.0%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	1	20%
Students with Disabilities	1	20%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	1	20%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	4	80%

Conclusions based on this data:

1. Student body 2, “subgroup data are limited or unavailable.”

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	**Graduation Rate**  No Performance Color	**Suspension Rate**  No Performance Color
Mathematics  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

1. Student body 2, “all data is limited or unavailable.”

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Student body 2, “subgroup data are limited or unavailable.”

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Student body 2, “subgroup data are limited or unavailable.”

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Students with Disabilities	African American	American Indian
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Student body 2, “subgroup data are limited or unavailable.”

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
making progress.	making progress.
Number Students:	Number Students:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. No students in this group to populate data and or scores.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Students with Disabilities	African American	American Indian
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Student body 2, “subgroup data are limited or unavailable.”

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There are only 16-18 year old students in Sierra Pass therefore there is no data for chronic absenteeism (K-8 Data)

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Students with Disabilities	African American	American Indian
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Student body 2, “subgroup data are limited or unavailable.”
2. Local Data shows 100% Graduation Rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color 0 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. Student body 2, “subgroup data are limited or unavailable.”
2. Local data shows zero suspensions in 2025-2026.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Arts & Music Opportunities

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Offer music and art opportunities for all 9-12

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Opportunities for student to engage in music appreciation.	Music available for all Sierra Pass students.	Retain a choir and band teacher for all 9-12 grade students.
Opportunities for student to engage in art appreciation.	Art and or art appreciation for Sierra Pass students.	Students exposed to a range of art.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Merge Prop 28 funds with LHS, LMS, LES to support the music teacher.	all students	558 Prop 28
1.2	Application for materials - supplies- etc.	all students	120 LCFF - Supplemental Resource 0709 PC 321
1.3	Supplies for art class.	all student	120 LCFF - Supplemental Resource 0709 PC408

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All Sierra Pass students have the opportunity to participate in music enrichment and art.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Maintain Graduation Rate

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Given the small enrollment, the school focuses on monitoring each student's academic progress, credit completion, and progress toward meeting graduation requirements. Individualized support and ongoing monitoring are essential to help each student work toward successful graduation.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

With a low census, 100% graduation rate is achievable.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$798.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Supplemental	$240.00
Prop 28	$558.00

Subtotal of state or local funds included for this school: $798.00

Total of federal, state, and/or local funds for this school: $798.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	240.00
Prop 28	558.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Supplemental	240.00
	Prop 28	558.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	798.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Caroline Griffin	Principal
Victoria Fisher	Other School Staff
Katherine Genasci	Classroom Teacher
Amber Williams	Other School Staff
Tiffany Williams	Parent or Community Member
Adriana Lopez	Other School Staff
Evalean Larrucea	Parent or Community Member
Sienna Larrucea	Secondary Student
Sam Williams	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Caroline Griffin on 10/13/26

HARRIS INDUSTRIAL GASES

MEDICAL & SPECIALTY GASES
WELDING EQUIPMENT & SUPPLIES

Quote

8475 Auburn Blvd., Citrus Heights, CA 95610 - (916) 725-2168
140 Elm Avenue, Auburn, CA 95603 - (530) 885-1971
236 East Sydney Drive, McCarran, NV 89434 - (775) 343-1260
www.harrisgas.com

10/28/2026

Quote #: 1188264

Customer: LOYALTON HIGH SCHOOL
700 4TH ST.
LOYALTON, CA 96118

Sales Person: t-mccarran
Terms: C.O.D.
Ship Method: OUR TRUCK

Customer #: 12868 Phone #: (530) 993-4454 Fax #: (000) 000-0000

HARRIS INDUSTRIAL GASES Is pleased to quote the following:

Item Number	Qty	UOM	Description	Unit Price	Extended
MIL 907664	1.00	EA	BLUESTAR 185	5700.000	$5,700.00
ANC WC-2	100.00	FT	CABLE WELDING #2	4.030	$403.00
BST A-532	1.00	EA	HOLDER 200AMP	23.645	$23.65
BST EG-500	1.00	EA	GROUND CLAMP STEEL	15.840	$15.84
TWE 95201104	3.00	EA	POWER CABLE LUG T62	3.860	$11.58

Subtotal	6,154.07
Freight	0.00
Delivery	0.00
Total Tax	446.17
Grand Total	**$6,600.24**

ALL PRICES ARE VALID UNTIL 11/15/2026

IMPORTANT: Acceptance of this quotation is subject to standard terms and conditions of HARRIS INDUSTRIAL GASES . Prices quoted are based upon quantities specified. Changes in quantity may necessitate price revisions. ACCEPTANCE: THE ABOVE PRICES, SPECIFICATIONS, AND CONDITIONS ARE SATISFACTORY AND ARE HEREBY ACCEPTED:

LOYALTON HIGH SCHOOL

DATE:_____ SIGNATURE: _____

HARRIS INDUSTRIAL GASES

DATE: _____ SIGNATURE: _____

ESTIMATE

Fleet EForce
4041 Bruin Blvd
Ste 3
Longmont CO 80504-3543 USA

DATE	EXPIRATION	ESTIMATE #
9/15/2026	10/15/2026	103251

BILL TO
Laraine Sei
Sierra-Plumas Joint USD
700 4th Street
Loyalton California 96118
United States Of America

SHIP TO
Laraine Sei
Sierra-Plumas Joint USD
109 Beckworth Road
Loyalton California 96118
United States Of America

VIN #
2A9CP2125KJ198350/ #802

Estimated Ship After Order

DESCRIPTION	LEAD TIME	QTY	UM	RATE	AMOUNT
Labor:Labor					
On site Labor/Repair-BCI20		6.00	EA	249.00	1,494.00
Labor:Labor					
One Way Travel		3.00	EA	125.00	375.00
Reimbursable Item:Reimbursable Expenses					
Round Trip Mileage		300.00	EA	0.76	228.00
Inventory:12604580_01 U					
On-Board Charger BCI20 Used		1.00	EA	15,858.22	15,858.22
Sales Tax					
Sales Tax calculated by AvaTax for 19192-V0 at Tue Sep 15 06:39:47 UTC 2026		1.00		1,149.72	1,149.72

SUBTOTAL	19,104.94
DISCOUNT	
TOTAL USD	**19,104.94**

Technician to travel to customer site, diagnose vehicle, and repair if possible.

1. Travel costs are estimated and may change due to actual travel dates or requests to schedule on short notice.

2. Additional parts and/or labor may be required and would require an adjusted estimate to be approved before work can continue.

3. 50% deposit due to book appointment.

4. 180 Day warranty on parts for factory defects.

5. Misuse, installation errors, incorrect diagnostics, and handling damage are not covered.

Payment To:

Fleet EForce Inc
ACH Info
Bank: Capital One Business
Routing: 065000090
Checking: 3316973875
Credit Cards Accepted with a 2% fee

Bus West





2 - 2007 Buses are available, one in Woodland and one in So. Cal.

2007 Thomas C2 50 Passenger 154,902 mi, $27,000 located in Woodland - put $30k into it
2007 Thomas C2 50 Passenger 189,000 mi, $17,000 located in So. Cal - 4 seats need to have covers placed over the existing seats

BUSSALES
AN EMPLOYEE OWNED COMPANY

1900 S Riverside Ave. Colton, Ca 92324 * 3418 52nd Ave. Sacramento, Ca 95823
A-Z Bus Sales, Inc. 800-437-5522

Date:	11/6/2026	**Stock #**	26U042S
Customer Name:	Sierra-Pluma Joint Unified School District	**Funding**	District Funds
Contact:	Randy Jones	**Cust. P.O.**	
Street Address:	109 Beckwith Rd	**Phone:**	(530) 414-6318
City:	Loyalton	**Email:**	rjones@spjusd.org
State:	CA	**Salesperson:**	Misael Barba
Zip:	96118		

Description of Vehicle

Make, Model, Year:	2026 BBCV 3310	**Registration:**	Exempt
Vin #	1BAKGCSA1TF815928	**Color:**	Yellow
Body Type:	School Bus	**Passengers:**	75 Amb

Price includes:

Comments:		
A-Inspection with repairs 2YR manufacturer warranty Delivery to Loyalton, CA	**Sales Price**	$ 185,000.00
	Processing Fee	$ 115.00
	License/Reg Fee	$ 0.00
	Total Taxable Amount	$ 185,115.00
	Sales Tax 7.250%	$ 13,420.84
	Total Sales Amount	$ 198,535.84
	Deposit Paid	
	Total Due on Delivery	$ 198,535.84

An on-road heavy-duty diesel or alternative-diesel vehicle operated in California may be subject to California Air Resources Board Regulation to Reduce Particulate Matter and Criteria Pollutant Emissions from In-Use Heavy-Duty Vehicles. It therefore could be subject to exhaust retrofit or accelerated turnover requirements to reduce emissions of air pollutants. For more information, please visit the California Air Resources Board website at http://www.arb.ca.gov/dieseltruck."

ALL WARRANTIES, IF ANY, BY A MANUFACTURER OR SUPPLIER OTHER THAN DEALER ARE THEIRS, NOT DEALER'S AND ONLY SUCH MANUFACTURER OR OTHER SUPPLIER SHALL BE LIABLE FOR PERFORMANCE UNDER SUCH WARRANTIES. UNLESS DEALER FURNISHES BUYER WITH A SEPARATE WRITTEN WARRANTY OR SERVICE CONTRACT MADE BY DEALER ON ITS OWN BEHALF. DEALER HEREBY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE: (A) ON ALL GOODS AND SERVICES SOLD BY DEALER, AND (B) ON ALL USED VEHICLES WHICH ARE HEREBY SOLD "AS IS" NOT EXPRESSLY WARRANTED OR GUARANTEED".

The front and back of this Order comprise the entire agreement affecting this purchase and no other agreement or understanding of any nature concerning same has been made or entered into or will be recognized. I hereby certify that no credit has been extended to me for the purchase of this motor vehicle except as appears in writing on the face of this agreement. I have read the matter printed on the back hereof and agree to it as part of this order the same as if it were printed above my signature. I certify that I am of legal age, and hereby acknowledge receipt of a copy of this order.

CALIFORNIA DOES NOT HAVE A COOLING-OFF PERIOD FOR NEW VEHICLES. HOWEVER, IF YOU PURCHASED OR LEASED A USED VEHICLE FOR $50,000 OR LESS, YOU HAVE 3 DAYS TO CANCEL THIS CONTRACT FOR ANY REASON. ADDITIONAL RESTRICTIONS MAY APPLY, INCLUDING A RESTOCKING FEE.

Cal. Civ. Code §1784.43. Does not apply to a vehicle with a GVWR of 10,000 lb or more, a fleet sale, or a sale to a commercial purchaser (Civ. Code §1784.31). The deadline, mileage limit and restocking fee are in the separate 3-Day Right to Cancel disclosure.

Date: _____ Date: _____

Sale Representative Approved Purchaser

ADDITIONAL TERMS AND CONDITIONS

1. As used in this order the terms (a) "Dealer" shall mean the authorized Dealer to whom this order is addressed and who shall become a party hereto by its acceptance hereof, (b) "Purchaser" shall mean the party executing the Order as such on the face hereof, and (c) "Manufacturer" shall mean the Corporation that manufactured the vehicle or chassis, it being understood by Purchaser and Dealer that Dealer is in no respect the agent of Manufacturer, that Dealer and Purchaser are sole parties to the Order and that Reference to Manufacturer with respect to new motor vehicles.

American Bus Sales, LLC
Collinsville, Oklahoma 74021
Phone: 866-574-9970 · 918-205-5000 · Fax: 918-205-5009
www.americanbussales.net

Date: November 05, 2026
Sierra-Plumas Joint USD
Attn: Randy Jones
109 Beckwith Rd
Loyalton, CA 96118
Email: rjones@spjusd.org
Phone: (530) 414-6318

2024 Chevy Minotour 30 Passenger

Unit #:	4715	**Mileage:**	16,215	**Capacity:**	30 Passenger
Year:	2024	**Make:**	Chevy	**Model:**	Minotour
Engine:	6.6L Gas	**Transmission Model:**	Automatic	**Brakes:**	Hydraulic
Warranty:	30-Day Bumper to Bumper & Remaining Manufacturer Warranty				

Length:	22 Foot	**Exterior Color:**	Yellow	**Interior Color:**	Gray Fireblock Upholstery
Wheels :	Dual rear wheels	**Driver's Seat:**	OEM	**Interior Options:**	Noise Suppression Switch
Fuel Tank Capacity:	30 gallons	**Seating Style:**	Bench Seats	**Climate Control:**	Air Conditioning
Storage:	Accessory compartment over windshield	**Entrance Door:**	Manual	**Technology:**	Power Outlet- (2) USB
Chassis Options:	Tow hooks, Mud flaps	**Body Options:**	LED light package, 5/8" plywood floor, 1 roof hatch, Heated Rearview Mirrors, Tinted windows	**Featured Options:**	

Your bus Will Include:

• Completely serviced: lube, oil, and filters• 105-point mechanical inspection• No rips or tears in upholstery• Tires and brakes 50% or better
• Lettering School's Name & bus #• Washed and detailed• Wheels and bumper painted• 3pt. Bench Seats (3 per seat) • California Child Check• Stop arm moved to the rear• Strobe light• White Roof• 24-piece 1st aid kit• Body fluid kit• Fire ext. • Chassis MFG. label: "Unladen vehicle weight"
• Cannot have more than a 4" black border around the flashing red & amber light• Hooded 8-ways

Item	Qty	Price(each)	Total
2024 Chevy Minotour 30 Passenger	1	$93,700.00	$93,700.00
Bench seat w/ 3Pt. Seat Belt (3 per seat)	10	$1,165.00	$11,650.00
California Child Check	1	$3,500.00	$3,500.00
Delivery (/mi)	1	$4,900.00	$4,900.00
		Doc Fee	$285.00
		Total Price Delivered to Loyalton, CA	$114,035.00

Prepared By: Raymond Wakefield | raymond@americanbus.us | O: (866)574-9970 x105 | C: (918) 724-7442

All vehicles subject to prior sale. Quote is valid for 30 days

American Bus Sales, LLC
Collinsville, Oklahoma 74021
Phone: 866-574-9970 · 918-205-5000 · Fax: 918-205-5009
www.americanbussales.net

Date: November 05, 2026
Sierra-Plumas Joint USD
Attn: Randy Jones
109 Beckwith Rd
Loyalton, CA 96118
Email: rjones@spjusd.org
Phone: (530) 414-6318

2024 Thomas Saf-T-Liner 43 Passenger

Unit #:	4710	**Mileage:**	10,498	**Capacity:**	43 Passenger
Year:	2024	**Make:**	Thomas	**Model:**	Saf-T-Liner C2
Engine:	6.7L Cummins	**Transmission Model:**	A2500 Automatic	**Brakes:**	Air
Warranty:	30-Day bumper to Bumper / Remaining Manufacturer Warranty				

Length:	27 Foot	**Exterior Color:**	Yellow	**Interior Color:**	Gray upholstery
Wheels :	Powder coated black wheels	**Driver's Seat:**	Air w/ arm rest	**Interior Options:**	Full acoustic headliner, Noise Suppression Switch
Fuel Tank Capacity:	60 Gallon	**Seating Style:**	Bench Seats	**Climate Control:**	Dash and rear air conditioning system
Storage:	Driver storage compartment	**Entrance Door:**	Air	**Technology:**	AM/FM Radio
Chassis Options:	Tow hooks, Mud flaps, Daytime running lights, Cruise control, 12V power outlet, Rear air ride suspension, Adjustable steering column, 270 amp Alternator, Bendix AD-9 Air Dryer W/ Heat	**Body Options:**	LED light package, 5/8" plywood floor, 2 roof hatches, 4 push-out windows, Tinted windows, Heated & Power Rearview Mirrors	**Extended Power Train Warranty:**	***Engine, Trans., Turbo, Engine fuel injectors, water pump, fuel pump & ECM, DEF Aftertreatment*** 36-month/Unlimited miles: $3,750.00 60-month/Unlimited miles: $4,900.00 A local licensed mechanic will perform warranty repairs.

Your bus Will Include:
• Completely serviced: lube, oil, and filters• 105-point mechanical inspection• No rips or tears in upholstery• Tires and brakes 50% or better • Lettering School's Name & bus #• Washed and detailed• Wheels and bumper painted• 3pt. Bench Seats (3 per seat) • California Child Check• Stop arm moved to the rear• Strobe light• White Roof• 24-piece 1st aid kit• Body fluid kit• Fire ext. • Chassis MFG. label: "Unladen vehicle weight"• Cannot have more than a 4" black border around the flashing red & amber light• Hooded 8-ways

Item	Qty	Price(each)	Total
2024 Thomas Saf-T-Liner 43 Passenger	1	$123,700.00	$123,700.00
Bench seat w/ 3Pt. Seat Belt (3 per seat)	15	$1,165.00	$17,475.00
California Child Check	1	$3,500.00	$3,500.00
Delivery (/mi)	1	$4,900.00	$4,900.00
		Doc Fee	$285.00
		Total Price Delivered Loyalton, CA	$149,860.00

Prepared By: Raymond Wakefield | raymond@americanbus.us | O: (866)574-9970 x105 | C: (918) 724-7442

All vehicles subject to prior sale. Quote is valid for 30 days

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Date: November 05, 2026
Sierra-Plumas Joint USD
Attn: Randy Jones
109 Beckwith Rd
Loyalton, CA 96118
Email: rjones@spjusd.org
Phone: (530) 414-6318

2024 Blue Bird Vision 47 Passenger

Unit #:	4724	**Mileage:**	38,895	**Capacity:**	47 Passenger
Year:	2024	**Make:**	Blue Bird	**Model:**	Vision
Engine:	6.7L Cummins (220 HP)	**Transmission Model:**	A2500 Automatic	**Brakes:**	Air
Warranty:	30-Day bumper to Bumper				

Length:	23 Foot	**Exterior Color:**	White roof, Yellow	**Interior Color:**	Brown fireblock upholstery
Wheels :	Powder coated black wheels	**Driver's Seat:**	OEM, Arm rest	**Interior Options:**	Full acoustic headliner, Noise Suppression Switch
Fuel Tank Capacity:	60 Gallon	**Seating Style:**	Bench Seats	**Climate Control:**	Optional
Storage:	Glove box	**Entrance Door:**	Manual	**Technology:**	AM/FM Radio
Chassis Options:	Tow hooks, Mud flaps, Daytime running lights, Cruise control, Engine block heater, 12V power outlet, 11R22.5 Tires, Tilt/Telescopic steering column, 240 amp Alternator, Bendix air dryer AD-IP	**Body Options:**	LED light package, 5/8" plywood floor, 2 roof hatches, 4 push-out windows, Heated Rearview Mirrors, Tinted windows, 77" Headroom	**Extended Power Train Warranty:**	***Engine, Trans., Turbo, Engine fuel injectors, water pump, fuel pump & ECM, DEF Aftertreatment*** 36-month/Unlimited miles: $3,750.00 60-month/Unlimited miles: $4,900.00 A local licensed mechanic will perform warranty repairs.

Your bus Will Include:
• Completely serviced: lube, oil, and filters• 105-point mechanical inspection• No rips or tears in upholstery• Tires and brakes 50% or better • Lettering School's Name & bus #• Washed and detailed• Wheels and bumper painted• 3pt. Bench Seats (3 per seat) • California Child Check• Stop arm moved to the rear• Strobe light• White Roof• 24-piece 1st aid kit• Body fluid kit• Fire ext. • Chassis MFG. label: "Unladen vehicle weight" • Cannot have more than a 4" black border around the flashing red & amber light• Hooded 8-ways

Item	Qty	Price(each)	Total
2024 Blue Bird Vision 47 Passenger	1	$111,800.00	$111,800.00
Bench seat w/ 3Pt. Seat Belt (3 per seat)	16	$1,165.00	$18,640.00
California Child Check	1	$3,500.00	$3,500.00
Delivery (/mi)	1	$4,900.00	$4,900.00
		Doc Fee	$285.00
		Total Price Delivered Loyalton, CA	$139,125.00

Prepared By: Raymond Wakefield | raymond@americanbus.us | O: (866)574-9970 x105 | C: (918) 724-7442

All vehicles subject to prior sale. Quote is valid for 30 days

American Bus Sales, LLC
Collinsville, Oklahoma 74021
Phone: 866-574-9970 · 918-205-5000 · Fax: 918-205-5009
www.americanbussales.net

Date: November 05, 2026
Sierra-Plumas Joint USD
Attn: Randy Jones
109 Beckwith Rd
Loyalton, CA 96118
Email: rjones@spjusd.org
Phone: (530) 414-6318

2023 Thomas Saf-T-liner C2 48 Passenger

Unit #:	4363	**Mileage:**	43,499	**Capacity:**	48 Passenger
Year:	2023	**Make:**	Thomas	**Model:**	Saf-T-Liner C2
Engine:	6.7L Cummins (240 HP)	**Transmission Model:**	A2500 Automatic	**Brakes:**	Air
Warranty:	30-Day bumper to Bumper & Remaining Factory Warranty				

Length:	30 Foot	**Exterior Color:**	Yellow	**Interior Color:**	Gray upholstery
Wheels :	Powder coated black wheels	**Driver's Seat:**	Arm rest	**Interior Options:**	Noise Suppression Switch
Fuel Tank Capacity:	60 Gallon	**Seating Style:**	Integrated seating	**Climate Control:**	Air Conditioning
Storage:	Accessory compartment over windshield	**Entrance Door:**	Air	**Technology:**	AM/FM Radio
Chassis Options:	Tow hooks, Mud flaps, Bendix air dryer w/ heat, Daytime running lights, Engine block heater, 12V power outlet, Rear air ride suspension, Adjustable steering column, 240 amp Alternator, 10R22.5 Tires	**Body Options:**	LED light package, 5/8" plywood floor, 2 push-out windows, 1 roof hatch, Heated Rearview Mirrors, Tinted windows	**Extended Power Train Warranty:**	***Engine, Trans., Turbo, Engine fuel injectors, water pump, fuel pump & ECM, DEF Aftertreatment*** 36-month/Unlimited miles: $3,750.00 60-month/Unlimited miles: $4,900.00 A local licensed mechanic will perform warranty repairs.

Your bus Will Include:
• Completely serviced: lube, oil, and filters• 105-point mechanical inspection• No rips or tears in upholstery• Tires and brakes 50% or better • Lettering School's Name & bus #• Washed and detailed• Wheels and bumper painted• 3pt. Bench Seats (3 per seat) • California Child Check• Stop arm moved to the rear• Strobe light• White Roof• 24-piece 1st aid kit• Body fluid kit• Fire ext. • Chassis MFG. label: "Unladen vehicle weight" • Cannot have more than a 4" black border around the flashing red & amber light• Hooded 8-ways

Item	Qty	Price(each)	Total
2023 Thomas Saf-T-liner C2 48 Passenger	1	$93,100.00	$93,100.00
Bench seat w/ 3Pt. Seat Belt (3 per seat)	16	$1,165.00	$18,640.00
California Child Check	1	$3,500.00	$3,500.00
Delivery (/mi)	1	$4,900.00	$4,900.00
		Doc Fee	$285.00
		Total Price Loyalton, CA	$120,425.00

Prepared By: Raymond Wakefield | raymond@americanbus.us | O: (866)574-9970 x105 | C: (918) 724-7442

All vehicles subject to prior sale. Quote is valid for 30 days

American Bus Sales, LLC
Collinsville, Oklahoma 74021
Phone: 866-574-9970 · 918-205-5000 · Fax: 918-205-5009
www.americanbussales.net

Date: November 05, 2026
Sierra-Plumas Joint USD
Attn: Randy Jones
109 Beckwith Rd
Loyalton, CA 96118
Email: rjones@spjusd.org
Phone: (530) 414-6318

2020 Thomas Saf-T-liner C2 53 Passenger

Unit #:	4507	**Mileage:**	74,226	**Capacity:**	53 Passenger
Year:	2020	**Make:**	Thomas	**Model:**	Saf-T-Liner C2
Engine:	6.7L Cummins (250 HP)	**Transmission Model:**	A2500 Automatic	**Brakes:**	Air
Warranty:	30-Day bumper to Bumper				

Length:	33 Foot	**Exterior Color:**	White roof|Yellow	**Interior Color:**	Blue upholstery
Wheels :	Powder coated black wheels	**Driver's Seat:**	OEM, Arm rest	**Interior Options:**	Full acoustic headliner, Noise Suppression Switch
Fuel Tank Capacity:	100 Gallon	**Seating Style:**	Bench Seats	**Climate Control:**	Optional
Storage:	5' Underbody Storage, 8' Underbody Storage Box, Driver storage compartment	**Entrance Door:**	Electric	**Technology:**	AM/FM Radio
Chassis Options:	Tow hooks, Mud flaps, Bendix air dryer w/ heat, Daytime running lights, Cruise control, Engine block heater, 12V power outlet, Rear air ride suspension, Adjustable steering column, 11R22.5 Tires	**Body Options:**	LED light package, 5/8" plywood floor, 4 push-out windows, 1 roof hatch, Tinted windows, Heated & Power Rearview Mirrors	**Extended Power Train Warranty:**	***Engine, Trans., Turbo, Engine fuel injectors, water pump, fuel pump & ECM, DEF Aftertreatment*** 36-month/Unlimited miles: $3,750.00 60-month/Unlimited miles: $4,900.00 A local licensed mechanic will perform warranty repairs.

Your bus Will Include:
• Completely serviced: lube, oil, and filters• 105-point mechanical inspection• No rips or tears in upholstery• Tires and brakes 50% or better • Lettering School's Name & bus #• Washed and detailed• Wheels and bumper painted• 3pt. Bench Seats (3 per seat) • California Child Check• Stop arm moved to the rear• Strobe light• White Roof• 24-piece 1st aid kit• Body fluid kit• Fire ext. • Chassis MFG. label: "Unladen vehicle weight" • Cannot have more than a 4" black border around the flashing red & amber light• Hooded 8-ways

Item	Qty	Price(each)	Total
2020 Thomas Saf-T-liner C2 53 Passenger	1	$66,800.00	$66,800.00
Bench seat w/ 3Pt. Seat Belt (3 per seat)	18	$1,165.00	$20,970.00
California Child Check	1	$3,500.00	$3,500.00
Delivery (/mi)	1	$4,900.00	$4,900.00
		Doc Fee	$285.00
		Total Price Delivered Loyalton, CA	$96,455.00

Prepared By: Raymond Wakefield | raymond@americanbus.us | O: (866)574-9970 x105 | C: (918) 724-7442

All vehicles subject to prior sale. Quote is valid for 30 days

American Bus Sales, LLC
Collinsville, Oklahoma 74021
Phone: 866-574-9970 · 918-205-5000 · Fax: 918-205-5009
www.americanbussales.net

Date: November 05, 2026
Sierra-Plumas Joint USD
Attn: Randy Jones
109 Beckwith Rd
Loyalton, CA 96118
Email: rjones@spjusd.org
Phone: (530) 414-6318

2020 Blue Bird Vision 59 Passenger

Unit #:	4047	**Mileage:**	63,690	**Capacity:**	59 Passenger
Year:	2020	**Make:**	Blue Bird	**Model:**	Vision
Engine:	6.7L Cummins	**Transmission Model:**	A2500 Automatic	**Brakes:**	Air
Warranty:	30-Day bumper to Bumper				

Length:	35 Foot	**Exterior Color:**	White roof, Yellow	**Interior Color:**	Brown fireblock upholstery
Wheels :	Powder coated black wheels	**Driver's Seat:**	Air w/ arm rest	**Interior Options:**	Noise Suppression Switch, Front acoustic headliner
Fuel Tank Capacity:	60 Gallon	**Seating Style:**	Bench Seats	**Climate Control:**	Optional
Storage:	Glove box	**Entrance Door:**	Air	**Technology:**	AM/FM Radio
Chassis Options:	Tow hooks, Mud flaps, Daytime running lights, Cruise control, Engine block heater, Bendix air dryer AD-9, 11R22.5 Tires, Tilt/Telescopic steering column, 240 amp Alternator	**Body Options:**	5/8" plywood floor, 2 roof hatches, 4 push-out windows, Heated Rearview Mirrors, Tinted windows, 77" Headroom	**Extended Power Train Warranty:**	***Engine, Trans., Turbo, Engine fuel injectors, water pump, fuel pump & ECM, DEF Aftertreatment*** 36-month/Unlimited miles: $3,750.00 60-month/Unlimited miles: $4,900.00 A local licensed mechanic will perform warranty repairs.

Your bus Will Include:
• Completely serviced: lube, oil, and filters• 105-point mechanical inspection• No rips or tears in upholstery• Tires and brakes 50% or better • Lettering School's Name & bus #• Washed and detailed• Wheels and bumper painted• 3pt. Bench Seats (3 per seat) • California Child Check• Stop arm moved to the rear• Strobe light• White Roof• 24-piece 1st aid kit• Body fluid kit• Fire ext. • Chassis MFG. label: "Unladen vehicle weight" • Cannot have more than a 4" black border around the flashing red & amber light• Hooded 8-ways

Item	Qty	Price(each)	Total
2020 Blue Bird Vision 59 Passenger	1	$79,100.00	$79,100.00
Bench seat w/ 3Pt. Seat Belt (3 per seat)	20	$1,165.00	$23,300.00
California Child Check	1	$3,500.00	$3,500.00
Delivery (/mi)	1	$4,900.00	$4,900.00
		Doc Fee	$285.00
		Total Price Delivered Loyalton, CA	$111,085.00

Prepared By: Raymond Wakefield | raymond@americanbus.us | O: (866)574-9970 x105 | C: (918) 724-7442

All vehicles subject to prior sale. Quote is valid for 30 days

American Bus Sales, LLC
Collinsville, Oklahoma 74021
Phone: 866-574-9970 · 918-205-5000 · Fax: 918-205-5009
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Date: November 05, 2026
Sierra-Plumas Joint USD
Attn: Randy Jones
109 Beckwith Rd
Loyalton, CA 96118
Email: rjones@spjusd.org
Phone: (530) 414-6318

2024 Thomas Saf-T-Liner 60 Passenger

Unit #:	4636	**Mileage:**	32,174	**Capacity:**	60 Passenger
Year:	2024	**Make:**	Thomas	**Model:**	Saf-T-Liner C2
Engine:	6.7L Cummins (220 HP)	**Transmission Model:**	A2500 Automatic	**Brakes:**	Air
Warranty:	30-Day Bumper to Bumper & Remaining Manufacturer Warranty, Transmission Manufacturer Warranty Exp. 7/27				

Length:	35 Foot	**Exterior Color:**	Yellow	**Interior Color:**	Gray upholstery
Wheels :	Powder coated black wheels	**Driver's Seat:**	Air w/ arm rest	**Interior Options:**	Noise Suppression Switch
Fuel Tank Capacity:	60 Gallon	**Seating Style:**	Bench Seats	**Climate Control:**	Optional
Storage:	Accessory compartment over windshield	**Entrance Door:**	Air	**Technology:**	AM/FM Radio, USB OUTLET LS CABINET
Chassis Options:	Tow hooks, Mud flaps, Daytime running lights, Cruise control, Engine block heater, Rear air ride suspension, Adjustable steering column, 11R22.5 Tires, Bendix AD-9 Air Dryer W/ Heat	**Body Options:**	LED light package, 5/8" plywood floor, 2 push-out windows, 2 roof hatches, Tinted windows, Heated & Power Rearview Mirrors	**Extended Power Train Warranty:**	***Engine, Trans., Turbo, Engine fuel injectors, water pump, fuel pump & ECM, DEF Aftertreatment*** 36-month/Unlimited miles: $3,750.00 60-month/Unlimited miles: $4,900.00 A local licensed mechanic will perform warranty repairs.

Your bus Will Include:
• Completely serviced: lube, oil, and filters• 105-point mechanical inspection• No rips or tears in upholstery• Tires and brakes 50% or better • Lettering School's Name & bus #• Washed and detailed• Wheels and bumper painted• 3pt. Bench Seats (3 per seat) • California Child Check• Stop arm moved to the rear• Strobe light• White Roof• 24-piece 1st aid kit• Body fluid kit• Fire ext. • Chassis MFG. label: "Unladen vehicle weight" • Cannot have more than a 4" black border around the flashing red & amber light• Hooded 8-ways

Item	Qty	Price(each)	Total
2024 Thomas Saf-T-Liner 60 Passenger	1	$111,700.00	$111,700.00
Bench seat w/ 3Pt. Seat Belt (3 per seat)	20	$1,165.00	$23,300.00
California Child Check	1	$3,500.00	$3,500.00
Delivery (/mi)	1	$4,900.00	$4,900.00
		Doc Fee	$285.00
		Total Price Delivered Loyalton, CA	$143,685.00

Prepared By: Raymond Wakefield | raymond@americanbus.us | O: (866)574-9970 x105 | C: (918) 724-7442

All vehicles subject to prior sale. Quote is valid for 30 days

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

Personnel
Policy 4131: Staff Development *(Certificated)*

CSBA NOTE: Staff development is not one of the enumerated items within the scope of collective bargaining pursuant to Government Code 3543.2. However, in United Faculty of Contra Costa Community College District v. Contra Costa Community College District, the Public Employment Relations Board (PERB) found that some aspects of staff development may be negotiable if they are related to an enumerated subject of bargaining, such as working hours, wages, or other enumerated terms or conditions of employment. Because the terms "staff development" and "training" are not always clear, their negotiability, in the absence of an agreement, may be determined by PERB on a case-by-case basis. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel regarding questions about staff development and/or staff training as it relates to collective bargaining.

The Governing Board believes that~~, in order to maximize~~ certificated staff members' continual learning and improvement of relevant skills maximizes student learning, achievement, and well-being~~, certificated staff members must be continuously learning and improving relevant skills.~~ . The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills, become informed about changes in pedagogy and subject matter, and strengthen practices related to social-emotional development and learning.

Staff shall attend staff development as directed by the Superintendent or designee and in accordance with any applicable collective bargaining agreement and Board Policy 4119.1/4219.1/4319.1 - Civil and Legal Rights.

CSBA NOTE: Education Code 52060-52077 requires districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions. For more information regarding LCAP requirements, see BP/AR 0460 - Local Control and Accountability Plan. Alignment of the district's staff development program with its priorities and goals, as outlined in the LCAP and other applicable district and school plans, will help the district meet such goals and priorities.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, when creating, reviewing, and amending the district's staff development program. The Superintendent or designee shall ensure that the district's staff development program is aligned with district priorities for student learning, achievement and well-being, school improvement objectives, the local control and accountability plan, and other district and school plans.

CSBA NOTE: Items #1-4 in the following list are required.

Due to ongoing litigation related to the religious rights of teachers, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel if a teacher objects to certain content of a staff training on religious grounds.

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

CSBA NOTE: Pursuant to Education Code 218, the California Department of Education (CDE) has developed and/or updated resources, available on its website, for use in schools serving students in grades 7-12 for in-service training for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) students, and strategies to increase support for LGBTQ students which improve overall school climate. PRISM is a six-course online training tool with content for certificated educators to provide resources to bolster support for LGBTQ youth in California. Additionally, Education Code 218.3 requires a district serving students in any of grades 7-12 to provide at least one hour of training annually to all teachers and certificated employees serving students in grades 7-12 which incorporates CDE's online training curriculum to support LGBTQ cultural competency. The district is required to maintain records documenting the date that each employee completed the training and the name of the entity that provided the training.

1. Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ+) Cultural Competency

   All teachers and other certificated staff serving students in any of grades 7-12 shall, through the 2029-30 school year, receive at least one hour of training annually which incorporates the California Department of Education's (CDE) online training curriculum to support LGBTQ+ cultural competency. (Education Code 218.3)

   CSBA NOTE: Pursuant to Education Code 49428.2, on or before July 1, 2029, districts are required to certify to CDE that 100 percent of its certificated employees who have direct contact with students in any of grades 7-12 have received youth behavioral health training, at least one time, in accordance with the requirements specified in Education Code 49428.2.

2. Youth behavioral health

   On or before July 1, 2029, all certificated staff who have direct contact with students in any of grades 7-12 shall, at least one time, receive youth behavioral health training which provides instruction around the unique risk factors and warning signs of behavioral health problems in adolescents, builds understanding of the importance of early intervention, and teaches certificated staff how to help an adolescent in crisis or experiencing a behavioral health challenge. The training may also include instruction on: (Education Code 49428.2)

   a. Recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse

   b. How to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws

   c. Safe de-escalation of crisis situations involving students with a youth behavioral health disorder

   CSBA NOTE: Pursuant to Education Code 44691, districts are required to provide annual training, using the online training module provided by the California Department of Social Services, to their employees, volunteers, and persons working on their behalf who are mandated reporters on the mandated reporting requirements. This training is required to include information that failure to report an incident of known or reasonably suspected child abuse or neglect, is a misdemeanor. Additionally, the training is required to include information on the prevention of abuse, including sexual abuse and assault, of children on school grounds, by school personnel and volunteers, or in district-sponsored programs. CDE is required to develop and disseminate information to districts, and their school personnel and volunteers, regarding the detection and reporting of child abuse,

and the prevention of abuse, including sexual abuse and assault.

3. Mandated reporter requirements

Certificated staff shall receive training annually, or if hired during the course of the school year upon being hired, on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in district-sponsored programs. The training shall include that failure to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both imprisonment and fine. (Education Code 44691)

CSBA NOTE: Pursuant to Education Code 53008, districts are required to annually assess each student in grades kindergarten-2 for risk of reading difficulties, unless the student's parent/guardian opts out of the screening as specified below. Employees administering such assessments are required to be appropriately trained.

Education Code 33319.6, as added by AB 121 (Ch.8, Statutes of 2025), appropriates funding for districts to expend before the end of the 2029-30 fiscal year to train certificated staff in grades transitional kindergarten (TK)-5, who provide literacy instruction or who support any teacher who provides literacy instruction using specified professional development criteria.

4. Administration of screening instruments for risk of reading difficulties

Certificated staff who administer screening instruments or other instruments used to assess students in grades kindergarten-2 for risk of reading difficulties shall be appropriately trained to administer such instruments. (Education Code 53008)

CSBA NOTE: The remaining items are suggested, but not required, and may be revised to reflect district practice.

Pursuant to Education Code 33319.6, as amended by SB 147 (Ch. 744, Statutes of 2025), the State Board of Education (SBE), is required to approve and CDE is required to post on its website, criteria and guidance for the selection or development of inservice professional development programs for effective means of teaching literacy in grades TK-5, with a list of inservice professional development programs that have been deemed to meet those criteria

~~1.~~5. Mastery of subject-matter knowledge, including current state and district academic standards

CSBA NOTE: Education Code 51221.1, as added by SB 472 (Ch. 761, Statutes of 2025), created the California Teachers Collaborative for Holocaust and Genocide Education, which established a statewide teacher professional development program on genocide, including the Holocaust, to ensure that genocide education is taught consistent with the current content standards, curriculum frameworks, and instructional materials adopted by SBE, and in ways that are interdisciplinary and age-appropriate to students of different grade levels. Education Code 51221.2, as added by SB 472, establishes the Holocaust and Genocide Education Grant Program to provide direct allocations to districts for the purpose of providing Holocaust and genocide education and professional development on Holocaust and genocide education.

~~2.~~1. ~~Use of effective, subject-specific teaching methods, strategies, and skills~~

~~3.~~1. ~~Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction~~

~~4.~~6. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students with characteristics specified in Education Code 200 and/or 220, Government

Code 11135, and/or Penal Code 422.55

7. Use of effective, subject-specific teaching methods, strategies, and skills

CSBA NOTE: SBE's, "California Digital Learning Integration and Standards Guidance," provides recommendations for staff development regarding technology-based learning. It encompasses curriculum and instructional guidance for mathematics, English language arts, and English language development, including a framework for addressing critical standards, formative and diagnostic assessment, recommended aggregate time for instruction and independent work by grade, and guidance on embedding social-emotional supports for students into technology-based learning curriculum.

Education Code 51745-51749.6 contains specified requirements for districts offering technology-based instruction pursuant to an independent study program. For more information regarding independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting, see BP/AR 6158 - Independent Study.

8. Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction

~~5.~~9. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning

~~6.~~10. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education

CSBA NOTE: CSBA's guide, "Practical Steps Toward Advancing Equitable and Supportive Discipline," a summary of research from the University of California, Los Angeles', and University of California, Berkeley's Race, Education, and Community Healing (REACH), offers actionable, research-informed steps for Governing Boards to support more equitable discipline practices, including the support of professional development opportunities that equip educators with effective restorative-focused classroom management tools.

~~7.~~11. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, acceptance, and civility, including conflict resolution, hatred prevention, and positive behavioral interventions and supports

~~8.~~12. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn

~~9.~~13. Ability to interpret and use data and assessment results to guide instruction

~~10.~~14. Knowledge of topics related to student mental and physical health, safety, and welfare, which may include social-emotional learning and trauma-informed practices

~~11.~~15. Knowledge of topics related to employee health, safety, and security

Staff Development Materials and Services

The Board shall adopt staff development materials and services that align with the district's mission, vision, and goals, are relevant to student academic achievement and well-being, and are instrumental in

assisting certificated staff in developing the knowledge and skills specified in Items #1-15, above.

CSBA NOTE: Education Code 244, as amended by AB 715 (Ch. 428, Statutes of 2025), prohibits the Board from adopting or approving the use of any staff development materials or services if such materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220. For more information regarding nondiscrimination in staff development see BP 0410 - Nondiscrimination in District Programs and Activities.

The Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220 and Board Policy 0410 - Nondiscrimination in District Programs and Activities. (Education Code 244)

CSBA NOTE: Pursuant to Education Code 244, as amended by AB 715, the Board is required to take remedial action as described below, if the Board knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred, which violated Education Code 220. The following paragraph requires the Superintendent or designee to conduct the investigation on behalf of the Board.

If the Board knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred which subjected an individual to unlawful discrimination pursuant to Education Code 220, the Superintendent or designee shall remediate the action, which may include, but is not limited to, implementation of restorative justice practices. (Education Code 244)

CSBA NOTE: Pursuant to Education Code 60152, as added by AB 715, if it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the district is required to notify the organization that corrective action is required unless the Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, CDE may use any means authorized by law to effect compliance. For more information regarding such notification see AR 1312.3 - Uniform Complain Procedures.

If it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the district shall notify the organization that corrective action is required unless the Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, CDE may use any means authorized by law to effect compliance. (Education Code 60152)

CSBA NOTE: Education Code 44277 encourages districts to establish individualized professional growth programs for teachers and other educators based on a needs assessment and to evaluate such programs based on specified criteria. Districts may assist teachers with preliminary credentials to meet the qualifications required for a professional clear credential, and are required to provide support and guidance to teachers participating in internship programs and teachers who possess a short-term staff permit, a provisional internship permit, or an emergency permit. For more information regarding certification qualifications, see AR 4112.2 - Certification, and for the employment of interns, see AR 4112.21 - Interns.

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

CSBA NOTE: Pursuant to Government Code 12940.2, as added by SB 303 (Ch. 216, Statutes of 2025), an employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. For more information regarding nondiscrimination in employment, see BP 4030 - Nondiscrimination in Employment.

An employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. (Government Code 12940.2)

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: February 11, 2014
revised: October 13, 2015
revised: October 12, 2021
revised: ??, 2026

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

Personnel
Policy 4231: Staff Development *(Classified)*

CSBA NOTE: Staff development is not one of the enumerated items within the scope of collective bargaining pursuant to Government Code 3543.2. However, in United Faculty of Contra Costa Community College District v. Contra Costa Community College District, the Public Employment Relations Board (PERB) has found that some aspects of staff development may be negotiable if they are related to an enumerated subject of bargaining, such as working hours, wages, or other enumerated terms or conditions of employment. Because the terms "staff development" and "training" are not always clear, their negotiability, in the absence of an agreement, may be determined by PERB on a case-by-case basis. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel regarding questions about staff development and/or staff training as it relates to collective bargaining.

Pursuant to Education Code 45391, a district that expends funds for professional development for any school site staff is required to consider the needs of its classified school employees to update their skills and learn best practices.

Pursuant to Education Code 45387, the Governing Board may authorize a permanent classified employee to attend job-related inservice training with pay during working hours for one or more school days each year.

The Governing Board ~~of Education~~ recognizes that classified staff does essential work that supports students, helps create a healthy school environment, and furthers the educational program. Classified staff shall have opportunities to participate in staff development activities in order to improve job skills, learn best practices, retrain as appropriate in order to meet changing conditions in the district, and/or enhance personal growth.~~-~~

Staff shall attend staff development as directed by the Superintendent or designee and in accordance with any applicable collective bargaining agreement and Board Policy 4219.1 - Civil and Legal Rights.

CSBA NOTE: Education Code 52060-52077 requires districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions. For more information regarding LCAP requirements, BP/AR 0460 - Local Control and Accountability Plan. Alignment of the district's staff development program with its priorities and goals, as outlined in the LCAP and other applicable district and school plans, will help the district meet such goals and priorities.

The Superintendent or designee ~~may~~shall involve classified staff, site and district administrators, and others, as appropriate, in the development of the district's staff development program. ~~He/she~~The Superintendent or designee shall ensure that the district's staff development program is aligned with district goals, school improvement objectives, the local control and accountability plan, and other district and school plans.

~~Staff development may address general workplace skills and/or skills and knowledge specific to the duties of each classified position, including, but not limited to, the following topics: (Education Code 45391)~~

CSBA NOTE: Items #1-2 in the following list are required.

Due to ongoing litigation related to the religious rights of employees, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel if an employee objects to certain content of a staff training on religious grounds.

The district's staff development program shall assist classified staff in developing knowledge and skills, including, but not limited to:

CSBA NOTE: Pursuant to Education Code 49428.2, on or before July 1, 2029, districts are required to certify to the California Department of Education (CDE) that 40 percent of its classified employees, who have direct contact with students in any of grades 7-12, have received youth behavioral health training at least one time, in accordance with the requirements in Education Code 49428.2.

1. Youth behavioral health

   On or before July 1, 2029, 40 percent of classified staff who have direct contact with students in any of grades 7-12 shall, at least one time, receive youth behavioral health training which provides instruction around the unique risk factors and warning signs of behavioral health problems in adolescents, builds understanding of the importance of early intervention, and teaches classified staff how to help an adolescent in crisis or experiencing a behavioral health challenge. The training may also include instruction on: (Education Code 49428.2)

   a. Recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse

   b. How to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws

   c. Safe de-escalation of crisis situations involving students with a youth behavioral health disorder

   CSBA NOTE: Pursuant to Education Code 44691, districts are required to provide annual training, using the online training module provided by the California Department of Social Services, to their employees, volunteers, and persons working on their behalf who are mandated reporters on the mandated reporting requirements. This training is required to include information that failure to report an incident of known or reasonably suspected child abuse or neglect, is a misdemeanor. Additionally, the training is required to include information on the prevention of abuse, including sexual abuse and assault, of children on school grounds, by school personnel and volunteers, or in district-sponsored programs. CDE is required to develop and disseminate information to districts, and their school personnel and volunteers, regarding the detection and reporting of child abuse, and the prevention of abuse, including sexual abuse and assault.

2. Mandated reporter requirements

   Classified staff shall receive training annually, or if hired during the course of the school year upon being hired, on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in district-sponsored programs. The training shall include that failure to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one

thousand dollars ($1,000), or by both imprisonment and fine. (Education Code 44691)

CSBA NOTE: The remaining items are suggested, but not required, and may be revised to reflect district practice.

Education Code 33319.6, as added by AB 121 (Ch. 8, Statutes of 2025), appropriates funding for districts to expend prior to the end of the 2029-30 fiscal year to train classified staff who provide literacy instruction or who support any teacher who provides literacy instruction using specified professional development criteria.

Additionally, pursuant to Education Code 33319.6, as amended by SB 147 (Ch. 744, Statutes of 2025), the State Board of Education is required to approve, and CDE is required to post on its website, criteria and guidance for the selection or development of inservice professional development programs for effective means of teaching literacy in grades transitional kindergarten-5, with a list of inservice professional development programs that have been deemed to meet those criteria.

~~1.~~3. Student learning and achievement~~–~~ (Education Code 45391)

a. How paraprofessionals can assist teachers and administrators to improve the academic achievement of students

b. Alignment of curriculum and instructional materials with Common Core State Standards

c. The management and use of state and local student data to improve student learning

d. Best practices in appropriate interventions and assistance to at-risk students~~-~~

CSBA NOTE: CSBA's guide, "Practical Steps Toward Advancing Equitable and Supportive Discipline," a summary of research from the University of California, Los Angeles', and University of California, Berkeley's Race, Education, and Community Healing (REACH), offers actionable, research-informed steps for Boards to support more equitable discipline practices, including the support of professional development opportunities that equip educators with effective restorative-focused classroom management tools.

~~2.~~4. Student and campus safety, including implementation of the school safety plan (Education Code 45391)

~~3.~~5. Education technology, including management strategies and best practices regarding the use of education technology to improve student performance (Education Code 45391)

~~4.~~6. School facility maintenance and operations, including best practices in the operation and maintenance of school facilities, such as green technology and energy efficiency, that help reduce the use and cost of energy at school sites (Education Code 45391)

~~5.~~7. Special education, including best practices to meet the needs of special education students and to comply with any new state and federal mandates (Education Code 45391)

~~6.~~8. School transportation and bus safety (Education Code 45391)

~~7.~~9. Parent/guardian involvement, including ways to increase parent/guardian involvement at school sites (Education Code 45391)

~~8.~~10. Food service, including food preparation to provide nutritional meals, food safety, and food management (Education Code 45391)

~~9.~~11. Health, counseling, and nursing services (Education Code 45391)

~~10.~~12. Environmental safety, including pesticides and other possibly toxic substances so that they may be safely used at school sites (Education Code 45391)

Staff Development Materials and Services

The Board shall adopt staff development materials and services that align with the district's mission, vision, and goals, are relevant to student academic achievement and well-being, and are instrumental in assisting classified staff in developing the knowledge and skills specified in Items #1-12, above.

CSBA NOTE: Education Code 244, as amended by AB 715 (Ch. 428, Statutes of 2025), prohibits the Board from adopting or approving the use of any staff development materials or services if such materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220. For more information regarding nondiscrimination in staff development, see BP 0410 - Nondiscrimination in District Programs and Activities.

The Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220 and Board Policy 0410 - Nondiscrimination in District Programs and Activities. (Education Code 244)

CSBA NOTE: Pursuant to Education Code 244, as amended by AB 715, the Board is required to take remedial action as described below, if the Board knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred, which violated Education Code 220. The following paragraph requires the Superintendent or designee to conduct the investigation on behalf of the Board.

If the Board knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred which subjected an individual to unlawful discrimination pursuant to Education Code 220, the Superintendent or designee shall remediate the action, which may include, but is not limited to, implementation of restorative justice practices. (Education Code 244)

CSBA NOTE: Pursuant to Education Code 60152, as added by AB 715, if it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the district is required to notify the organization that corrective action is required unless the Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, CDE may use any means authorized by law to effect compliance. For more information regarding such notification, see AR 1312.3 - Uniform Complain Procedures.

If it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244,

the district shall notify the organization that corrective action is required unless the Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, the California Department of Education may use any means authorized by law to effect compliance. (Education Code 60152)

CSBA NOTE: The following paragraph may be revised to reflect district practice. Pursuant to Education Code 44277, the district is required to evaluate any program of professional growth it offers to its teachers and classified employees who are involved in direct instruction of students based on specified criteria. For details of the requirement related to teachers, see BP 4131 - Staff Development.

For classroom instructional aides or other classified staff involved in direct instruction of students, staff development activities may also include academic content of the core curriculum, teaching strategies, classroom management, or other training designed to improve student performance, conflict resolution, and relationships among students. Such professional learning opportunities shall be evaluated based on criteria specified in Education Code 44277 and ~~BP~~Board Policy 4131 - Staff Development.

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

CSBA NOTE: Pursuant to Government Code 12940.2, as added by SB 303 (Ch. 216, Statutes of 2025), an employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. For more information regarding nondiscrimination in employment, see BP 4030 - Nondiscrimination in Employment.

An employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. (Government Code 12940.2)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: February 11, 2014
revised: October 13, 2015
revised: ??, 2026

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

Personnel
Policy 4331: Staff Development *(Management)*

The Governing ~~Board of Education~~ recognizes that professional development enhances employee effectiveness and contributes to personal growth. Staff development for administrative and supervisory personnel shall be designed to guide institutional improvement, build leadership skills, and enhance overall management efficiency.~~-~~

Staff shall attend staff development as directed by the Superintendent or designee and in accordance with any applicable collective bargaining agreement and Board Policy 4319.1 - Civil and Legal Rights.

CSBA NOTE: Education Code 52060-52077 requires districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions. For more information regarding LCAP requirements, see BP/AR 0460 - Local Control and Accountability Plan. Alignment of the district's staff development program with its priorities and goals, as outlined in the LCAP and other applicable district and school plans, will help the district meet such goals and priorities.

Education Code 44690 established the 21st Century California School Leadership Academy to organize and offer high-quality professional learning opportunities and to select providers of high-quality professional learning for administrators and other school leaders to receive grants to ensure the availability of professional learning through the 21st Century California School Leadership Academy, free of charge, to districts that receive federal Title II funds.

The U.S. Department of Education's, "Supporting Effective Instruction State Grants (Title II, Part A)," provides grants to State educational agencies and subgrants to local educational agencies to (1) increase student achievement consistent with challenging state academic standards, (2) improve the quality and effectiveness of teachers, principals, and other school leaders, (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools, and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

The Superintendent or designee shall develop a plan for administrator support and development activities that is based on a systematic assessment of the needs of district students and staff and is aligned to the district's vision, goals, local control and accountability plan, and other comprehensive plans.

~~The district's staff development program for district and school administrators may include, but is not limited to, the following topics:~~

CSBA NOTE: Items #1-2 in the following list are required.

Due to ongoing litigation related to the religious rights of employees, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel if an employee objects to certain content of a staff training on religious grounds.

The district's staff development program shall assist district and school administrators in developing knowledge and skills, including, but not limited to:

CSBA NOTE: Pursuant to Education Code 44691, districts are required to provide annual training, using the online training module provided by the California Department of Social Services to their employees and persons working on their behalf who are mandated reporters, on the mandated reporting requirements. This training is required to include information that failure to report an incident of known or reasonably suspected child abuse or neglect, is a misdemeanor. Additionally, this training is required to include information on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs. In addition, the California Department of Education (CDE) is required to develop and disseminate information to all school districts, and their school personnel in California, regarding the detection and reporting of child abuse.

1. Mandated reporter requirements

Administrative and supervisory staff shall receive training annually, or if hired during the course of the school year upon being hired, on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in district-sponsored programs. The training shall include that failure to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both imprisonment and fine. (Education Code 44691)

CSBA NOTE: Pursuant to Education Code 49428.2, on or before July 1, 2029, districts are required to certify to CDE that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with students in any of grades 7-12 have received youth behavioral health training, at least one time, in accordance with the requirements specified in Education Code 49428.2.

2. Youth behavioral health

On or before July 1, 2029, administrative and supervisory staff who have direct contact with students in any of grades 7-12 shall, at least one time, receive youth behavioral health training which provides instruction around the unique risk factors and warning signs of behavioral health problems in adolescents, builds understanding of the importance of early intervention, and teaches staff how to help an adolescent in crisis or experiencing a behavioral health challenge. The training may also include instruction on: (Education Code 49428.2)

a. Recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse

b. How to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws

c. Safe de-escalation of crisis situations involving students with a youth behavioral health disorder

CSBA NOTE: The remaining items are suggested, but not required and may be revised to reflect district practice.

~~1.~~3. Personnel management, including best practices on hiring, recruitment, assignment, and retention of staff

~~2.~~4. Effective fiscal management and accountability practices

~~3.~~5. Academic standards and standards-aligned curriculum and instructional materials

~~4.~~6. Leadership training to improve the academic achievement of all students, including capacity building in pedagogies of learning, instructional strategies that meet the varied learning needs of students, and student motivation

~~5.~~7. The use of student assessments, including analysis of disaggregated assessment results to identify needs and progress of student subgroups

~~6.~~8. The use of technology to improve student performance and district operations

CSBA NOTE: CSBA's guide, "Practical Steps Toward Advancing Equitable and Supportive Discipline," a summary of research from the University of California, Los Angeles', and University of California, Berkeley's Race, Education, and Community Healing (REACH), offers actionable, research-informed steps for Governing Boards to support more equitable discipline practices, including the support of professional development opportunities that equip educators with effective restorative-focused classroom management tools.

~~7.~~9. Creation of safe and inclusive school environments

~~8.~~10. ~~Parental~~Parent/guardian involvement and community collaboration

~~9.~~11. Employee relations

~~10.~~12. Effective school and district planning processes

Staff Development Materials and Services

The Board shall adopt staff development materials and services that align with the district's mission, vision, and goals, are relevant to student academic achievement and well-being, and are instrumental in assisting administrative and supervisory staff in developing the knowledge and skills specified in Items #1-12, above.

CSBA NOTE: Education Code 244, as amended by AB 715 (Ch. 428, Statutes of 2025), prohibits the Board from adopting or approving the use of any staff development materials or services if such materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220. For more information regarding nondiscrimination in staff development, see BP 0410 - Nondiscrimination in District Programs and Activities.

The Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220 and Board Policy 0410 - Nondiscrimination in District Programs and Activities. (Education Code 244)

CSBA NOTE: Pursuant to Education Code 244, as amended by AB 715, the Board is required to take remedial action as described below, if the Board knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred, which violated Education Code 220. The following paragraph requires the Superintendent or designee to conduct the investigation on behalf of the Board.

If the Board knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred which subjected an individual to unlawful discrimination pursuant to Education Code 220, the Superintendent or designee shall remediate the action, which may include, but is not limited to, implementation of restorative justice practices. (Education Code 244)

CSBA NOTE: Pursuant to Education Code 60152, as added by AB 715, if it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the district is required to notify the organization that corrective action is required unless the Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, CDE may use any means authorized by law to effect compliance. For more information regarding such notification see AR 1312.3 - Uniform Complain Procedures.

If it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the district shall notify the organization that corrective action is required unless the Superintendent of Public Instruction has already done so. If corrective action is not taken within 60 days, the California Department of Education may use any means authorized by law to effect compliance. (Education Code 60152)

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

~~The Superintendent or designee shall evaluate the benefit to staff and students of professional development activities.~~

CSBA NOTE: Pursuant to Government Code 12940.2, as added by SB 303 (Ch. 216, Statutes of 2025), an employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. For more information regarding nondiscrimination in employment, see BP 4030 - Nondiscrimination in Employment.

An employee's assessment, testing, admission, or acknowledgment of their own personal bias that was made in good faith and solicited or required as part of a bias mitigation training does not, by itself, constitute unlawful discrimination. (Government Code 12940.2)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: February 11, 2014
revised: ??, 2026

CSBA POLICY GUIDE SHEET – October 13, 2026__*First Reading*

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 0410 – Nondiscrimination in District Programs and Activities

Policy updated to make more precise the statement regarding the applicability of the policy. Additionally, policy updated to reflect **NEW LAW (AB 495, 2025)** which (1) prohibits, unless one of the limited exceptions applies, the collection and disclosure of information or documents regarding the citizenship or immigration status of students, student family members, and staff, and (2) requires the district to notify parents/guardians with specified information regarding their children's right to a free public education regardless of immigration status. In addition, policy updated to reflect **NEW LAW (AB 715, 2025)** which (1) includes staff development materials in the list of materials the Governing Board is prohibited from adopting or approving if the use would subject a student to unlawful discrimination, (2) prohibits teachers from giving instruction and districts from sponsoring any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic in specified law, (3) requires that instructional materials adopted by the Board be factually accurate, reflect specified curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship, (4) prohibits the Board from adopting or approving the use of any staff development materials or services if such materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination, and (5) requires the district to include in the annual parent/guardian notification the protections, requirements, and responsibilities regarding unlawful discrimination related to instruction and instructional and staff development materials. Policy also updated to reflect **NEW LAW (AB 932, 2025)** which prohibits districts from discriminating against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources, or school and recreation facilities and resources, that support or enable such programs.

Board Policy 1312.2 – Complaints Concerning Instructional Materials

Policy updated to move material related to the use of established complaint procedures for complaints concerning the content or use of instructional materials so that it is chronologically placed within the order of the policy. Additionally, policy updated to reflect **NEW LAW (AB 715, 2025)** which requires instructional materials adopted by the Governing Board to be factually accurate, reflect specified curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. In addition, policy updated to add that a complaint alleging discriminatory bias be filed, investigated, and resolved in accordance with the district's uniform complaint procedures.

Board Policy 1312.3 – Uniform Complaint Procedures

Policy updated to align with the California Department of Education's Uniform Complaint Procedures (UCP) 2025-26 Federal Program Monitoring instrument. Additionally, policy updated to reflect **NEW LAW (AB 715, 2025)** which (1) prohibits districts from sponsoring any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic in specified law, (2) includes staff development materials in the list of materials the Governing Board is prohibited from adopting or approving if the use would subject a student to unlawful discrimination, and (3) authorizes a complaint alleging discrimination in the adoption, approval, or use of staff development materials to be brought under the district's UCP or filed directly with the Superintendent of Public Instruction. In addition, policy updated to reflect **NEW LAW (AB 932, 2025)** which prohibits districts from discriminating against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources, or school and recreation facilities and resources, that support or enable such programs.

Board Policy 5020 – Parent Rights and Responsibilities

Policy updated in conjunction with the accompanying administrative regulation.

Board Policy 5022 – Student and Family Privacy Rights

Policy updated to clarify that the Governing Board respects the privacy rights of district students and their families, which may only be limited by law, Board policy and administrative regulation. Additionally, policy updated to reference **NEW COURT DECISION (Mirabelli v. Bonta)** where the U.S. Supreme Court affirmed a lower court order that prohibits the enforcement of any laws, guidance, training, or policies that would (1) permit or require any district employee to lie to or mislead a student's parent/guardian about the student's gender presentation at school, such as using a different set of preferred pronouns/names when speaking with the parent/guardian than is being used at school, or (2) permit or require the use of a name or pronoun other than a student's legal name or pronoun assigned at birth when the parent/guardian has objected to such use. In addition, policy updated to clarify that the Superintendent or designee ensure that parents/guardians receive notification regarding their rights, including, but not limited to, their rights in accordance with the federal Family Educational Rights and Privacy Act, and in accordance with applicable Board policy. Policy also updated to clarify that documents regarding citizenship or immigration status of students or their families may only be released in accordance with applicable Board policy or administrative regulation.

Board Policy 5125 – Student Records

Policy updated to move material related to the provision of documentation to an operator of a website, online service or application, or mobile application that controls student records upon a request for such documentation pursuant to law, and to amend such language to focus on the district' obligations. Additionally, policy updated to clarify that in accordance with law and applicable Board policy, the Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records.

Board Policy 5131.8 – Mobile Communications Devices

Policy updated to clarify, in the Governing Boards philosophical paragraph, that the use of smartphones and other mobile communication devices can have both beneficial as well as harmful effects on student learning and well-being, and on the instructional program. Additionally, policy updated to reflect **NEW LAW (AB 962, 2025)** which authorizes the district to prohibit students from possessing or using a smartphone in the case of an emergency or in response to a perceived threat of danger, if explicitly addressed in the comprehensive school safety plan. In addition, policy updated to cross-reference to sample discipline policies for instances when discipline is being considered for a student who uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee.

Board Policy 5145.3 – Nondiscrimination/Harassment

Policy updated to reflect **NEW LAW (AB 715, 2025)** which (1) prohibits teachers from giving instruction and districts from sponsoring any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic in specified law and (2) provides that discriminatory bias in instruction and district-sponsored activities does not require a showing of direct harm to members of a protected group, and members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias.

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

Philosophy, Goals, Objectives and Comprehensive Plans
Policy 0410: Nondiscrimination In District Programs And Activities

CSBA NOTE: Pursuant to Education Code 234.1, districts are mandated to adopt policy, as well as a process for receiving and investigating complaints, to ensure that district programs and activities are free from unlawful discrimination.

In accordance with various provisions of state and federal law and regulation, and related court cases, discrimination in education programs and activities is unlawful when it is based on certain actual or perceived characteristics of an individual. This includes, but is not limited to, discrimination based on race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. For more information specific to the protection of students against discrimination and harassment, see BP/AR 5145.3 - Nondiscrimination/Harassment and BP/AR 5145.7 - Sexual Harassment.

Government Code 12940 provides additional protections for employees, job applicants, unpaid interns, and volunteers against unlawful discrimination and harassment on the basis of actual or perceived age; religious creed; reproductive health decision-making; sex, which includes some of the characteristics listed in the prior paragraph, as well as breastfeeding; and veteran or military status. For more information specific to the protection against discrimination as related to volunteers, see BP 1240 - Volunteer Assistance, and, as related to employees, including unpaid interns, volunteers, contractors, and job applicants, see BP/AR 4030 - Nondiscrimination in Employment and BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment.

Education Code 33801 and 33802, as added by AB 715 (Ch. 428, Statutes of 2025), established the California Office of Civil Rights, the purpose of which is to work directly with districts, county offices of education, and charter schools to prevent and address discrimination and bias pursuant to Education Code 220. Additionally, pursuant to Education Code 280, as added by AB 715, the Superintendent of Public Instruction (SPI), in consultation with the executive director of the State Board of Education and the Antisemitism Prevention Coordinator, is required to develop and maintain a distinct webpage on the California Department of Education's (CDE) website containing resources and information specific to antisemitism.

Education Code 260 and 5 CCR 4900-4965 require the Governing Board to monitor district compliance with state and federal nondiscrimination laws. The federal laws are enforced by the U.S. Department of Education's Office for Civil Rights (USOCR), and CDE may investigate complaints regarding discrimination pursuant to 5 CCR 4600-4670.

Title IX of the Education Amendments of 1972 (20 USC 1681-1688) prohibits discrimination based on sex in district programs and activities. Although the Title IX regulations were amended by 89 Fed.Reg. 33474, effective August 1, 2024, these amendments were vacated nationwide by the United States District Court in Tennessee v. Cardona on January 9, 2025. Following this decision, USOCR's February 4, 2025 Dear Colleague Letter clarified that USOCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Therefore, references in this Board policy to Title IX and its implementing regulations are to the Title IX regulations as they existed prior to August 1, 2024.

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities.

This policy shall apply to all acts related to a school activity or school attendance occurring within a school under the district's jurisdiction and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district. (Education Code 234.1)

District programs, activities, and practices shall be free from unlawful discrimination against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; age; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; parental, marital, and family status; and veteran or military status; a perception of one or more, or any combination, of such characteristics; or association with a person or group with one or more, or any combination, of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 210.3, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12920, 12926, 12940; 20 USC 1681-1688, 29 USC 621, 42 USC 2000d-2000d-7, 2000e-2)

CSBA NOTE: Unless an exception applies, Education Code 234.7, as amended by AB 495 (Ch. 664, Statutes of 2025), prohibits the collection and disclosure of information or documents regarding the citizenship or immigration status of students, student family members, and staff. For more information regarding the prohibition against collecting and disclosing citizenship or immigration status of students, student family members, and staff, including limited exceptions, see BP/AR 1340 - Access to District Records and BP/AR 1445 - Response to Immigration Enforcement.

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on any of the categories identified above. The immigration or citizenship status of a student, a student's family member, or district staff may only be collected and disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

CSBA NOTE: Pursuant to Education Code 242, CDE has developed guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, which are available on its website.

Pursuant to Education Code 280, as added by AB 715, CDE is required to issue, by October 1 of each year, a management bulletin describing the protections, requirements, and responsibilities prescribed in specified state laws regarding unlawful discrimination related to instruction, and instructional and staff development materials.

For more information regarding the prohibition of discrimination as it applies to textbooks, instructional materials, supplemental instructional materials, or other curriculum for classroom instruction, or any book or resource in a school library, see BP/AR/E(1) 6161.1 - Selection and Evaluation of Instructional materials, BP 6161.11 - Supplementary Instructional Materials, and BP 6163.1 - Library Media Centers. Also see CSBA's, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," "Instructional Materials Adoptions: Local governing board responsibilities," and "State Roles, Responsibilities, and Process for Instructional Materials Adoption," and the California Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books."

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

CSBA NOTE: Education Code 244 lists materials a Board is prohibited from adopting or approving, and, as amended by AB 715, includes staff development materials if the use would subject a student to unlawful discrimination pursuant to Education Code 220. For more information regarding staff development, see BP 4131 - Staff Development, BP 4231 - Staff Development, and BP 4331 - Staff Development.

Additionally, the use of any textbook, instructional material, supplemental instructional material, staff development material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be adopted by the Board or district if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

CSBA NOTE: Pursuant to Education Code 51500, teachers may not give instruction and districts may not sponsor any activity that promotes a discriminatory bias, as described below. Additionally, Education Code 51501, as amended by AB 715, requires that instructional materials adopted by the Board be factually accurate, reflect specified curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship.

The district shall not sponsor any activity, and a teacher shall not provide instruction, that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic listed in Education Code 220. Instructional materials and teacher instruction shall be factually accurate, align with adopted curriculum and standards, as specified in Board Policy and Administrative Regulation 6161.1 - Selection and Evaluation of Instructional Materials, and be consistent with accepted standards of professional responsibility, as specified in Board Policy 4119.21/4219.21/4319.21 and accompanying exhibits, rather than advocacy, personal opinion, bias, or partisanship. (Education Code 51500, 51501)

CSBA NOTE: Education Code 244, as amended by AB 715, prohibits the Board from adopting or approving the use of any staff development materials or services if such materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220.

Additionally, the Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220. (Education Code 244)

CSBA NOTE: Education Code 221.2-221.3, the California Racial Mascot Act, declare the use of racially derogatory or discriminatory school or athletic team names, mascots, or nicknames in public schools to be contrary to providing an equal education. Education Code 221.3 prohibits public schools, other than those operated by an Indian tribe or a tribal organization, from using any derogatory Native American term for school or athletic team names, mascots, or nicknames without the written consent of a local federally recognized Indian tribe. Education Code 33315 requires that the uniform complaint procedures (UCP) be used to investigate and resolve complaints alleging a violation of Education Code 221.3. For more information regarding UCPs, see BP/AR 1312.3 - Uniform Complaint Procedures.

District programs and activities shall be free of any racially derogatory or discriminatory school or

athletic team names, mascots, or nicknames.

Derogatory Native American terms, including but not limited to, Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Redskins, Savages, Squaw, and Tribe, shall not be used for any school or athletic team name, mascot, or nickname, unless permitted in accordance with Education Code 221.3.

CSBA NOTE: Pursuant to Government Code 53080, as amended by AB 932 (Ch. 628, Statutes of 2025), districts are prohibited from discriminating against any person on the basis of sex or gender in the programs specified in the following paragraph. Government Code 53080 lists factors to consider when making a determination of whether discrimination exists.

The district shall not discriminate against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources, or school and recreation facilities and resources, that support or enable such programs. (Government Code 53080)

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. The Superintendent or designee shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Complaints

CSBA NOTE: Complaints alleging discrimination based on a violation of Education Code 243 or 244 related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, may be brought under the district's UCP or may be filed directly with the SPI. Complaints that are filed directly with the SPI are required to identify the basis for doing so, and present evidence that supports the basis for the direct filing. In such cases, the SPI may directly intervene without waiting for an investigation by the district.

Additionally, pursuant to Education Code 262.3, as amended by AB 715, a party to a written complaint of prohibited discrimination may appeal, directly with the SPI, if the district fails to issue an investigation report within the timeline required by the UCP. In such a case, the complaint is required to present evidence that supports the basis for the direct filing and why immediate action is necessary. Prior to intervention by the SPI, CDE is required to attempt to work with the district to issue a district investigation report within the timeline required by the UCP. For more information regarding UCPs, see BP/AR 1312.3 - Uniform Complaint Procedures.

All complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures, for students, and Administrative Regulation 4030 - Nondiscrimination in Employment, for employees.

Notices

CSBA NOTE: Pursuant to 34 CFR 104.8 and 106.8, a district that receives federal aid is required to take "continuing steps" to notify students, parents/guardians, employees, employee organizations, and applicants for admission and employment that it does not discriminate on the basis of disability or sex in its education programs or activities.

Additionally, Education Code 221.61 requires districts to post specified information relating to Title IX on their websites. To ensure consistent implementation of the laws, the same notification requirement

should be adopted for all the protected categories as provided in the following paragraph.

Pursuant to 34 CFR 104.8 and 106.8, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual ~~parental~~parent/guardian notification distributed in accordance with Board Policy/Exhibit(1) 5145.6 - Parent/Guardian Notifications and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. ~~The~~ Additionally, the notification shall ~~also~~ be posted on the district's website, in both English and Spanish and at a reading level that may be comprehended by students in high school, and on social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

CSBA NOTE: Pursuant to Education Code 48980, as amended by AB 715, the district is required to include in the annual parent/guardian notification the protections, requirements, and responsibilities regarding discrimination, as described below.

In addition, the Superintendent or designee shall, in accordance with Board Policy 5145.6 - Parent/Guardian notifications, include in the annual parent/guardian notification the protections, requirements, and responsibilities regarding unlawful discrimination related to instruction and instructional and staff development materials, as specified in Education Code 244, 262.3, 280, 33800, 33801, 33802, 33803, 33803.1, 33804, 51500, 51501, 60151, 60152. (Education Code 48980)

CSBA NOTE: Pursuant to Education Code 234.7, as amended by AB 495, a district is required to notify parents/guardians with specified information regarding their children's right to a free public education regardless of immigration status, and other related information. For more information regarding parent/guardian notifications related to immigration status and response to immigration enforcement, see BP/AR 1445 - Response to Immigration Enforcement and BP/E(1) 5145.6 - Parent/Guardian Notifications.

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement~~. (Education Code 234.7)~~ in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

CSBA NOTE: Pursuant to Education Code 48985, when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices, reports, statements, or records sent to the parents/guardians of these students are required to also be written in the primary language and may be answered by the parent/guardian in English or the primary language. Additionally, 20 USC 6311 and 6312 require that districts receiving Title I funds provide parent/guardian notices in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians understand.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. Additionally, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code 48985; 20 USC 6312)

Access for Individuals with Disabilities

CSBA NOTE: Pursuant to the Americans with Disabilities Act (ADA) and its implementing regulations, district facilities must be accessible to and usable by individuals with disabilities. Compliance methods may include equipment redesign, reassignment of services to accessible buildings, assignment of aides to beneficiaries, home visits, delivery of services at alternate accessible sites, and alteration of existing facilities and construction of new facilities. In achieving compliance, a district

need not make structural changes to existing facilities if other methods are effective, the district can demonstrate that the structural change would result in a fundamental alteration in the nature of the activity, or the district can demonstrate an undue financial or administrative burden. However, pursuant to 28 CFR 35.151, all newly constructed facilities must comply with the 2010 ADA Standards for Accessible Designs issued by the U.S. Department of Justice (DOJ).

Additionally, pursuant to 28 CFR 35.136, a district is required to permit an individual with a disability to be accompanied by a service animal on district premises when, without the animal's assistance, the individual with a disability will not be able to access or participate in a district program or activity. For more information regarding use of service animals by individuals with disabilities, see BP/AR 6163.2 - Animals at School. It is recommended that districts with questions about compliance with the ADA consult CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

CSBA NOTE: Pursuant to 28 CFR 35.130 and 35.160, the ADA requires districts to make reasonable modifications in policies, practices, or procedures, including furnishing appropriate auxiliary aids and services where necessary, to ensure that an individual with a disability is not excluded from participation or denied a benefit, service, or program on the basis of that disability. However, pursuant to 28 CFR 35.164, if the district can demonstrate that making such modifications in policies, practices, or procedures would fundamentally alter the nature of the service, program, or activity, then the district need not make such modifications.

Additionally, Government Code 54953.2 requires that all Board meetings meet the protections of the ADA and implementing regulations (28 CFR 35.160 and 36.303). The district is required to ensure that such meetings are accessible to persons with disabilities and that disability-related accommodations, such as auxiliary aids and services, are made available upon the request of any individual with a disability. In addition, Government Code 54953.8, as added by SB 707 (Ch. 327, Statutes of 2025), requires Boards to maintain and implement a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with the ADA, and to resolve any doubt in favor of accessibility. For more information regarding disability-related rights, accommodations, or modifications, see BB 9320 - Meetings and Notices and BB 9322 - Agenda/Meeting Materials.

USOCR has interpreted the ADA and Section 504 of the Rehabilitation Act of 1973 to include the requirement that district websites be accessible to individuals with disabilities. In April 2024, the DOJ updated its regulations to include specific technical standards to ensure that content available through a district's web and mobile applications are accessible to individuals with disabilities by April 26, 2027. For more information on website accessibility, see USOCR's June 2010 and May 2011 Dear Colleague Letters, and BP 1113 - District and School Websites.

The Superintendent or designee shall ensure that the district's web and mobile applications comply with technical standards prescribed by law, and as necessary, shall provide appropriate auxiliary aids and services to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of district services, programs, or activities. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or designee if they have a disability that requires special assistance or services.

Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

CSBA NOTE: Pursuant to 28 CFR 35.107, a district that has 50 or more employees is required to designate at least one employee to coordinate the district's efforts to comply with the ADA. The designated employee could be the same individual or position responsible for the district's compliance with state and federal laws and regulations governing educational programs as identified in the district's UCP procedures. The following paragraph, which identifies the person or position identified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee, may be modified if the district chooses to designate another person or position.

The individual identified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. The compliance officer shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Superintendent
PO Box 955, 109 Beckwith Road
Loyalton CA 96118
530-993-1660
schoolinfo@spjusd.org

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: June 12, 2012
revised: June 12, 2018
revised: September 21, 2021
revised: March 05, 2024
revised: November 12, 2024
revised: August 12, 2025
revised: ??, 2026

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

Community Relations
Policy 1312.2: Complaints Concerning Instructional Materials

CSBA NOTE: The following policy, accompanying administrative regulation, and exhibit are for complaints concerning the content or use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, and should be revised to reflect district practice. For complaints regarding the sufficiency of instructional materials or textbooks pursuant to Education Code 35186, see AR/E(1)/E(2) 1312.4 - Williams Uniform Complaint Procedures.

Pursuant to Education Code 51501, as amended by AB 715 (Ch. 428, Statutes of 2025), instructional materials adopted by the Governing Board are required to be factually accurate, reflect specified curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship.

For policy related to the selection, evaluation, and prohibited use of individual instructional materials, see BP/AR 6161.1 - Selection and Evaluation of Instructional Materials, BP 6161.11 - Supplementary Instructional Materials, and BP 6163.1 - Library Media Centers. For more information regarding the adoption of instructional materials, see CSBA's, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," "Instructional Materials Adoption: Local governing board responsibilities," and "State Roles, Responsibilities, and Process for Instructional Materials Adoption," and the California Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books."

The State Board of Education's (SBE), "Guidance for Local Instructional Materials Adoptions," provides guidance for districts when identifying, reviewing, piloting, and adopting instructional materials in all content areas, including links to current legislation, sample timelines, support for student groups, and implementation considerations.

~~The~~In adopting textbooks and other instructional materials for use in district schools, the Governing Board uses a comprehensive process ~~to adopt district instructional materials~~ that ~~is based on selection criteria established by law and Board policy and~~ includes opportunities for the involvement of district staff, parents/guardians, and community members, and, as appropriate, students. In accordance with law, textbooks and instructional materials adopted for district use shall be factually accurate, aligned with adopted curriculum and standards described in law, and consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship.

Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be ~~properly and fairly considered using established complaint procedures.~~

investigated and addressed in accordance with this Board policy and accompanying administrative regulation. Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their ~~student's~~student's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of students enrolled in a district school. (Education Code 35160)

CSBA NOTE: Education Code 243 clarifies when it is unlawful discrimination for the Board to (1) refuse to approve the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, or (2) prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library. The Board may not refuse to approve such use on the basis that the material includes a study of the role and contributions of specified individuals or groups, unless the study of the role and contributions reflects adversely upon legally protected groups. Additionally, the Board may not prohibit such use on the basis that the study of the role and contributions contain inclusive or diverse perspectives. In addition, pursuant to Education Code 244 the Board is prohibited from adopting or approving the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of the textbook, instructional material, supplemental instructional material, or curriculum would subject a student to unlawful discrimination pursuant to Education Code 220.

Complaints alleging discrimination based on a violation of Education Code 243 or 244 may be brought under the district's uniform complaint procedures or may be filed directly with the Superintendent of Public Instruction (SPI). Complaints that are filed directly with the SPI are required to identify the basis for doing so, and present evidence that supports the basis for the direct filing. In such cases, the SPI may directly intervene without waiting for an investigation by the district. See BP/AR 1312.3 - Uniform Complaint Procedures.

Pursuant to Education Code 60151, a district that that is determined by the SPI to have violated Education Code 244 is required to be assessed a financial penalty, the calculation of which is specified in Education Code 60151, as amended by AB 121 (Ch. 8, Statutes of 2025), and may be subject to other corrective action as specified in Education Code 60151.

However, a complaint alleging discriminatory bias in instructional materials or related to the use or prohibited use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library that alleges unlawful discrimination based on a violation of Education Code 243 or 244 shall be filed, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

CSBA NOTE: SBE's, "Guidance for Local Instructional Materials Adoptions," provides guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant.

Additionally, the Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books," provides guidance to districts regarding the obligation to provide curricula, instructional materials, and books that are inclusive and reflect the roles and contributions of our diverse population.

When deliberating upon challenged materials, the Superintendent, or any designee or committee established by the Superintendent to review the materials, shall consider the degree to which the materials align with the criteria for instructional materials as specified in law, Board policy, and administrative regulation. ~~In addition~~Additionally, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies; the stated objectives in using the materials; community standards; the allegations in the complaint, including the extent to which the objections are based on

the dislike of ideas contained in the materials; and the impact that keeping or removing the materials would have on student well-being.

CSBA NOTE: Education Code 243 clarifies that it is unlawful discrimination for the Board to prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive or diverse perspectives. Additionally, Education Code 244 prohibits the Board from adopting or approving the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination pursuant to Education Code 220.

While Education Code 243 and 244 are specifically applicable to boards, districts should assume that any similar decision by the Superintendent, designee, or any committee established by the Superintendent would likely constitute unlawful discrimination as well; see BP 6161.1 - Selection and Evaluation of Instructional Materials.

The Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code 243.

Additionally, the Superintendent, or any designee or committee established by the Superintendent to the review materials, shall not authorize the continued use of an adopted textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination pursuant to Education Code 220.

If the complainant finds the Superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the Board.

CSBA NOTE: The following optional paragraph limits reconsideration within a specified time period and should be modified to reflect district practice.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

CSBA NOTE: Education Code 35186 details a specific process that districts are required to use to resolve complaints regarding sufficiency/availability of instructional materials or textbooks. For more information regarding the process to resolve complaints regarding the sufficiency of instructional materials or textbooks, see AR/E(1)/E(2) 1312.4 - Williams Uniform Complaint Procedures.

Pursuant to Education Code 60119, boards are required to hold a public hearing annually regarding the sufficiency of instructional materials. If, at the public hearing, the Board makes a determination of "insufficient materials," Education Code 1240 and 60119 require the Board to take certain actions and specifies potential consequences for not remedying the deficiency as required by law; see BP 6161.1 - Selection and Evaluation of Instructional Materials.

Complaints related to the sufficiency of textbooks or instructional materials shall be resolved as specified in Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: March 05, 2024
revised: June 10, 2025
revised: ??, 2026

Community Relations
Policy 1312.3: Uniform Complaint Procedures

CSBA NOTE: To address prohibited discrimination and violations of state and federal laws governing educational programs, 5 CCR 4621 mandates districts to adopt uniform complaint procedures (UCP) consistent with the state's complaint procedures specified in 5 CCR 4600-4670. Additionally, Education Code 52075 mandates districts to adopt policies and procedures implementing the use of UCP to investigate and resolve complaints alleging noncompliance with requirements related to the local control and accountability plan, and Education Code 8212 mandates districts to adopt policies and procedures for resolving complaints regarding specified health and safety issues in license-exempt California State Preschool Programs (CSPP). Furthermore, a number of federal civil rights statutes and their implementing regulations mandate districts to adopt policies and procedures for the prompt and equitable resolution of complaints of unlawful discrimination. For example, districts are mandated pursuant to 28 CFR 35.107 to adopt policy and procedures to address discrimination on the basis of disability, while districts that receive federal financial assistance are mandated pursuant to 34 CFR 106.8 and 110.25 to adopt policies and procedures to address discrimination on the basis of sex and age. The following policy contains a list of programs and activities subject to these procedures pursuant to state law, which is specified in "Complaints Subject to UCP," below.

The California Department of Education (CDE) monitors district programs and operations for compliance with these requirements through its Federal Program Monitoring (FPM) process.

The U.S. Department of Education's Office for Civil Rights (USOCR) enforces federal anti-discrimination laws, including Title II of the Americans with Disabilities Act (42 USC 12101-12213), Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000d-7), Title IX of the Education Amendments Act of 1972 (20 USC 1681-1688), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), and the Age Discrimination Act of 1975 (42 USC 6101-6107).

Title IX of the Education Amendments of 1972 (20 USC 1681-1688) prohibits discrimination based on sex in district programs and activities. Although the Title IX regulations were amended by 89 Fed.Reg. 33474, effective August 1, 2024, these amendments were vacated nationwide by the United States District Court in Tennessee v. Cardona on January 9, 2025. Following this decision, USOCR's February 4, 2025 Dear Colleague Letter clarified that USOCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Therefore, references in this Board policy to Title IX and its implementing regulations are to the Title IX regulations as they existed prior to August 1, 2024.

Whether a complaint of sexual harassment is addressed through BP/AR 1312.3 - Uniform Complaint Procedures or the federal Title IX complaint procedures in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, is dependent on whether the alleged conduct meets the more stringent federal definition or the state definition of sexual harassment. For more information regarding complaint procedures to address complaints of sexual harassment, see "Non-UCP Complaints" below, the accompanying administrative regulation, BP/AR 5145.7 - Sexual Harassment, and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670.

Complaints Subject to UCP

CSBA NOTE: The FPM process includes a review of a district's policies and procedures to determine whether all district programs and activities that are subject to the UCP, as listed in the FPM instrument, are addressed. According to CDE, the district's policy is required to list all such programs and activities and, at the district's discretion, may add a paragraph below the list stating the UCP programs and activities that are implemented in the district.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500, 52616.18)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.~~10~~13-299.~~12~~15)
9. Course periods without educational content (Education Code 51228.1-51228.3)

   CSBA NOTE: Pursuant to Education Code 51500, districts may not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic listed in Education Code 220. The following paragraph extends this protection to all of the actual or perceived characteristics for which discrimination in education programs and activities is unlawful.

   Additionally, Government Code 53080, as amended by AB 932 (Ch. 628, Statutes of 2025), prohibits districts from discriminating against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources, or school and recreation facilities and resources, that support or enable such programs. Government Code 53080 lists factors to consider when making a determination of whether discrimination exists.

10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, a person's actual or perceived race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55; or based on the person's association with a

person or group with one or more, or any combination, of these actual or perceived characteristics (Education Code 200, 210.1, 210.2, 210.3, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 5 CCR 4610; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination includes district sponsorship of any activity or program that promotes discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic listed in Education Code 220. (Education Code 51500)

Additionally, the district is prohibited from discriminating against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources, or school and recreation facilities and resources, that support or enable such programs. (Government Code 53080)

However, the UCP shall not be used to investigate and resolve employment discrimination complaints. (5 CCR 4611)

11. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, students formerly in a juvenile court school, students who are migratory, and newcomer students (Education Code 48645.7, 48850, 48853, 48853.5, 48911, 48915.5, 49069.5, 51225.1, 51225.2, 51225.25)

12. Every Student Succeeds Act (Education Code 12030, 52059.5, 64000; 20 USC 6301 et seq.)

CSBA NOTE: Complaints alleging discrimination in the adoption, approval, or use of textbooks, instructional materials, supplemental instructional materials, staff development materials, or other curriculum for classroom instruction, or any book or resource in a school library based on a violation of Education Code 243, or Education Code 244, as amended by AB 715 (Ch. 428, Statutes of 2025), may be brought under the district's UCP or may be filed directly with the Superintendent of Public Instruction (SPI). Additionally, pursuant to Education Code 244, as amended by AB 715, complaints alleging discrimination in the adoption, approval, or use of staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220 may be brought under the district' UCP or may be filed directly with the SPI. Complaints that are filed directly with the SPI are required to identify the basis for doing so, and present evidence that supports the basis for the direct filing. In such cases, the SPI may directly intervene without waiting for an investigation by the district. For more information regarding complaints concerning instructional materials, see BP/AR 1312.2 - Complaints Concerning Instructional Materials and AR 1312.4 - Williams Uniform Complaint Procedures. For complaints concerning staff development materials, see BP 4131 - Staff Development, BP 4231 - Staff Development, and BP 4331 - Staff Development.

Pursuant to Education Code 242, CDE has developed guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, which are available on its website.

Education Code 51500 and 51501, as amended by AB 715, require that instructional materials adopted by the Governing Board be factually accurate, reflect specified curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship, and that teachers not give instruction that promotes a discriminatory bias.

For more information regarding the prohibition of discrimination as it applies to textbooks, instructional materials, supplemental instructional materials, or other curriculum for classroom instruction, or any book or resource in a school library, see BP 0410 - Nondiscrimination in District Programs and Activities, BP/AR/E(1) 6161.1 - Selection and Evaluation of Instructional Materials, BP 6161.11 - Supplementary Instructional Materials, and BP 6163.1 - Library Media Centers. Also see CSBA's, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," "Instructional Materials Adoptions: Local governing board responsibilities," and "State Roles, Responsibilities, and Process for Instructional Materials Adoption," and the California Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books."

13. ~~Instructional Materials and Curriculum: Diversity (Education Code 243)~~Instruction, Instructional Materials, Staff Development Materials, and Curriculum: Diversity (Education Code 243, 244, 51500)

    A complaint alleging ~~such~~ unlawful discrimination pursuant to Education Code 243 or 244 may, in addition to or in lieu of being filed with the district, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243, 244)

14. Local control and accountability plan (Education Code 52075)

15. Migrant child education (Education Code 54440-54445)

16. Physical education instructional minutes (Education Code 51210, 51222, 51223)

17. Student fees (Education Code 49010-49013)

18. Reasonable accommodations to a lactating student (Education Code 222)

19. Regional occupational centers and programs (Education Code 52300-52334.7)

20. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)

21. School or athletic team names, mascots, or nicknames (Education Code 221.3, 33315)

~~21.~~22. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)

~~22.~~23. State preschool programs (Education Code 8200-8488, 33315)

CSBA NOTE: Pursuant to Education Code 8212 and CDE's FPM instrument, the district is required to use the UCP, with modifications as necessary, to resolve complaints alleging deficiencies related to health and safety issues in license-exempt CSPPs. Pursuant to 5 CCR 4610, such complaints are required to be addressed through the procedures described in 5 CCR 4690-4694. See "Health and Safety Complaints in License- Exempt Preschool Programs" in the accompanying administrative regulations.

~~23.~~24. State preschool health and safety issues in license-exempt programs (Education Code 8212)

~~24. School or athletic team names, mascots, or nicknames pursuant to Education Code 221.3~~

CSBA NOTE: 5 CCR 4621 requires district policy to ensure that complainants are protected from retaliation as specified in Item #25 below.

25. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

26. Any other state or federal educational program the SPI or designee deems appropriate

CSBA NOTE: 5 CCR 4631 authorizes the district to utilize alternative dispute resolution (ADR) methods, including mediation, to resolve complaints before initiating a formal investigation. However, the district should ensure that any ADR it uses, particularly "in-person ADR," is appropriate for the particular situation. For example, in some instances (e.g., sexual assault), face-to-face mediation should not be used, even if all parties voluntarily agree, given the risk that a student might feel pressured to "voluntarily" agree to it. Districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student. For more information regarding this prohibition and when an informal resolution process may be utilized to address complaints alleging sexual harassment, see AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

The following optional paragraph provides for a neutral mediator and should be revised to reflect district practice.

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process, such as mediation, may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

CSBA NOTE: The following paragraph is required pursuant to 5 CCR 4621. Since appropriate disclosure will vary in each case depending on the facts and circumstances, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination, the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

CSBA NOTE: It is important to maintain records of all UCP complaints and the investigations of those complaints. If the district is investigated by USOCR or CDE, these are important documents in demonstrating that the district has complied with federal law, state law, and its own policies and regulations.

Additionally, Education Code 33315.5, as added by AB 935 (Ch. 717, Statutes of 2025), requires the SPI, upon receipt by CDE of a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, to collect specified information, including (1) the self-identified protected group of the complainant, if voluntarily provided, (2) a description of the complaint received, (3) any action taken by CDE in response to the complaint and the timeline for that action, and (4) the disposition of the complaint. Education Code 33315.5, as added by AB 935, requires CDE, beginning July 1, 2027, and annually thereafter, to create and post on CDE's website a summary report of the information collected, as specified.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency (5 CCR 4611)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services (5 CCR 4611)

CSBA NOTE: The complaint procedures specified in the Title IX regulations (34 CFR 106.44-106.45, which were adopted on May 19, 2020 and became effective on August 14, 2020, are required to be used to address any complaint of sexual harassment, as defined in 34 CFR 106.30, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025. For complaints initiated between August 1, 2024 and January 9, 2025, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel.

3. Any complaint alleging that a student, while in an education program or activity, was subjected to sexual harassment, as defined in 34 CFR 106.30

   Such a complaint shall be addressed through the federal Title IX complaint procedures as specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

CSBA NOTE: Complaints of employment discrimination are not subject to the UCP. Instead, pursuant to 2 CCR 11023, the district is required to establish an impartial and prompt process for addressing such complaints. Additionally, 5 CCR 4611 requires that employment discrimination complaints be referred to the Civil Rights Department. See AR 4030 - Nondiscrimination in Employment for applicable complaint procedures.

4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in Administrative Regulation 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Civil Rights Department

CSBA NOTE: 5 CCR 4610 limits the applicability of the UCP for complaints regarding special education and child nutrition, as provided in Items #5-7 below.

5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education

(FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with Administrative Regulation 6159.1 - Procedural Safeguards and Complaints for Special Education (5 CCR 3200-3205)

6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with Board Policy 3555 - Nutrition Program Compliance (5 CCR 15580-15584)

7. Any complaint alleging discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with Board Policy 3555 - Nutrition Program Compliance (5 CCR 15582)

CSBA NOTE: Education Code 35186 requires the district to use UCP, with modifications, to investigate and resolve complaints related to the issues stated in the following paragraph (i.e., "Williams complaints"). Because Education Code 35186 sets forth different timelines for investigation and resolution of these kinds of complaints than the timelines specified in law for other uniform complaints, CDE has created a separate uniform complaint process for the Williams complaints. For more information regarding Williams Complaints, see AR 1312.4 - Williams Uniform Complaint Procedures.

8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures (Education Code 35186)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: August 10, 2010
revised: June 12, 2012
revised: February 12, 2013
revised: December 9, 2014
revised: October 13, 2015
revised: April 12, 2016
revised: October 11, 2016
revised: June 13, 2017
revised: April 10, 2018
revised: April 9, 2019
revised: July 14, 2020
revised: April 13, 2021
revised: March 08, 2022
revised: December 12, 2023
revised: November 12, 2024
revised: August 12, 2025
revised: ??, 2026

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

Students
Policy 5020: Parent Rights And Responsibilities

CSBA NOTE: Pursuant to Education Code 51101, each Governing Board is mandated to adopt policies, jointly developed with parents/guardians, including parents/guardians whose primary language is not English, that outline how parents/guardians, school staff, and students may share the responsibility for continuing the intellectual, physical, emotional, and social development and well-being of students at each school site. Such policy is required to include (1) the means by which the school and parents/guardians may help students achieve academic and other standards of the school, (2) a description of the school's responsibility to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school, and (3) the manner in which parents/guardians may support the learning environment of their students, including, but not limited to, the responsibilities as detailed in the accompanying administrative regulation.

This policy and the accompanying administrative regulation should be modified, jointly with parents/guardians, to reflect district practice.

The Governing Board recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their ~~children~~students.

The Board believes that the district's relationship with parents/guardians is one of mutual support and respect. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians for continuing the intellectual, physical, emotional, and social development and well-being of their students, including the means by which the district and parents/guardians can help their students achieve academic and other standards of the district.

~~Within this framework, the district's primary responsibility shall be to provide~~The district is responsible for providing a high-quality curriculum and instructional program in a safe, supportive, and effective learning environment~~ that enables all students to meet the academic expectations of the district~~.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their ~~children~~students succeed in school.~~ (Education Code 51100)~~

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law, Board policy, and administrative regulation, and follow acceptable practices that respect those rights.

CSBA NOTE: Districts are required to annually provide parents/guardians with notice of their rights pursuant to the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR 99.1-99.8). For more information regarding annual notifications to parents/guardians, see BP/E(1) 5145.6 - Parent/Guardian Notifications.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights, including, but not limited to, their rights in accordance with 20 USC 1232g and 34 CFR 99.1-99.8, the federal Family Educational Rights and Privacy Act (FERPA), and as specified in Board Policy~~/Exhibit (1)~~ 5145.6 - Parent/Guardian Notifications.

CSBA NOTE: Districts are required to teach certain instructional content. For example, Education Code 51204.5 requires instruction in social sciences to include a study of the role and contributions of specified groups of people to the economic, political, and social development of California and the United States of America, which includes people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) Americans, and members of other ethnic, cultural, religious, and socioeconomic status groups. Additionally, pursuant to Education Code 243 and 51501, the Board may not prohibit the continued use of an appropriately adopted textbook, instructional material, or curriculum on the basis that it contains inclusive or diverse perspectives. For more information on required instructional content, see BP/AR 6143 - Courses of Study.

Districts are required to provide parents/guardians notice and the opportunity to opt their students out of certain instruction, in some instances only based on religious beliefs and in other instances for any basis not prohibited by law. For example, Education Code 51938 requires districts to provide parents/guardians notice about planned comprehensive sexual health and HIV prevention education and the opportunity to opt their students out of such instruction. For more information on comprehensive sexual health and HIV prevention education, see BP/AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction.

Additionally, in June 2025, the U.S. Supreme Court, in Mahmoud v. Taylor, held that the First Amendment prohibited a district from including LGBTQ storybooks as part of elementary school instruction without providing parents with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. The court's reasoning may be interpreted to apply to other instructional content that parents/guardians could view as substantially interfering with the religious development of their children. In addition, the court's holding emphasized that the question of whether certain instructional content substantially interferes with the religious development of a student will always be fact-intensive. For more information regarding parent/guardian opt-outs related to interference with religious development, see BP/AR 6141.2 - Recognition of Religious Beliefs and Customs.

In light of Mahmoud, the existence of some statutorily required opt-opts, and the requirement to teach certain content, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining the instructional content for which parents/guardians may opt their students out, creating opt-out procedures, and evaluating opt-out requests.

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they may request to opt their student out of certain instruction. Students for whom the district has approved the opt out shall be offered an alternative activity of similar educational value.

CSBA NOTE: Education Code 51101.1 provides that parents/guardians be afforded all rights pursuant to Education Code 51100-51140, regardless of English fluency, and grants additional rights for parents/guardians of English learners. For more information regarding rights of parents/guardian of English learners, see the accompanying administrative regulation.

Additionally, Education Code 51101.1 requires the district to take all reasonable steps to ensure that parents/guardians of English learners are notified of the rights and opportunities available to them in

English and in their home language pursuant to Education Code 48985. Education Code 48985 provides that when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students are required to also be written in the primary language and may be answered by the parent/guardian in either language.

In addition, Education Code 51101.1 encourages those districts with a substantial number of English learners to establish parent centers with district staff who can communicate with the parents/guardians and to encourage their participation in the district's educational programs.

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language, of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

The Superintendent or designee may establish a ~~parent~~ center for parents/guardians at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of, and participation in, ~~their children's~~the educational programs. (Education Code 51101.1)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: April 28, 2026
revised: ??, 2026

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

Students
Policy 5022: Student And Family Privacy Rights

CSBA NOTE: Pursuant to 20 USC 1232h, the Protection of Pupil Rights Amendment, any district receiving funds from a program administered by the U.S. Department of Education is mandated to adopt a policy regarding the (1) administration of surveys and physical exams/screenings, (2) right of parents/guardians to inspect instructional materials, and (3) collection of personal information for marketing purposes. See the accompanying administrative regulation for additional requirements pertaining to these topics.

Pursuant to Education Code 220.3 and 220.5, a district or a Governing Board member may not require an employee or contractor to disclose any information related to a student's sexual orientation, gender identity, or gender expression to any other person, or enact or enforce any policy, rule, or administrative regulation that would require the same disclosure requirement, without the student's consent unless otherwise required by state or federal law.

Additionally, in Mirabelli v. Bonta, the U.S. Supreme Court affirmed a lower court order that prohibits the enforcement of any laws, guidance, training, or policies that would (1) permit or require any district employee to lie to or mislead a student's parent/guardian about the student's gender presentation at school, such as using a different set of preferred pronouns/names when speaking with the parent/guardian than is being used at school, or (2) permit or require the use of a name or pronoun other than a student's legal name or pronoun assigned at birth when the parent/guardian has objected to such use. For more information on the rights of transgender and gender- nonconforming students, see AR 5145.3 - Nondiscrimination/Harassment.

Because this area of law is complex and still evolving, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when disclosing a student's gender identity or when a parent/guardian objects to the district treating a student in a manner inconsistent with the student's sex.

The Governing Board ~~of Education~~ respects the privacy rights of district students and their ~~parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information.~~ families, which shall only be limited by law, and Board policy and administrative regulation.

CSBA NOTE: Districts are required to annually provide parents/guardians with notice of their rights pursuant to the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR 99.1-99.8). For more information regarding annual notifications to parents/guardians, see BP/E(1) 5145.6 - Parent/Guardian Notifications.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights, including, but not limited to, their rights in accordance with 20 USC 1232g and 34 CFR 99.1-99.8, the federal Family Educational Rights and Privacy Act (FERPA), and as specified in Board Policy and Exhibit (1) 5145.6 - Parent/Guardian Notifications.

The Superintendent or designee may collect, disclose, or use students' personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following: (20 USC 1232h)

1. College or other postsecondary education recruitment or military recruitment

2. Book clubs, magazines, and programs providing access to low-cost literary products

3. Curriculum and instructional materials used by elementary and secondary schools

4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments

5. The sale by students of products or services to raise funds for school-related or education-related activities

6. Student recognition programs

CSBA NOTE: 20 USC 1232h mandates that districts adopt a policy concerning the collection, disclosure, or use of collected personal information for marketing purposes. Option 1 below is for use by districts that choose to prohibit the collection of personal information for marketing purposes. Option 2 is for use by districts that choose to authorize the collection of personal information for marketing purposes.

OPTION 1: (Prohibits the collection of personal information for marketing purposes)
However, the~~The~~ Superintendent or designee is prohibited from collecting, disclosing, or using a student's individually identifiable information, including ~~his/her~~the student's name, parent/guardian's name, home or other physical address, telephone number, or social security number, for the purpose of marketing or selling that information or providing the information to others for that purpose.
OPTION 1 ENDS HERE

~~OPTION 2: (Authorizes the collection of personal information for marketing purposes)~~

~~CSBA NOTE: Although 20 USC 1232h authorizes the collection, disclosure, or use of students' personal information, including social security numbers, for the purpose of marketing or selling, Education Code 49076.7 prohibits the collection of social security numbers or the last four digits of social security numbers unless otherwise required to do so by state or federal law. The collection of personal information for marketing purposes is not required by law, and thus districts should not collect social security numbers or the last four digits of social security numbers for marketing purposes.~~

~~Additionally, pursuant to Education Code 234.7, districts are prohibited from collecting information or documents regarding citizenship or immigration status of students or their families. For more information on collecting information or documents regarding citizenship or immigration status of students or their families, see BP/AR 1445 - Response to Immigration Enforcement and BP/AR 5125 - Student Records.~~

~~Additionally, the Superintendent or designee may collect, disclose, or use a student's individually identifiable information, including the student's name, parent/guardian's name, home or other physical address, or telephone number for the purpose of marketing or selling that information or providing the information to others for that purpose.~~

~~However, the district shall not use surveys to collect social security numbers or the last four digits of social security numbers, or information or documents regarding citizenship or immigration status, of students or their families. (Education Code 234.7, 49076.7)~~

~~In addition, documents regarding citizenship or immigration status of students or their families may only be released in accordance with Board Policy and Administrative Regulation 1445 - Response to Immigration Enforcement.~~
~~OPTION 2 ENDS HERE~~

CSBA NOTE: The remainder of this policy is for use by all districts.

20 USC 1232h requires that the district's policy regarding student privacy be developed in consultation with parents/guardians. Such consultation could occur during meetings of the school site council or parent association or a separate committee could be convened to review the draft policy. The following paragraph may be modified to reflect district practice.

The Superintendent or designee shall consult with parents/guardians regarding the development of regulations pertaining to other uses of personal information, which shall, at a minimum, address the following: (20 USC 1232h)

1. Arrangements for protecting student privacy when collecting, disclosing, or using students' individually identifiable information for any purpose

2. Arrangements to protect student privacy in the administration of surveys that may request information about the personal beliefs and practices of students and their families

3. The rights of parents/guardians to inspect the following, and any applicable procedures for granting reasonable access to the following in a reasonable period of time:

   a. Survey instruments requesting information about their personal beliefs and practices or those of their children

   b. Instructional materials used as part of their children's educational curriculum

   CSBA NOTE: Item #3c is for use only by districts that select Option 2 above.
   ~~c. Instruments used in the collection of personal information for the purpose of marketing or sale~~

4. Any nonemergency physical examinations or screenings that the school may administer

CSBA NOTE: 20 USC 1232h mandates that the district's policy provide for reasonable notice to parents/guardians of the adoption or continued use of this policy. See the accompanying administrative regulation for additional requirements pertaining to the timing and content of such notice.

The Superintendent or designee shall notify parents/guardians of the adoption or continued use of the district's policy pertaining to the rights specified in ~~items~~Items #1-4 above. (20 USC 1232h)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: May 10, 2011
revised: April 10, 2018
revised: ??, 2026

Students
Policy 5125: Student Records

CSBA NOTE: The following mandated policy and accompanying administrative regulation address student records, which are governed by both federal and state law, including the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g, 34 CFR 99.1-99.8), the Protection of Pupil Rights Amendment (PPRA) (20 USC 1232h), the Children's Online Privacy Protection Act (COPPA) (15 USC 6501-6506, 16 CFR 312), Education Code 49069.7 and 49073.1, K-12 Pupil Online Personal Information Protection Act (Business and Professions Code 22584), Early Learning Personal Information Protection Act (Business and Professions Code 22586), and 5 CCR 430-438. For information regarding public access to certain records in accordance with the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.215), see BP/AR 1340 - Access to District Records and BB 9012 - Board Member Electronic Communications. For information regarding retention of records, see BP/AR 3580 - District Records and AR 4112.6/4212.6/4312.6 - Personnel Files.

Pursuant to 5 CCR 431, districts are mandated to establish policies and procedures to implement state law and regulations regarding student records, including policies and procedures which (1) enumerate and describe the student records collected and maintained by the district, (2) ensure security of the records, and (3) guarantee access to authorized persons within five days of a request. Education Code 49069.7 mandates procedures related to review of student records by parent/guardian. See the accompanying administrative regulation for additional language implementing these mandates.

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

~~If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)~~

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

CSBA NOTE: Pursuant to Education Code 49076.7, a district is prohibited from soliciting or collecting social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. One such exception is the collection of the last four digits of the social security number for the purpose of establishing eligibility for a federal benefit program.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

Records Related to Immigration or Citizenship Status

CSBA NOTE: Unless an exception applies, Education Code 234.7, as amended by AB 495 (Ch. 664, Statutes of 2025), prohibits the collection and disclosure of information or documents regarding the citizenship or immigration status of students or their family members. Additionally, the California Attorney General's July 2026 guidance, "Promoting Safe and Secure Government Access for All: Guidance and Model Policies to Assist State and Local Agencies in Responding to Immigration Issues Pursuant to Senate Bill 580 (2025)," provides recommendations, pursuant to SB 580 (Ch. 670, Statutes of 2025), for databases operated by state and local agencies to limit the availability of information in those databases for the purposes of immigration enforcement.

For more information regarding the prohibition against collecting and disclosing citizenship or immigration status of students or their family members, and limited exceptions, see BP/AR 1445 - Response to Immigration Enforcement and BP/AR 1340 - Access to District Records.

The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with Board Policy~~/~~ and Administrative Regulation 1445 - Response to Immigration Enforcement.

The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

Family Court Records

CSBA NOTE: Pursuant to Family Code 6323.5, districts are required to develop protocols to comply with a court's restraining order that prohibits a party from accessing records and information pertaining to the education, day care, health care, recreational activities, or employment of a minor child of the parties, which may include prohibiting access to a parent/guardian who would otherwise be entitled to the records. The protocols must, at a minimum, (1) designate an appropriate employee(s) who is responsible for receiving protective order(s), (2) establish a means of ensuring that the restrained party is not able to access the prohibited records or information, and (3) implement a procedure for submitting a copy of the restraining order including confirmation of when and to whom it was submitted. It is recommended that districts with questions about complying with these procedures consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

CSBA NOTE: Pursuant to Education Code 49073.6, any district considering a program to gather information from students' social media activity, as defined, is required to first notify students and parents/guardians and provide an opportunity for public comment. The notification may be provided as part of the annual parent/guardian notification required pursuant to Education Code 48980. If such a program is then adopted, the district is required to comply with program requirements reflected in "Student Records from Social Media" in the accompanying administrative regulation. If a district does not gather information from students' social media, the following section may be deleted.

It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel before gathering any other online information that does not meet the definition of social media in Education Code 49073.6.

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

CSBA NOTE: The use of artificial intelligence (AI) may pose risks to keeping student records private and secure. CSBA's, "Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know," cautions districts to consider whether information about students shared with or stored in an AI-enabled system is subject to federal or state privacy laws and whether interactions between students and AI systems may create records that are required to be protected by law, such as when a chatbot or automated tutor generates written guidance to a student.

Pursuant to Education Code 33328.5, the California Department of Education (CDE) developed guidance on the safe use of AI in education and a model policy on the safe and effective use of AI. CDE's webpage, "Artificial Intelligence: Information regarding the role of artificial intelligence (AI) in California Public Schools," includes guidance for the safe and effective use of AI in schools, including data privacy, and a model policy. Regarding student records, the model AI policy states that (1) AI tools should protect student data, (2) AI usage should adhere to legal requirements including, but not limited to, FERPA, (3) education records or other confidential information should not be entered into AI tools unless expressly authorized under district policy, and (4) all AI vendor contracts should include enforceable provisions protecting student data privacy and security.

For more information on AI, see BP 0441 - Artificial Intelligence, BP/E(1) 4040 - Employee Use of Technology, BP 5131.9 - Academic Honesty, and BP/AR 6163.4 - Student Use of Technology.

The Superintendent or designee shall ensure the confidentiality of student records as required by law ~~and~~. Additionally, the Superintendent or designee shall establish processes and procedures to safeguard ~~data~~student records against damage, loss, or theft~~, including damage, loss, or theft~~ ~~which~~that may be caused by ~~the use of~~any technology used in the retention or disclosure of student records, including artificial intelligence ~~and breaches~~, or by a breach to the district's digital infrastructure~~, in the retention or disclosure of student records~~.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

CSBA NOTE: Education Code 49073.1 authorizes districts to enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or for software designed for this purpose. A district that chooses to enter into such a contract is mandated to adopt policy allowing such contracts and is required to ensure that the contract includes all the provisions specified in Education Code 49073.1. For more information regarding contracts for digital storage and maintenance of student records, see BP 3312 - Contracts.

~~The~~In accordance with law and Board Policy 3312 - Contracts, the Superintendent or designee may

enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records~~, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws~~.

CSBA NOTE: The privacy of online information of students in prekindergarten (preK)-12 is addressed in Privacy Rights for California Minors in the Digital World (Business and Professions Code 22580-22582), the K-12 Pupil Online Personal Information and Protection Act (Business and Professions Code 22584-22585), and the Early Learning Personal Information Protection Act (Business and Professions Code 22586-22587). These statutes prohibit an operator of a website, online service or application, or mobile application from knowingly using, disclosing, or compiling the personal information of a minor for the purpose of marketing or advertising specified types of products or services; allowing a third party to use, disclose, or compile such information; or selling or disclosing specified student information or knowingly using such student information to engage in targeted advertising to students or parents/guardians or to amass a profile about a preK-12 student. Covered student information includes any personally identifiable information or materials created or provided by a student, parent/guardian, or district employee, such as name, contact information, educational record, discipline records, test results, health records, and socioeconomic information. Pursuant to Business and Professions Code 22584 and 22586, an operator is required to delete data under the control of the school or district upon the request of the school or district.

Additionally, pursuant to Business and Professions Code 22584 and 22586, upon request by a student's parent/guardian or the student if 18 years of age or older, such operator is required to delete the student's covered information that is under the operator's control but which is not subject to the California Consumer Privacy Act (Civil Code 1798.100 - 1798.199.100).

However, Business and Professions Code 22584 and 22586 do not require the deletion of student records held by a national assessment provider when the records only include standardized test results, mandatory permanent student records, and any official records or files directly related to a student and maintained by the operator, school, or district.

The operator of a website, online service or application, or mobile application that controls such student record shall delete any student data under the control of the school or district upon request by the district. Additionally, the student's parent/guardian, or the student if 18 years of age or older, may request the operator to delete any student's records containing covered information which is not subject to the California Consumer Privacy Act. (Business and Professions Code 22584, 22586)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: March 10, 2015
revised: August 14, 2018
revised: May 13, 2025
revised: February 10, 2026

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

Students
Policy 5131.8: Mobile Communication Devices

CSBA NOTE: The following policy is mandated and may be revised to reflect district practice. Pursuant to Education Code 48901.7, the Governing Board is required to adopt a policy that limits or prohibits student use of smartphones while at a school site or under the supervision and control of district employee(s), and subsequently, to update the policy every five years. Additionally, Education Code 48901.7 requires the development of the policy to include significant stakeholder participation in order to ensure that the policy is responsive to the unique needs and desires of students, parents/guardians, and educators in each community. Such participation may occur at Board meetings, school site council meetings, or other appropriate meetings, in order to receive stakeholder input.

Education Code 48901.5 authorizes the district to regulate, while on campus, attending school-sponsored activities, or under the supervision and control of school district employees, student possession or use of electronic signaling devices that operate through the transmission or receipt of radio waves. However, no student is prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the student, the use of which is limited to purposes related to the health of the student.

The U.S. Department of Education's 2024 guidance, "Planning Together: A Playbook for Student Personal Device Policies," provides districts guidance for adopting policies around the use of cellphones and personal devices on campus.

Additionally, the U.S. Surgeon General's Advisory, "Surgeon General's Warning on the Harms of Screen Use: An advisory and toolkit on how to protect children and adolescents," provides that healthy screen use in children includes (1) delaying access to tablets, smartphones, and social media as long as possible and (2) implementing, evaluating, and measuring the impacts of bell-to-bell school cell phone policy restrictions to minimize screen time during the school day.

In addition, the UC|CSU Collaborative for Neuroscience, Diversity, and Learning's, "Strengthening K-12 Cellphone Policies to Support Student Learning and Well-Being: Research-Based Guidance for U.S. Education Leaders," provides that (1) cellphones in classrooms can be both distracting and valuable, (2) students need support in building healthy digital habits, (3) the impact of phone and social media use on mental health depends on how it is used, with the potential for both harmful and beneficial impact on well-being, and (4) the risks and benefits of cellphone use are not uniform. The publication also includes core policy elements for K-12 education leaders, which districts may find helpful when revising this policy to reflect district practice, the grade levels served, and the unique needs and desires of district schools.

The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus may ~~be~~have beneficial ~~to~~as well as harmful and disruptive effects on student learning and well-being, and ~~could be harmful and disruptive of~~on the instructional program ~~in some circumstances~~. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

CSBA NOTE: The following two options offer different approaches to regulate the use of smartphones and other mobile communication devices. Districts should choose the option below, or revise the following, to reflect the needs of the community, district practice, school location, and student demographics such as age and grade level.

Option 1, below, limits the use of smartphones and other mobile communication devices to noninstructional time. Option 2, below, prohibits the use of smartphones and other mobile communication devices while at a school site or under the supervision and control of a district employee.

Option 1: (Limited use of smartphones and other mobile communication devices)
Students may, subject to this Board policy, use smartphones or other mobile communication devices on campus during noninstructional time as long as the device is utilized in accordance with law and any applicable school rules.

Mobile communication devices shall be turned off during instructional time.
End Option 1

~~Option 2: (Prohibited use of smartphones and other mobile communication devices)~~
~~Students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee.~~
~~End Option 2~~

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

~~1. In the case of an emergency, or in response to a perceived threat of danger~~
~~2.~~1. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator

~~3.~~2. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

~~4.~~3. When the possession or use is required by the student's individualized education program

CSBA NOTE: Districts should choose Option 1 or Option 2 below irrespective of which option the district chose above. Education Code 48901.7 specifies circumstances in which the district is not permitted to prohibit student use of smartphones and other mobile communication devices. However, pursuant to Education Code 48901.7, as amended by AB 962 (Ch. 284, Statutes of 2025), a student may be prohibited from possessing or using a smartphone in the case of an emergency or in response to a perceived threat of danger, if explicitly addressed in the comprehensive school safety plan (CSSP).

Option 1, below, is for districts that do not prohibit students from possessing or using a smartphone or other mobile communication device in the case of an emergency or in response to a perceived threat of danger. Option 2, below, is for districts that prohibit students from possessing or using a smartphone or other mobile communication device in the case of an emergency or in response to a perceived threat of danger, and have specifically addressed such in the CSSP. For more information on CSPPs, see BP/AR 0450 - Comprehensive Safety Plan.

Option 1: (Students are not prohibited from possessing/using smartphones or other mobile communication devices during emergency/response to a perceived threat of danger)
Additionally, a student shall not be prohibited from possessing or using a smartphone or other communication device in the case of an emergency or in response to a perceived threat of danger. (Education Code 48901.7)
End Option 1

~~Option 2: (Students are prohibited from possessing/using smartphones or other mobile communication devices during emergency/response to a perceived threat of danger)~~
~~However, a student shall be prohibited from possessing or using a smartphone or other communication device in the case of an emergency or in response to a perceived threat of danger, with the prohibited possession and use explicitly addressed in the comprehensive school safety plan. (Education Code 48901.7)~~
~~End Option 2~~

CSBA NOTE: Pursuant to Education Code 48901.7, the district's policy may include enforcement mechanisms that limit student access to smartphones. However, the district is not permitted to monitor, collect, or otherwise access any information related to a student's online activities.

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

CSBA NOTE: Penal Code 1546.1 prohibits warrantless searches of students' personal electronic devices such as mobile phones, except in the circumstances specified in the following paragraph. Additionally, a search of a student's personally owned mobile communication device may be subject to the Fourth Amendment of the U.S. Constitution, which prohibits unreasonable search and seizure. For more information regarding circumstances under which the search of an individual student may be authorized, see BP/AR 5145.12 - Search and Seizure. It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel with questions related to the search of a student's mobile communication device.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined ~~and~~in accordance with Board Policy/Administrative Regulation 5144 - Discipline, Board Policy/Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities). Additionally, the district employee may temporarily confiscate the device~~. The~~, in which case the employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

CSBA NOTE: The following optional paragraph addresses students' off-campus conduct during nonschool hours. In general, courts have upheld districts' discipline of students for off-campus conduct that posed a threat to the safety of other students, staff, or school property or presented a risk of substantial disruption of school activities, provided that the district was able to document the impact or disruption that the conduct had, or could be expected to have, on school activities.

Pursuant to Education Code 48900, districts have the authority to suspend or expel students who engage in cyberbullying off campus, provided that the act meets the criteria specified in the definition of "bullying" in Education Code 48900, which are a severe or pervasive physical or verbal act or conduct that has or can be reasonably predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property, causing a substantially detrimental effect on the student's physical or mental health, causing substantial interference with the student's academic performance, or causing substantial interference with the student's ability to participate in or benefit from school services, activities, or privileges. For more information regarding bullying, including cyberbullying, see BP 5131.2 - Bullying.

In adopting policy related to off-campus conduct, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to ensure that the policy does not violate students' First Amendment rights to freedom of speech or expression. For more information regarding freedom of speech or expression, see BP 5145.2 - Freedom of Speech/Expression.

~~A~~In addition, a student may ~~also~~ be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district ~~will~~is not ~~be~~ responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of ~~the school community.~~students, parents/guardians, and educators. (Education Code 48901.7)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: November 12, 2019
revised: May 13, 2025
revised: ??, 2026

Students
Policy 5145.3: Nondiscrimination/Harassment

CSBA NOTE: The following mandated policy reflects various provisions of state and federal law which prohibit discrimination against students in educational programs and activities based on certain actual or perceived characteristics of an individual.

The California Department of Education, through its Federal Program Monitoring process, reviews districts' uniform complaint procedures (UCP) and other anti-discrimination policies and processes to ensure compliance with mandated policy requirements. Additionally, the U.S. Department of Education's Office for Civil Rights (USOCR) is responsible for the administrative enforcement of federal laws and regulations prohibiting discrimination on the basis of race, color, national origin, sex, disability, and age in programs and activities that receive federal financial assistance from the department, and requires the adoption of nondiscrimination policies and complaint procedures.

In accordance with various provisions of state and federal law and regulation, and related court cases, discrimination in education programs and activities is unlawful when it is based on certain actual or perceived characteristics of an individual. This includes, but is not limited to, discrimination based on race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. For more information regarding the requirement for district programs and activities to be free from discrimination, see BP 0410 - Nondiscrimination in District Programs and Activities, and regarding the protection of students against sexual harassment, see BP/AR 5145.7 - Sexual Harassment and AR/E(1) 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Title IX of the Education Amendments of 1972 (20 USC 1681-1688) prohibits discrimination based on sex in district programs and activities. Although the Title IX regulations were amended by 89 Fed.Reg. 33474, effective August 1, 2024, these amendments were vacated nationwide by the United States District Court in Tennessee v. Cardona on January 9, 2025. Following this decision, USOCR's February 4, 2025 Dear Colleague Letter clarified that USOCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Therefore, references in this Board policy to Title IX and its implementing regulations are to the Title IX regulations as they existed prior to August 1, 2024.

For information regarding the prohibition of discrimination as it applies to textbooks, instructional materials, supplemental instructional materials, staff development materials, or other curriculum for classroom instruction, or any book or resource in a school library, see BP 0410 - Nondiscrimination in District Programs and Activities, BP 4131 - Staff Development (certificated staff), BP 4231 - Staff Development (classified staff), BP 4331 - Staff Development (supervisory/managerial staff), BP/AR/E(1) 6161.1 - Selection and Evaluation of Instructional materials, BP 6161.11 - Supplementary Instructional Materials, and BP 6163.1 - Library Media Centers. Also see CSBA's, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," "Instructional Materials Adoptions: Local governing board responsibilities," and "State Roles, Responsibilities, and Process for Instructional Materials Adoption," and the California Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books."

The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact on or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more, or any combination, of such characteristics; or association with a person or group with one or more, or any combination, of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 210.3, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

CSBA NOTE: Pursuant to Education Code 51500, teachers may not give instruction and districts may not sponsor any activity that promotes a discriminatory bias. For more information regarding the prohibition of discriminatory bias, see BP 0410 - Nondiscrimination in District Programs and Activities.

Additionally, the Board prohibits teacher instruction and district-sponsored activities that promote discriminatory bias based on any of the characteristics specified above. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group and members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. (Education Code 51500)

CSBA NOTE: Title VI (42 USC 2000d-2000d-7) prohibits discrimination based on race, color, or national origin in programs and activities that receive federal financial assistance, including school districts.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. ~~Unlawful~~Additionally, unlawful discrimination ~~also~~ occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

CSBA NOTE: In addition to the types of prohibited student conduct described above, unlawful discrimination includes different treatment of students with respect to the provision of opportunities to participate in district programs or activities or the provision or receipt of educational benefits or services.

Pursuant to Government Code 53080, as amended by AB 932 (Ch. 628, Statutes of 2025), districts are prohibited from discriminating against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources, or school and recreation facilities and resources, that support or enable such programs.

For more information regarding unlawful discrimination in district programs and activities, see BP 0410 - Nondiscrimination in District Programs and Activities.

~~Unlawful discrimination also~~In addition, unlawful discrimination includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in district programs or activities or the provision or receipt of educational benefits or services.

CSBA NOTE: The following paragraph addresses unlawful discrimination which may occur when disciplining students.

For more information regarding student discipline, see BP/AR 5144 - Discipline, BP/AR 5144.1 - Suspension and Expulsion/Due Process, and AR 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently, and in a non- discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as ~~a~~ discrimination ~~complaint~~complaints.

CSBA NOTE: Pursuant to Education Code 234.1 and 34 CFR 106.8, a district is required to publicize its nondiscrimination policies. Additionally, Education Code 234.1 and 234.6 require the district to make readily accessible on its website its nondiscrimination, harassment, intimidation, bullying, sexual harassment, suicide prevention, and other specified policies and information related to certain state and federal laws and resources, including resources related to neurodiversity developed by the University of California and California State University Collaborative for Neurodiversity and Learning. In addition, 34 CFR 104.8 requires districts to take "continuing steps" to notify students and parents/guardians that it does not discriminate on the basis of disability in its education programs or activities.

For further information regarding specific posting requirements, see "Measures to Prevent Discrimination" in the accompanying administrative regulation.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. ~~In addition~~Additionally, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to students and parents/guardians ~~and students~~, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action shall be taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

CSBA NOTE: Policies related to discrimination must be consistent with the First Amendment right to free speech. Education Code 48950 prohibits a district from subjecting a high school student to disciplinary sanctions solely on the basis of speech or other communication that would be constitutionally protected if engaged in outside of campus. However, Education Code 48950 also specifies that the law does not prohibit discipline for harassment, threats, or intimidation unless constitutionally protected. Whether such speech might be entitled to constitutional protection would be determined on a case-by-case basis, with consideration for the specific words used and the circumstances involved. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel as necessary. For more information regarding students' rights to freedom of speech and of the press, see BP/AR 5145.2 - Freedom of Speech/Expression.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation, shall be subject to appropriate ~~consequence~~consequences or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

CSBA NOTE: The following paragraph may be revised to reflect district practice. Pursuant to Education Code 48900.5, the district is encouraged to have a student who has been suspended, or for whom other means of correction have been implemented pursuant to Education Code 48900.5 for an incident of racist bullying, harassment, or intimidation, as well as the victim, to engage in a restorative justice practice suitable to address the needs of both the victim and the perpetrator, in addition to the other measures specified in the following paragraph. For more information regarding discipline and corrective actions for a student who has committed an act of bullying, see BP/AR 5131.2 - Bullying.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. ~~The~~Additionally, the principal or designee may ~~also~~ require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying or when otherwise required, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

CSBA NOTE: Education Code 234.1 requires that districts adopt a process for receiving and investigating complaints of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying that is consistent with the district's UCP specified in BP/AR 1312.3 - Uniform Complaint Procedures. However, the complaint procedures specified in the Title IX regulations (34 CFR 106.44- 106.45), which were adopted on May 19, 2020 and became effective on August 14, 2020, are required to be used to address any complaint of sexual harassment, as defined in 34 CFR 106.30, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025.

For complaints initiated between August 1, 2024 and January 9, 2025, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel. For more information regarding sexual harassment against students in the school setting, see BP/AR 5145.7 - Sexual Harassment, and for the Title IX grievance procedures, see AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

When a complaint alleges disability discrimination, such a claim may be brought under the Individuals with Disabilities Education Act (IDEA), the American with Disabilities Act, Title V of the Rehabilitation Act, including section 504, or other federal laws protecting the rights of children with disabilities.

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: September 11, 2012
revised: June 19, 2013
revised: March 11, 2014
revised: December 9, 2014
revised: October 11, 2016
revised: September 11, 2018
revised: August 11, 2020
revised: December 12, 2023
revised: November 12, 2024
revised: September 09, 2025
revised: ??, 2026

New for October 13th (District) – First Reading

1312.1—General Complaints or Complaints Concerning District Employees

1. Policy**
2. Regulation**
3. Exhibit**

New for October 13th (District) – Second Annual Review

6145—Extracurricular and Cocurricular Activities

1. Policy**
2. Regulation**

Policy 1312.1: General Complaints or Complaints Concerning District Employees

Status: ADOPTED

Original Adopted Date: 04/10/2007 | Last Revised Date: 06/11/2019 | Last Reviewed Date: 06/11/2019

The Board of Education recognizes its accountability to the public for the quality of the district's educational program and the performance of district employees. The district shall provide a process by which a complaint submitted by any person ~~regarding an employee~~ can be resolved impartially, expeditiously, and with minimal disruption to district operations and the educational program.
When a concern ~~regarding an employee~~ is presented during a Board meeting or to an individual Board member or employee outside of a Board meeting, the complainant shall be informed of the appropriate complaint procedure.

Any complaint regarding the Superintendent shall be initially filed in writing with the Board President. The Board shall consult with legal counsel or appoint an appropriate agent to conduct the investigation.

The Superintendent or designee shall determine whether a complaint against any other employee should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures. Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law and BP 5141.4 - Child Abuse Prevention and Reporting. Any complaint alleging that an employee engaged in unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. Any complaint by an employee, job applicant, volunteer, intern, or independent contractor alleging unlawful discrimination or harassment by an employee shall be filed in accordance with AR 4030 - Nondiscrimination in Employment.

Any complaint subject to this policy and the accompanying administrative regulation and Exhibit shall be investigated by the principal, the employee's immediate supervisor, the Superintendent or designee, legal counsel, agent of the Board, and/or other appropriate person who is not the subject of the complaint or ~~subordinate to the employee charged in the complaint~~ otherwise has a conflict of interest. The complainant and the employee, when the complaint concerns an employee, shall have an opportunity to present information relevant to the complaint.

A complaint that is filed anonymously may be investigated by the Superintendent or designee depending on the specificity and reliability of the information.

If a complainant requests confidentiality, the Superintendent or designee shall inform the complainant that the request may limit the district's ability to investigate the employee's conduct or take other necessary action. However, the Superintendent or designee shall take all reasonable steps to investigate and resolve the complaint without divulging the complainant's identity.

The Board prohibits retaliation against complainants.

Appeals

If either the complainant or, when the complaint concerns an employee, the employee submits an appeal of the Superintendent's decision to the Board, the Board shall determine whether to uphold the Superintendent's decision without hearing the complaint, appoint an appeals committee to advise the Board, or hear the appeal itself.

If the Board decides to hear the complaint, the matter shall be addressed in closed session in accordance with Government Code 54957 unless the complaint is concerning an employee, and the employee requests that it be heard in open session. The Board shall review the original complaint and additional information provided by the Superintendent or designee regarding the steps taken to resolve the issue.

The Board's decision shall be final.

Regulation 1312.1: General Complaints or Complaints Concerning District Employees Status: ADOPTED

Original Adopted Date: 04/10/2007 | Last Revised Date: 06/11/2019 | Last Reviewed Date: 06/11/2019

Every effort should be made to resolve complaints ~~regarding district employees~~ at the earliest possible stage. Any person who files a General Formal Complaint or Complaint Concerning a District Employee ~~complains about a district employee~~ shall be encouraged to resolve the matter informally ~~through direct communication with the employee~~ whenever possible.

If a complainant is unable or unwilling to resolve the complaint informally ~~directly with the employee~~, the complainant may submit a written complaint to the principal or other immediate supervisor of the employee by email, written letter, or using the General Formal Complaint Form included in Exhibit 1312.1 "General Complaints or Complaints Concerning District Employees". Complaints related to a principal or district administrator shall be initially filed in writing with the Superintendent or designee. If the complainant is unable to prepare the complaint in writing, administrative staff shall provide assistance in the preparation of the complaint.

A written complaint shall include a brief but specific summary of the complaint and the facts surrounding it, including any relevant documentation or other information, and a description of any prior attempt to resolve the complaint, if applicable.

~~A written complaint~~ When a complaint concerns a district employee, the written complaint shall also include the full name of the employee involved, a brief but specific summary of the complaint and the facts surrounding it, and a description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter, if applicable.

To promote prompt and fair resolution of general complaints, the Superintendent or designee shall determine the appropriate person or process for investigating and resolving the complaint based on the nature and subject matter of the complaint. The investigation may include interviews of the complainant, employee, witnesses, or other appropriate persons, and/or a review of documentation relevant to the complaint.

To promote prompt and fair resolution of ~~the~~ complaints concerning district employees, the following procedures shall govern the resolution of the complaint~~s against district employees:~~

1. When a written complaint is received, the employee who is the subject of the complaint shall be notified within five days or in accordance with the collective bargaining agreement.

2. The principal or other immediate supervisor of the employee shall investigate and attempt to resolve the complaint to the satisfaction of the parties involved within 30 days. A complaint against a school or district administrator shall be investigated by the Superintendent or designee. The investigation may include interviews of the employee, complainant, or witnesses as necessary and/or a review any documentation relevant to the complaint.

3. Both the complainant and employee shall be notified in writing of the final decision regarding the resolution of the complaint.

4. Either the complainant or the employee against whom the complaint was made may appeal the decision. A decision by the principal or immediate supervisor may be appealed to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days. Either the complainant or the employee may appeal the Superintendent's decision to the Board of Education.

5. If the decision is appealed to the Board, the Superintendent or designee shall submit to the Board the following information:

    a. The full name of each employee involved

    b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response

c. A copy of the signed original complaint

d. A summary of the action taken by the Superintendent or designee and the reasons that the problem has not been resolved

Sierra County/Sierra-Plumas Joint USD

Exhibit 1312.1 (NEW)– General Complaints or Complaints Concerning District Employees

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
SIERRA COUNTY OFFIE OF EDUCATION
GENERAL FORMAL COMPLAINT FORM

This form may be used to submit a general formal complaint.

This form is not intended to replace other complaint procedures required by law or District policy, including Uniform Complaint Procedures (UCP), Title IX, discrimination or harassment complaints, complaints regarding instructional materials, or other complaints that are subject to a specific process. If the District determines that another complaint procedure applies, the complaint will be referred to the appropriate process and you will be notified.

Before Filing This Complaint

Whenever appropriate, the District encourages concerns to be addressed at the lowest appropriate level. Have you:

☐ Spoken directly with the employee involved?

☐ Spoken with the employee's immediate supervisor, site administrator, or principal?

☐ Spoken with the Superintendent or designee, if appropriate?

If you have not taken one or more of these steps, please explain why:

_____

_____

If this complaint concerns the Superintendent personally, please do not submit it to the Superintendent. Complaints concerning the Superintendent should be directed to the Board President.

1. Complainant Information

Name: _____
Address: _____
Phone: _____
Email: _____

Preferred method of contact: ☐ Phone ☐ Email ☐ Mail

2. Employee the Complaint Concerns (If this is Regarding an Employee)

Employee Name: _____
Employee Position/Title: _____
School/Department: _____

***If your complaint is regarding a District employee, please be aware that the employee will need to be informed of the complaint and given an opportunity to respond. The District will make reasonable efforts to maintain confidentiality, but confidentiality cannot be guaranteed.*

.3. Description of Complaint

Please describe the concern or complaint in as much detail as possible. Include the date(s), location(s), individuals involved, and specific actions or conduct that are the basis of your complaint.

_____

_____

_____

_____

_____

If additional space is needed, please attach additional pages.

4. Supporting Information

Please identify any documents, communications, photographs, records, or other information that you believe are relevant to your complaint.

_____

Are you submitting supporting documents with this complaint? ☐ Yes ☐ No

If yes, please list the documents attached:

_____

_____

5. Witnesses or Other Individuals with Relevant Information

Please identify anyone who may have relevant information regarding your complaint.

Name: _____ Contact (if known): _____

Name: _____ Contact (if known): _____

Name: _____ Contact (if known): _____

6. Previous Attempts to Resolve the Concern

Please describe any previous conversations, meetings, or other efforts to resolve this concern, including approximately when they occurred and with whom you spoke.

_____

_____

_____

7. Requested Resolution

Please describe what you believe would appropriately address your concern.

_____

_____

_____

***The District will consider the information provided and determine the appropriate response. Submission of a requested resolution does not guarantee that the requested action will be taken.*

8. Certification

I certify that the information provided in this complaint is true and accurate to the best of my knowledge. I understand that the District may need to share information contained in this complaint with individuals as necessary to investigate and respond to the complaint. I understand that the District will handle the complaint in accordance with applicable law and District policy.

Signature: _____

Date: _____

What Happens After You Submit a Complaint?

Once your complaint is submitted, you will receive confirmation that the District has received it. The District will review and investigate the complaint, which may include gathering additional information, speaking with individuals involved, and reviewing relevant records or documents. The District will make every reasonable effort to address the complaint as promptly as practical.

You will receive a written response regarding the outcome of the complaint within 60 calendar days of the date the complaint is filed, unless additional time is necessary due to the nature or complexity of the matter. If additional time is needed, you will be notified.

FOR DISTRICT USE ONLY

Date Received: _____

Received By: _____

Complaint Assigned To: _____

Date Acknowledged: _____

Complaint Type/Procedure:

☐ General Employee Complaint

☐ Referred to UCP

☐ Referred to Title IX process

☐ Referred to another District complaint procedure

☐ Other: _____

Investigation/Review Completed By:

_____

Date Completed: _____

Outcome/Action Taken: _____

_____

_____

_____

Complainant Notified: ☐ Yes ☐ No Date: _____

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Exhibit version: October 13, 2026

Policy 6145: Extracurricular And Cocurricular Activities

Status: ADOPTED

Original Adopted Date: 04/10/2007 | **Last Revised Date:** 07/11/2017 | **Last Reviewed Date:** 07/11/2017

The Board of Education recognizes that extracurricular and cocurricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.
Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. No extracurricular or cocurricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or cocurricular activity be required or refused on those bases. (5 CCR 4925)

Any complaint alleging unlawful discrimination in the district's extracurricular or cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

Unless specifically authorized by law, no student shall be charged a fee for his/her participation in educational activities, including extracurricular and cocurricular activities and materials or equipment related to such activities. (Education Code 49010, 49011)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7 through 8 must demonstrate weekly satisfactory academic progress including but not limited to:

1. Maintenance of a grade report that reflects no "F" or failing grade.

    a. Students may practice with an "F" grade but are not allowed to participate in games, tournaments, or travel with the team.

To be eligible to participate in extracurricular and cocurricular activities, students in grades 9 through 12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale with no "F" grade(s)in all enrolled classes

2. Maintenance of minimum progress toward meeting high school graduation requirements

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

Any decision regarding the eligibility of a homeless student, foster youth, or child of an active duty military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Cocurricular Events

When attending or participating in extracurricular and cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative

programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

Annual Policy Review

The Board shall annually review this policy and implementing regulations. (Education Code 35160.5)

Regulation 6145: Extracurricular And Cocurricular Activities

Status: ADOPTED

Original Adopted Date: 04/10/2007 | **Last Revised Date:** 10/09/2012 | **Last Reviewed Date:** 10/09/2012

Definitions

For purposes of applying eligibility criteria for student participation, extracurricular and cocurricular activities shall be defined as follows: (Education Code 35160.5)

1. Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit, do not take place during classroom time, and have all of the following characteristics:
    a. The program is supervised or financed by the school district.
    b. Students participating in the program represent the school district.
    c. Students exercise some degree of freedom in the selection, planning, or control of the program.
    d. The program includes both preparation for performance and performance before an audience or spectators.
2. Cocurricular activities are programs that may be associated with the curriculum in a regular classroom.

An activity is not an extracurricular or cocurricular activity if either of the following conditions applies: (Education Code 35160.5)

1. It is a teacher-graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.
2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

Eligibility Requirements

Grades 7-8

The grade point average (GPA) used to determine eligibility shall be based on the grades entered into the district's attendance/grading program on a designated day of every school week, i.e., Tuesday.

Grades 9-12

The grade point average (GPA) used to determine eligibility for extracurricular and cocurricular activities shall be based on grades of the last previous grading period during which the student attended class at least a majority of the time. If a student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work, the GPA used to determine eligibility shall be the grading period immediately prior to the excluded grading period(s). (Education Code 35160.5)

When a student becomes ineligible to participate in extracurricular or cocurricular activities in the upcoming grading period, or when he/she is subject to probation, the principal or designee shall provide written notice to the student and his/her parent/guardian.

Supervision

All extracurricular activities conducted under the name or auspices of a district school or any class or organization of the school, regardless of where the activities are held, shall be under the direct supervision of certificated employees. (5 CCR 5531)

Any noncertificated person working with students in a district-sponsored extracurricular student activity program

shall possess an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing or shall have cleared a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning his/her duties, in accordance with BP 4127/4227/4327 - Temporary Athletic Team Coaches. (Education Code 49024)

CSBA POLICY GUIDE SHEET – November 10, 2026__*First Reading*

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

****New to SCOE/SPJUSD** Board Policy 6141 – Curriculum Development and Evaluation**

Policy updated to add the district's local control and accountability plan to the list of items with which the district's curriculum be aligned. Additionally, policy updated to clarify that the curriculum development and evaluation process be coordinated with the selection and evaluation of instructional materials and in accordance with applicable Board policy and administrative regulation. In addition, policy updated to reflect **NEW LAW (AB 715, 2025)**, which (1) requires that instructional materials adopted by the Governing Board be factually accurate, reflect specified curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship and (2) prohibits the use of any textbook, instructional material, supplemental instructional material, curriculum, or staff development material if it would subject a student to unlawful discrimination.

Board Policy 6159 – Individualized Education Program

Policy updated to change the term "student with exceptional needs" to "students with disabilities" for alignment with federal law and consistency throughout CSBA sample policies. Additionally, policy updated to clarify that the membership of the individualized education program (IEP) team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review, and revision processes be in accordance with the accompanying administrative regulation.

Board Policy 6159.1 – Procedural Safeguards and Complaints for Special Education

Policy updated to reflect **NEW LAW (SB 373, 2025)** which requires students to be given a copy of their rights and procedural safeguards.

Board Policy 6159.2 – Nonpublic, Nonsectarian School and Agency Services for Special Education

Policy updated to change the term "student with exceptional needs" to "students with disabilities" for alignment with federal law and consistency throughout CSBA sample policies.

Board Policy 6161.1 – Selection and Evaluation of Instructional Materials

Policy updated to reflect **NEW LAW (AB 715, 2025)** which (1) requires that any instructional materials adopted by the Governing Board be factually accurate, reflect specified curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship, (2) prohibits the Board from adopting of approving the use of any instructional materials if the use would subject a student to unlawful discrimination, (3) requires that parents/guardians have, within a reasonable amount of time, access to instructional materials in accordance with Board policy, and (4) if the Board knows or has reason to know that materials were used in a classroom or an action occurred that violated specified law, the Board is required to investigate and remediate the action. Additionally, policy updated to clarify that the Board not adopt textbooks or other instructional materials if they contain any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or that violates law. In addition, policy updated to clarify that parent/guardian requests to opt a student out of specified instructional content be handled in accordance with applicable Board policy.

Board Policy 6161.11 – Supplementary Instructional Materials

Policy updated to add that the Governing Board or district is prohibited from adopting the use of any supplemental instructional material if the use would subject a student to unlawful discrimination. Additionally, policy updated to reflect **NEW LAW (AB 715, 2025)** which requires, if the Board knows or has reason to know that materials were used in a classroom, or an action occurred that violated specified law, the Board to investigate and remediate the action. In addition, policy updated to clarify that parent/guardian requests to opt a student out of specified instructional content be handled in accordance with

applicable Board policy.

Board Policy 6163.1 – Library Media Centers

Policy updated to include that the district may coordinate with the local public library to ensure that each student is provided with the opportunity to obtain a student success card, a card issued by a local public library that provides access to library services, by grade 3, and that the district may disclose student directory information to the State Librarian and a local public library for purposes of administering the student success cards. Additionally, policy updated to add that the Governing Board may exclude from libraries all books, publications, or papers of a sectarian, partisan, or denominational character. In addition, policy updated to clarify that library materials not be used in a discriminatory manner in accordance with applicable Board policy.

Board Policy 6164.4 – Identification and Evaluation of Individuals for Special Education

Policy updated to reference **NEW LAW (SB 373, 2025)** which requires that students be given a copy of their rights and procedural safeguards.

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

Instruction
Policy 6141: Curriculum Development and Evaluation

The Governing Board desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making. Upon recommendation of the Superintendent or designee, the Board shall adopt a written district curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in all district schools.

The district's curriculum shall be aligned with the district's vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and district assessments, graduation requirements, school and district improvement plans, local control and accountability plan, and, when necessary, related legal requirements.

The Superintendent or designee shall establish a process for curriculum development, selection, and/or adaptation which utilizes the professional expertise of teachers, principals, and district administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. Additionally, the process may provide opportunities for input from students, parents/guardians, representatives of local businesses and postsecondary institutions, and other community members.

CSBA NOTE: Since instructional materials are often an important component of the curriculum, the process of adopting instructional materials should be coordinated with the curriculum review and adoption process. For more information regarding the adoption of instructional materials, see BP/AR 6161.1 - Selection and Evaluation of Instructional Materials.

The California Department of Education's, "Guidance for Local Instructional Materials Adoptions," provides guidance for districts when identifying, reviewing, piloting, and adopting instructional materials in all content areas, including links to current legislation, sample timelines, support for student groups, and implementation considerations. Additional information regarding the adoption of instructional materials can be found in CSBA's, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," "Instructional Materials Adoption: Local governing board responsibilities," and "State Roles, Responsibilities, and Process for Instructional Materials Adoption," and the California Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books." For guidance regarding the adoption and implementation of mathematics instructional materials that meet the needs of English learners, see CSBA's "Defining High-Quality Instructional Materials for Mathematics to Meet the Needs of English Learners."

The curriculum development and evaluation process shall be coordinated with the process specified in Board Policy and Administrative Regulation 6161.1 - Selection and Evaluation of Instructional Materials, for selecting and evaluating instructional materials for use in district schools.

When presenting a recommended curriculum for adoption, the Superintendent or designee shall provide research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. Additionally, the Superintendent or designee shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

CSBA NOTE: Pursuant to Education Code 244 and 51501, the Governing Board is prohibited from adopting or approving the use of any textbook or other instructional material, or as amended by AB 715 (Ch. 428, Statutes of 2025), any staff development material, if such use would reflect adversely upon persons based on race or ethnicity, gender, religion, or other characteristics specified in Education Code 220 or would subject a student to unlawful discrimination pursuant to Education Code 220. Additionally, Education Code 51501, as amended by AB 715, requires that instructional materials adopted by the Board be factually accurate and meet other requirements as specified below.

Any instructional materials recommended by the Superintendent or designee to implement the curriculum shall be factually accurate and reflect the adopted curriculum and standards reflected in Education Code 60200, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. (Education Code 51501)

Additionally, any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, shall not be recommended by the Superintendent or designee to implement the curriculum if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

In addition, any textbook or other instructional material shall not be recommended by the Superintendent or designee to implement the curriculum if it contains any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Education Code 220, or that violates Education Code 243, 244, 51500, or 60044. (Education Code 51501)

CSBA NOTE: The following paragraph may be revised to reflect district practice. Education Code 52376 requires districts with high schools to compare their career technical education programs with state model curriculum standards at least every three years. For more information regarding career technical education, see AR 6178 - Career Technical Education. At their discretion, districts may choose to establish a schedule of regular reviews in other subject areas to ensure continued alignment of district curricula with state standards.

The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

Additionally, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians; new research on program effectiveness; or changing student needs.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: ??, 2026

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

Instruction
Policy 6159: Individualized Education Program

CSBA NOTE: The following Board policy and the accompanying mandated administrative regulation should be revised for consistency with the policies and regulations of the Special Education Local Plan Area in which the district participates.

The Governing Board desires to provide full educational opportunities to all students with ~~exceptional needs.~~disabilities. Students with ~~exceptional~~disabilities who require special education and related services to meet their unique needs shall receive a free appropriate public education (FAPE) and, to the maximum extent possible, shall be educated in the least restrictive environment with nondisabled students.

For each student with ~~exceptional needs~~disabilities, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. ~~The Superintendent or designee shall develop administrative regulations regarding the~~The membership of the IEP team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review, and revision processes shall be in accordance with the accompanying administrative regulation.

The district shall make FAPE available to individuals with disabilities ages 3-21 who reside in the district, including: (Education Code 56040, 56440; 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)

1. Students who have been suspended or expelled from school

2. Students who are placed by the district in a nonpublic, nonsectarian school

3. Individuals ~~age~~ 18-21 years of age who are incarcerated in an adult correctional facility and were identified as being an individual with disabilities or had an IEP in their prior educational placement

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: September 8, 2020
revised: June 24, 2025
revised: ??, 2026

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

Instruction
Policy 6159.1: Procedural Safeguards and Complaints for Special Education

CSBA NOTE: The following mandated policy reflects the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482), implementing federal regulations (34 CFR 300.1-300.818), and conforming state legislation. In cases where state law provides greater protections to students, state law supersedes federal law.

Education Code 56195.8 and 20 USC 1415 mandate all entities providing special education to adopt policy on procedural safeguards, and Education Code 56500.1 requires entities providing special education to establish and maintain all procedural safeguards granted by federal law. For California law related to due process rights and due process hearing rights and procedures, see Education Code 56501-56509 and 5 CCR 3082. For federal due process procedure requirements, see 34 CFR 300.500-300.520. Pursuant to Education Code 56301, as amended by SB 373 (Ch. 579, Statutes of 2025), students are required to be given a copy of their rights and procedural safeguards in accordance with 20 USC 1415 and 34 CFR 300.504.

This policy and accompanying administrative regulation should be revised for consistency with the policy and regulations of the Special Education Local Plan Area in which the district participates.

~~The Board of Education~~The Governing Board recognizes its obligation to provide a free appropriate public education (FAPE) to students with disabilities and to uphold the rights of parents/guardians to be involved in educational decisions regarding their child. ~~Parents~~Students with disabilities and the parents/guardians of such students ~~with disabilities~~ shall receive written notice of their rights under the federal Individuals with Disabilities Education Act.

Whenever there is a dispute between the district and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the extent possible. ~~The~~Additionally, the district or parent/guardian may ~~also~~ request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation.

CSBA NOTE: Education Code 56195.8 authorizes the Governing Board to adopt policy for the involvement of Board members in any due process hearing procedure activities. However, a best practice is to designate the Superintendent or designee to serve as the district representative at the hearing. The following optional paragraph may be revised to reflect district practice.

The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Board about the result of the hearing.

CSBA NOTE: 5 CCR 3200-3205 requires complaints alleging a violation of federal or state law or regulation related to the provision of a free appropriate public education to students with disabilities to be submitted to the California Department of Education rather than being addressed through the district's uniform complaint procedures as described in BP/AR 1312.3 - Uniform Complaint Procedures. For further information regarding state compliance complaints, see the accompanying administrative regulation.

~~Any~~A complaint alleging the district's noncompliance with federal or state laws or regulations related to the provision of a free appropriate public education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: September 8, 2020
revised: ??, 2026

Instruction
Policy 6159.2: Nonpublic, Nonsectarian School and Agency Services for Special Education

CSBA NOTE: Education Code 56195.8 mandates districts to adopt policies for the special education programs and services they operate, including nonpublic, nonsectarian services provided to students with disabilities when no appropriate public education program is available to meet their special education needs. The nonpublic, nonsectarian school or agency (NPS/A) is required to be certified as meeting state standards pursuant to Education Code 56366 and 56366.1.

The following policy and accompanying administrative regulation should be revised to comply with the policies and regulations of the Special Education Local Plan Area in which the district operates.

The Governing Board recognizes its responsibility to provide a free appropriate public education to students with ~~exceptional needs~~disabilities in accordance with law. When the district is unable to provide direct special education and/or related services to students with ~~exceptional needs~~disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

CSBA NOTE: Pursuant to Education Code 56366 and 56366.1, a district contracting with an NPS/A is required to verify that the NPS/A meets certification requirements. 5 CCR 3067 authorizes the district to request, in writing, that the California Department of Education (CDE) review the certification status of an NPS/A.

Additionally, Education Code 56366.1 requires districts to verify that the NPS/A provides staff training in the use of evidence-based practices and interventions specific to the unique behavioral needs of the NPS/A's student population.

Prior to entering into a contract to place any student in an NPS/A, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with ~~exceptional needs~~disabilities and complies with staff training requirements in accordance with Education Code 56366 and 56366.1.

CSBA NOTE: Pursuant to Education Code 56366.1, an NPS/A that is certified or seeking certification is required to provide assurances to CDE that for any foster youth it serves, the NPS/A will serve as the school of origin of the foster youth and that the foster youth will be allowed to continue the foster youth's education in the school. For such purposes, "school of origin" includes placement in an NPS/A.

Additionally, the Superintendent or designee, such as the district's liaison for foster youth, shall verify that for any student served by an NPS/A who is a foster youth, the NPS/A agrees to serve as the school of origin of the foster youth and allow the foster youth to continue the foster youth's education in the NPS/A in accordance with Education Code 56366.1.

The Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the district has a contract to ensure that the certification has not expired.

CSBA NOTE: Pursuant to Education Code 56366.45, within 14 days of becoming aware of any change to the certification status of an NPS/A, the district is required to notify parents/guardians of district students who attend the NPS/A of the change in certification status and include in that notice, a copy of procedural safeguards.

Within 14 days of becoming aware of any change to the certification status of an NPS/A, including, but not limited to, receiving notification of a determination to suspend or revoke the certification of the NPS/A pursuant to Education Code 56366.4, the district shall notify, through email or regular mail, the parents/guardians of any district student who attends the NPS/A of the change in certification status, which includes a copy of procedural safeguards. The district shall maintain a record of such notice and make the notice available for inspection upon request by the California Department of Education. (Education Code 56366.45)

No district student with ~~exceptional needs~~disabilities shall be referred to, or placed in, an NPS/A unless the student's individualized education program (IEP) team has determined that the placement is appropriate for the student. (Education Code 56342.1)

CSBA NOTE: Pursuant to Education Code 56365, students enrolled in an NPS/A are deemed to be enrolled in public schools for state apportionment purposes. Districts pay to the NPS/A the full amount of the school tuition or the agency fees for participating students pursuant to the contract.

The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with ~~exceptional needs~~disabilities who are enrolled in programs or receiving services provided by the NPS/A pursuant to the contract. (Education Code 56365)

In accordance with law, any student with ~~exceptional needs~~disabilities placed in an NPS/A shall have all the rights and protections to which students with ~~exceptional needs~~disabilities are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

During the period when any student with ~~exceptional needs~~disabilities is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the IEP.

CSBA NOTE: The U.S. Department of Education's January 2025, "Secretary's letter on Restraint and Seclusion," reminds educators of their collective responsibility to ensure that all students are educated in learning environments that are safe, supportive, and responsive to their needs and encourages districts to provide educators opportunities to learn about and implement positive, proactive practices in schools and early childhood programs, including how to effectively support and respond to students' behavioral needs.

The Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with district policy, procedures, and practices related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve district students shall be made aware of, and trained in such policies, procedures, and practices.

CSBA NOTE: The following optional paragraph may be modified to reflect district practice. Pursuant to Education Code 56366.1, the Superintendent of Public Instruction is required to take actions prior to certifying an NPS/A located outside of California, which, as amended by SB 373 (Ch. 579, Statutes of 2025), have been expanded. Additionally, Education Code 56366.1, as amended by SB 373, expands the requirements for districts related to monitoring visits of NPS/A located outside of California. For more information regarding certification of NPS/A, see the accompanying AR.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: June 19, 2013
revised: September 8, 2020
revised: September 12, 2023
revised: June 24, 2025
revised: ??, 2026

Board Policy Manual
Sierra County/Sierra-Plumas Joint Unified School District

Instruction
Policy 6161.1: Selection and Evaluation of Instructional Materials

CSBA NOTE: Pursuant to Education Code 60200 and 60400, the Governing Board is responsible for the adoption of textbooks and other instructional materials, as defined in Education Code 60010, for use in district schools. See the accompanying administrative regulation for required and optional criteria for the selection of instructional materials. For selection of staff development materials and services, see BP 4131 - Staff Development (certificated staff), BP 4231 - Staff Development (classified staff), and BP 4331 - Staff Development (supervisory/managerial staff). For selection processes regarding supplementary books and materials, see BP 6161.11 - Supplementary Instructional Materials and BP 6163.1 - Library Media Centers.

For more information, the California Department of Education's (CDE) website provides guidance on the removal of instruction or instructional materials. Additionally, pursuant to Education Code 60040.5, CDE has published guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant, available on CDE's webpage, "Accurate and Inclusive Curriculum (AB 1078)." In addition, pursuant to Education Code 242, CDE has developed guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum.

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, stimulate thought, and the exploration of ideas and intellectual exchanges, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

CSBA NOTE: The following paragraph is for use by districts that maintain any of grades kindergarten-8 and may be revised to reflect the grade levels offered by the district. Pursuant to Education Code 60200, the State Board of Education (SBE) adopted basic instructional materials in specified subjects that districts may select for use in grades K-8. Education Code 60200 provides that SBE may adopt materials in any of the specified subject areas at least once, but not more than twice, every eight years. Education Code 60210 authorizes the Board to select materials that have not been approved by SBE, provided they are aligned with state academic content standards or Common Core State Standards.

"Guidance for Local Instructional Materials Adoptions," adopted by SBE, provides guidance for districts when identifying, reviewing, piloting, and adopting instructional materials in all content areas, including links to current legislation, sample timelines, support for student groups, and implementation considerations. Additional information regarding the adoption of instructional materials can be found in CSBA's, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," "Instructional Materials Adoption: Local governing board responsibilities," and "State Roles, Responsibilities, and Process for Instructional Materials Adoption," and the California Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books."

Pursuant to Education Code 60205, as added by AB 1454 (Ch. 471, Statutes of 2025), SBE is required to adopt instructional materials for grades K-8 in English language arts and English language development that adhere to specified requirements. Upon the adoption of these instructional materials, SBE is required to update its, "Guidance for Local Instructional Materials Adoptions." Districts are required to follow this guidance and the processes described in Education Code 60002 for purposes of adopting instructional materials.

The Board shall select instructional materials for use in grades ~~K-8 that have been approved by the State Board of Education (SBE) or~~ kindergarten-8 that have been approved by the State Board of Education (SBE) or that, during the district's review process, have been determined to be aligned with the state academic content standards adopted by SBE~~, which includes instructional materials for~~. For mathematics and English language arts, only instructional materials that are aligned to Common Core State Standards shall be selected. (Education Code 60200, 60210)

CSBA NOTE: The following paragraph is for use by districts that maintain high schools.

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. (Education Code 60400)

CSBA NOTE: Pursuant to Education Code 244 and 51501, the Board is prohibited from adopting or approving the use of any textbook or other instructional material, or as amended by AB 715 (Ch. 428, Statutes of 2025), any staff development material, if such use would reflect adversely upon persons based on race or ethnicity, gender, religion, or other characteristics specified in Education Code 220 or would subject a student to unlawful discrimination pursuant to Education Code 220. Additionally, Education Code 51501, as amended by AB 715, requires that instructional materials adopted by the Board be factually accurate and meet other requirements as specified below.

Any instructional materials adopted by the Board shall be factually accurate and reflect the adopted curriculum and standards reflected in Education Code 60200, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. (Education Code 51501)

The Board shall not adopt or approve any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

Additionally, the Board shall not adopt any textbook or other instructional material if it contains any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic listed in Education Code 220, or that violates Education Code 243, 244, 51500, or 60044. (Education Code 51501)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

CSBA NOTE: In addition to other federal and state law, Education Code 49091.10, 49091.14, 51101, and 51500 as amended by AB 715, require the district to ensure that parents/guardians have access to instructional materials and public records in a reasonable amount of time, as described below.

The Superintendent or designee shall ensure that parents/guardians have, within a reasonable amount of time, access to instructional materials in accordance with Board Policy and Administrative Regulation 5020 - Parent Rights and Responsibilities. (Education Code 49091.10, 49091.14, 51101, 51500)

Sufficiency of Instructional Materials and Public Hearing

CSBA NOTE: As a condition of receiving funds for instructional materials from any state source, Education Code 60119 requires the Board to annually hold a public hearing to determine whether each student in the district has sufficient standards-aligned textbooks or instructional materials in English/language arts (including English language development), mathematics, science, and history-social science that are consistent with the content and cycles of the curriculum framework adopted by SBE. As clarified in CDE's "Instructional Materials FAQ," state funding sources for instructional materials include local control funding formula funds and Proposition 20 (2000) lottery funds. Pursuant to Education Code 60119, the Board is required to also make a written determination during the hearing as to the sufficiency of textbooks or instructional materials in world language and health courses, as well as the availability of science laboratory equipment in science laboratory courses.

Pursuant to Education Code 60010, "technology-based materials" include the electronic equipment required to make use of those materials, including, but not limited to, laptop computers and devices that provide Internet access. Thus, when districts provide technology-based materials to students, such equipment is subject to the determination of sufficiency pursuant to Education Code 60119.

Education Code 1240 requires the County Superintendent of Schools to review the textbooks and instructional materials of underperforming schools and, if the County Superintendent determines that a school does not have sufficient materials, to prepare a report outlining the noncompliance and give the district a chance to remedy the deficiency. If the deficiency is not remedied by the second month of the school year, the County Superintendent may request that CDE purchase textbooks or materials for the district, and the cost is required to be repaid by the district. CDE will issue a public statement at an SBE meeting indicating the district's failure to provide instructional materials.

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials, including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

CSBA NOTE: Education Code 60119 specifies that the hearing is required to be held within eight weeks of the beginning of the school year. Pursuant to Education Code 60119, for a district that operates schools on a multitrack, year-round calendar, the timeline begins with the first day students attend school in any track that begins in August or September.

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board ~~encourages~~shall encourage participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

CSBA NOTE: Education Code 60119 requires the Board to adopt a resolution indicating whether each student in each school has sufficient standards-aligned textbooks or instructional materials for the subjects specified in Items #1-6 below. See the accompanying Exhibit for a sample resolution.

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks and/or other instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program
5. World language
6. Health

CSBA NOTE: The following paragraph is for use by districts that maintain any of grades 9-12.

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

CSBA NOTE: Pursuant to Education Code 60119, if the Board determines, by resolution, that there are insufficient textbooks or other instructional materials, the Board is required to take action to ensure that the materials are provided within two months of the beginning of the school year. Education Code 60119 requires the Board to submit a copy of the resolution to the County Superintendent no later than three business days. CDE's, "Instructional Materials FAQ," states that, if a district has submitted purchase orders to the publisher to purchase materials to remedy the insufficiency, these materials should be received and made available to students by the end of the second month of the school year. Thus, districts are strongly encouraged to hold the public hearing as early in the school year as possible in order to provide sufficient time to correct any deficiencies.

Pursuant to Education Code 1240, the County Superintendent conducts annual reviews of certain schools to determine, among other things, whether there are insufficient textbooks or instructional materials. Upon making such a determination, the County Superintendent is required to provide the

district the opportunity to remedy the deficiency and ensure that the deficiency is remedied no later than the second month of the school term. If the deficiency is not remedied, Education Code 1240 requires the County Superintendent to request CDE to purchase the textbooks or instructional materials, the cost of which is required to be repaid by the district. CDE will issue a public statement at an SBE meeting indicating the Superintendent's and Board's failure to provide instructional materials. Additionally, Education Code 1240 requires the County Superintendent to take the actions specified above when the County Superintendent determines that there are insufficient textbooks or instructional materials based on (1) the Board's resolution, (2) the district's quarterly complaints report provided to the County Superintendent in accordance with Education Code 35186, or (3) an audit exception found in accordance with Education Code 41020.

Pursuant to Education Code 60150, if the Superintendent of Public Instruction (SPI) finds that a district has not provided sufficient textbooks or instructional materials as required, CDE is required to take all remedial actions as specified in Education Code 1240, including purchasing textbooks and instructional materials. Additionally, pursuant to Education Code 60151, if corrective action is not taken by the district within 60 days, the SPI will assess a financial penalty, the calculation of which is specified in Education Code 60151, amended by AB 121 (Ch. 8, Statutes of 2025) and may be subject to other corrective action as specified in Education Code 60151.

If the Board determines that there are insufficient textbooks or other instructional materials, the Board shall, by resolution, provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall submit a copy of the resolution to the County Superintendent of Schools no later than three business days after the hearing. The Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

~~In addition~~Additionally, if the County Superintendent, in accordance with Education Code 1240, makes the district aware of a school that does not have sufficient textbooks or instructional materials, the district shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year.

Prohibition Against Refusal to Approve or Prohibit the Use of Specified Instructional Materials

CSBA NOTE: Education Code 243 clarifies when it is unlawful discrimination for the Board to (1) refuse to approve the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library or (2) prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library. The Board may not refuse to approve such use on the basis that the material includes a study of the role and contributions of specified individuals or groups, unless the study of the role and contributions reflects adversely upon legally protected groups. Additionally, the Board may not prohibit such use on the basis that the study of the role and contributions contain inclusive or diverse perspectives.

Pursuant to Education Code 242, CDE has developed guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, available on its website.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be

rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Investigations, Complaints, and Opt-Outs

CSBA NOTE: Pursuant to Education Code 244, as amended by AB 715, the Board is required to investigate and remediate any violation of Education Code 220 as specified below.

If the Board knows or has reason to know that materials were used in a classroom or an action occurred that violated Education Code 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. (Education Code 244)

CSBA NOTE: Complaints alleging discrimination based on a violation of Education Code 243 or 244 related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library as described above, may be brought under the district's uniform complaint procedures or may be filed directly with the SPI. Complaints that are filed directly with the SPI are required to identify the basis for doing so, and present evidence that supports the basis for the direct filing. In such cases, the SPI may directly intervene without waiting for an investigation by the district. See BP/AR 1312.3 - Uniform Complaint Procedures.

Complaints concerning instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials, Board Policy 1312.3 - Uniform Complaint Procedures, or Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures, as applicable.

CSBA NOTE: Federal and State law require districts to provide parents/guardians notice and the opportunity to opt their students out of certain instruction, in some instances only based on religious beliefs and in other instances for any basis. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining the instructional content for which parents/guardians may opt their students out, creating opt-out procedures, and evaluating opt-out requests.

Any request by a parent/guardian to opt a student out of specified instructional content shall be handled in accordance with Board Policy 5020 - Parent Rights and Responsibilities and Board Policy and Administrative Regulation 6141.2 - Recognition of Religious Beliefs and Customs.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: October 11, 2011
revised: February 14, 2012
revised: April 9, 2013
revised: October 10, 2017
revised: December 14, 2020
revised: March 05, 2024
revised: ??, 2026

Board Policy Manual
Sierra County/Sierra-Plumas Joint Unified School District

Instruction
Policy 6161.11: Supplementary Instructional Materials

CSBA NOTE: The following optional policy addresses the selection of instructional materials that are used to supplement the basic textbooks and other instructional materials adopted by the Governing Board for use in grades kindergarten-8 pursuant to Education Code 60200 or for grades 9-12 pursuant to Education Code 60400, and may be revised to reflect district practice. See BP/AR 6161.1 - Selection and Evaluation of Instructional Materials for requirements pertaining to the selection of those basic instructional materials.

The State Board of Education's, "Guidance for Local Instructional Materials Adoptions," provides guidance for districts when identifying, reviewing, piloting, and adopting instructional materials in all content areas, including links to current legislation, sample timelines, support for student groups, and implementation considerations. Additional information regarding the adoption of instructional materials can be found in CSBA's, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," "Instructional Materials Adoption: Local governing board responsibilities," and "State Roles, Responsibilities, and Process for Instructional Materials Adoption," and the California Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books."

The Governing Board encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with district goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Board-adopted basic instructional materials that serve as the primary learning resources.

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes: (Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course
2. To meet the various learning ability levels of students in a given age group or grade level
3. To meet the diverse educational needs of students with a language disability in a given age group or grade level
4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

Supplementary instructional materials may be selected by the Superintendent or designee, school administrators, or teachers, as applicable, and obtained through donations to the district and/or available funding sources designated for these purposes.

CSBA NOTE: In McCarthy v. Fletcher, a California appellate court clarified that the Board may exclude materials from classroom teaching because they are educationally unsuitable and unrelated to the goals specified in Education Code 233.5, but not simply because the materials contain ideas to which Board or community members object.

Education Code 243 clarifies when it is unlawful discrimination for the Board to (1) refuse to approve the use of any supplemental instructional material or (2) prohibit the use of any supplemental instructional material. The Board may not refuse to approve the use of any supplemental instructional material on the basis that the material includes a study of the role and contributions of specified individuals or groups, unless the study of the role and contributions reflects adversely upon legally protected groups. Additionally, the Board may not prohibit the use of any supplemental instructional material on the basis that the study of the role and contributions contain inclusive or diverse perspectives.

In addition, Education Code 244 provides that the Board is prohibited from adopting or approving the use of any supplemental instructional material if the use of the supplemental instructional material would subject a student to unlawful discrimination pursuant to Education Code 220.

For more information, the California Department of Education's (CDE) website provides guidance on the removal of instruction or instructional materials. Pursuant to Education Code 60040.5, CDE has published guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant, available on CDE's webpage, "Accurate and Inclusive Curriculum (AB 1078)." Additionally, pursuant to Education Code 242, CDE has developed guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum.

The use of any supplemental instructional material shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

The use of any supplemental instructional material shall not be adopted by the Board or district if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

As appropriate, supplementary instructional materials shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR 6161.1 - Selection and Evaluation of Instructional Materials.

Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

Appropriateness of Materials

CSBA NOTE: The following optional section may be revised to reflect district practice, including any district criteria for the appropriateness of supplementary instructional materials and/or circumstances under which materials should be submitted to the principal or other designee for review prior to their use, such as when materials relate to controversial issues or are presented in a controversial manner or context, for example when materials contain nudity, sexual content, graphic violence, or extensive profanity. It is recommended that districts with questions regarding adoption criteria consult CSBA's District and County Office of Education Legal Services or district legal counsel.

Whenever a district employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, the employee shall preview the material to determine whether, in the employee's professional judgment, it is appropriate for the grade level taught and is consistent with district criteria for the selection of supplementary instructional materials.

The employee shall confer with the Superintendent or designee as necessary to determine the compliance of the material with district criteria. The primary considerations should be the educational value, factual accuracy, appropriateness, including whether the material contains pervasive vulgarity or profanity, and relevance of the materials, as well as the ages and maturity of the students.

The Superintendent or designee may provide training to administrators and teachers in the selection and evaluation of supplementary instructional materials, including the criteria to be utilized and applicable legal considerations.

Investigations, Complaints, and Opt-Outs

CSBA NOTE: Pursuant to Education Code 244, as amended by AB 715 (Ch. 428, Statutes of 2025), if the Board knows or has reason to know that materials were used in a classroom or an action occurred that violated Education Code 220, the Board is required to investigate and remediate the action.

If the Board knows or has reason to know that materials were used in a classroom or an action occurred that violated Education Code 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. (Education Code 244)

CSBA NOTE: Complaints alleging discrimination based on a violation of Education Code 243 or 244 related to the use or prohibited use of any supplemental instructional material as described above, may be brought under the district's uniform complaint procedures or may be filed directly with the Superintendent of Public Instruction (SPI). Complaints that are filed directly with the SPI are required to identify the basis for doing so, and present evidence that supports the basis for the direct filing. In such cases, the SPI may directly intervene without waiting for an investigation by the district. For more information regarding uniform complaint procedures, see BP/AR 1312.3 - Uniform Complaint Procedures.

Pursuant to Education Code 60151, if corrective action is not taken by the district within 60 days, the SPI will assess a financial penalty, the calculation of which is specified in Education Code 60151, amended by AB 121 (Ch. 8, Statutes of 2025) and may be subject to other corrective action as specified in Education Code 60151.

Complaints concerning supplemental instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

CSBA NOTE: Federal and State law require districts to provide parents/guardians notice and the opportunity to opt their students out of certain instruction, in some instances only based on religious beliefs and in other instances for any basis. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining the instructional content for which parents/guardians may opt their students out, creating opt-out procedures, and evaluating opt-out requests.

Any requests by a parent/guardian to opt a student out of specified instructional content shall be handled in accordance with Board Policy 5020 - Parent Rights and Responsibilities and Board Policy/Administrative Regulation 6141.2 - Recognition of Religious Beliefs and Customs.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Regulation approved: April 10, 2007
revised: December 9, 2008
revised: April 9, 2013
revised: March 05, 2024
revised: ??, 2026

Board Policy Manual
Sierra County/Sierra-Plumas Joint Unified School District

Instruction
Policy 6163.1: Library Media Centers

CSBA NOTE: Education Code 18100 requires the Governing Board to provide library services for students and teachers by maintaining school libraries or contracting with another public agency. The following policy is intended for use by districts that maintain their own school libraries, but may be modified to meet the needs of districts that enter into an arrangement to receive services from either a county or city library pursuant to Education Code 18130 or 18134. For more information regarding the establishment of formal agreements with public or private entities to jointly use school or community facilities, see BP 1330.1 - Joint Use Agreements.

The State Board of Education (SBE) has adopted model program standards for school libraries which describe (1) school library standards for students that delineate what students should know and be able to do at each grade level, as described in "Library Instruction," below, and (2) school library program standards that describe staffing, access, resources, and infrastructure, including technology, recommended for effective school library programs. The following policy may be modified to reflect state program standards that the district chooses to implement.

The Governing Board recognizes that school libraries support the educational program by providing access to a variety of informational and supplemental resources that can inspire a love of reading, stimulate thought, the exploration of ideas and intellectual exchanges, and contribute to the academic achievement of all students. The Board desires that school libraries be stocked with up-to-date books, reference materials, and electronic resources that promote literacy, support academic standards, contain a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, and prepare students to become lifelong learners.

The Superintendent or designee may, in consultation with teacher librarians, classroom teachers, administrators, parents/guardians, and students as appropriate, develop and regularly update a plan for school libraries that describes the district's goals for school libraries and the distribution of funds to school sites to support libraries. As appropriate, the plan may also address staffing, facilities, selection and evaluation of materials, the development and maintenance of classroom libraries, prevention of loss or damage of library materials, prioritization of needs, and other related matters. The Superintendent or designee shall ensure that the library plan is aligned with the district's local control and accountability plan and other district and school plans.

Student Success Cards

CSBA NOTE: The Local Public Library Partnership Program was established pursuant to Education Code 19340- 19345 to ensure that by third grade, all students have access to a local public library that is located within their elementary school attendance area. Pursuant to Education Code 19342, the State Librarian is required to coordinate with each local public library to determine the most effective means to ensure that each third grade student is issued a student success card that provides access to library services. More information about student success cards is available on the California State Library's webpage, "Student Success Cards for All."

The district may coordinate with the local public library to ensure that, by grade 3, each student is provided with the opportunity to obtain a student success card issued by a local public library that provides access to library services. (Education Code 19341, 19342)

The district may disclose student directory information to the State Librarian and a local public library for purposes of administering the student success cards. (Education Code 19344, 49061; 34 CFR 99.3)

Staffing

CSBA NOTE: Pursuant to Education Code 18120, the Board may appoint one or more librarians to staff school libraries, provided they possess an appropriate credential issued by the Commission on Teacher Credentialing (CTC) as required by Education Code 44868 and 5 CCR 80053. This may include a teacher librarian services credential issued since January 1, 2008 or a library media teacher services credential issued prior to that date. Additionally, 5 CCR 80024.6 establishes requirements for an emergency teacher librarian services permit that may be issued when there is an insufficient number of qualified certificated persons to fill available positions.

SBE model program standards recommend a ratio of one full-time teacher librarian per 785 students, plus assignment of a classified paraprofessional, such as a library technician or library aide, at least 34 hours per week.

If the district does not employ any teacher librarians, it should modify this policy to reflect the position(s) that are assigned to fulfill the related duties.

To staff school libraries, the district may employ one or more teacher librarians who possess appropriate credentials issued by the Commission on Teacher Credentialing. (Education Code 18120, 44868; 5 CCR 80024.6, 80053)

CSBA NOTE: 5 CCR 80053 specifies the duties that any teacher librarian who possesses an appropriate credential or emergency permit from the CTC is authorized to perform. 5 CCR 80053.1 establishes a special class authorization which authorizes the holder to provide departmentalized instruction in information literacy, digital literacy, and digital citizenship. The district may revise Items #1-8 below to reflect the duties of teacher librarians included in district job descriptions.

The Superintendent or designee may assign teacher librarians to perform the following duties in accordance with the authorizations of their credential: (5 CCR 80053, 80053.1)

1. Instruct students in accessing, evaluating, using, and integrating information and resources in the library program and/or provide departmentalized instruction in information literacy, digital literacy, and digital citizenship
2. Plan and coordinate school library programs with the district's instructional programs through collaboration with teachers
3. Select materials for school and district libraries
4. Develop and deliver staff development programs for school library services
5. Coordinate or supervise library programs at the school or district level
6. Plan and conduct a course of instruction for students who assist in the operation of school libraries
7. Supervise classified personnel assigned school library duties
8. Develop procedures for and management of the school and district libraries

CSBA NOTE: Pursuant to Education Code 35021, the district may not use volunteer aides in lieu of classified employees whose positions were abolished.

~~The~~Additionally, the Board may appoint classified paraprofessionals to serve as library aides or library technicians. Volunteers may assist with school library services in accordance with law, Board policy, and administrative regulation.

Hours of Operation

School libraries shall be open for use by students and teachers during the school day. (Education Code 18103)

With the approval of the Board, a school library may be open at other hours outside the school day, including evenings and Saturdays. Any library open to serve students during evening and Saturday hours shall be under the supervision of a certificated employee who consents to the assignment. (Education Code 18103)

Selection ~~and~~, Evaluation, and Use of School Library Materials

Library materials shall include print and electronic resources that align with the curriculum and are accessible to students with varying cognitive and/or language needs.

Library materials shall be selected and evaluated through a process that invites recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.

The Board may exclude from libraries all books, publications, or papers of a sectarian, partisan, or denominational character. (Education Code 18111)

CSBA NOTE: Education Code 243 clarifies when it is unlawful discrimination for the Board to (1) refuse to approve the use of any book or other resource in a school library or (2) prohibit the use of any book or other resource in a school library. The Board may not refuse to approve the use of any book or other resource in a school library on the basis that the material includes a study of the role and contributions of specified individuals or groups, unless the study of the role and contributions reflects adversely upon legally protected groups. Additionally, the Board may not prohibit the use of any book or other resource in a school library on the basis that the study of the role and contributions contain inclusive or diverse perspectives.

For more information, the California Department of Education's (CDE) website provides guidance on the removal of instruction or instructional materials. In addition, pursuant to Education Code 60040.5, CDE has published guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant, available on CDE's webpage, "Accurate and Inclusive Curriculum (AB 1078)." Pursuant to Education Code 242, CDE has developed guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum.

Information regarding the adoption of library materials can be found in CSBA's, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," "Instructional Materials Adoption: Local governing board responsibilities," and "State Roles, Responsibilities, and Process for Instructional Materials Adoption," and the California Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books."

Additionally, library materials may not be used in a discriminatory manner. For more information on nondiscrimination, see BP 0410 - Nondiscrimination in District Programs and Activities.

The use of any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Library materials shall be use in accordance with Board Policy 0410 - Nondiscrimination in District Programs and Activities.

Library materials shall be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain outdated subject matter or are no longer appropriate shall be removed.

All gifts and donations of school library materials shall be subject to the same criteria as materials selected for purchase by the district.

CSBA NOTE: Complaints alleging discrimination based on a violation of Education Code 243 related to the use or prohibited use of any book or other resource in a school library as described above, may be brought under the district's uniform complaint procedures or may be filed directly with the Superintendent of Public Instruction (SPI). Complaints that are filed directly with the SPI are required to identify the basis for doing so, and present evidence that supports the basis for the direct filing. In such cases, the SPI may directly intervene without waiting for an investigation by the district. For more information regarding uniform complaint procedures for complaints alleging discrimination based on a violation of Education Code 243, see BP/AR 1312.3 - Uniform Complaint Procedures.

Complaints regarding the appropriateness of library materials shall be addressed in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

Fees

Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. (5 CCR 16042)

CSBA NOTE: Pursuant to 5 CCR 16042, the district shall not charge students for the late return of library materials unless authorized to do so by the Board. When considering whether to charge fees for the late return of library materials, districts may want to explore ways to make the occurrence of late fees less likely, such as (1) automatically renewing a book unless it is requested by another user and/or (2) reimbursing the late/replacement fee once a book is returned. The American Library Association's, "Economic Barriers to Library Access: An Interpretation of the Library Bill of Rights," states that fines create a barrier to accessing library services and recommends libraries work to remove policies that create barriers to access or academic success, ensuring equitable access for everyone.

The district should select the option below that reflects district practice. Option 2 may be modified to include the amount that will be charged.

For more information regarding the potential charging of fees for lost or willfully damaged library books, see AR 3260 - Fees and Charges.

~~OPTION 1: (No late fees)~~
~~Students shall be encouraged to return library materials in a timely manner, but no charge shall be assessed for the late return of materials.~~
~~OPTION 1 ENDS HERE~~

OPTION 2: (Late fees charged)
To encourage students to return materials in a timely manner, a nominal fee shall be charged for the late return of materials.
OPTION 2 ENDS HERE

Library Instruction

CSBA NOTE: In September 2010, SBE adopted model academic standards for library instruction which address what students should know and be able to do at each grade level or grade span in terms of information literacy skills. The introduction to the standards expresses the intent that the standards be taught collaboratively by the classroom teacher and the teacher librarian within the context of the curriculum. The following section reflects the four major categories addressed in the state standards and may be revised to reflect district practice.

SBE's, "Examples of Model School Library Standards for California Public Schools Supporting Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects," identifies examples of where the library instruction standards are aligned with Common Core State Standards.

Additionally, pursuant to Education Code 33548, the Instructional Quality Commission is required to consider incorporating the Model Library Standards and media literacy content, which encompasses the foundational skills that lead to digital citizenship including the ability to access, analyze, evaluate, and use media and information, into the English language arts/English language development (ELA/ELD) curriculum framework when that framework is next revised and in its criteria for evaluating instructional materials when ELA/ELD instructional materials are next adopted by SBE.

Teacher librarians and/or classroom teachers shall provide library instruction to support the development of students' information literacy skills. Such instruction shall be aligned with the state academic standards for library instruction, consistent with Board policy and administrative regulation, and shall prepare students to:

1. Access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources

2. Evaluate and analyze information to determine appropriateness in addressing the scope of inquiry

3. Organize, synthesize, create, and communicate information

4. Integrate information literacy skills into all areas of learning and pursue information independently to become life-long learners

~~Teacher~~Additionally, teacher librarians ~~also~~ may provide support to teachers, administrators, and other staff by identifying instructional materials that will aid in the development of curriculum and instructional activities and by providing information about effective and ethical uses of school library services and equipment.

Program Evaluation

CSBA NOTE: The following section may be revised to reflect district practice.

The Superintendent or designee shall annually assess and report to the Board regarding the condition and use of school libraries. The assessment shall evaluate, at a minimum:

1. Access of students and staff to school libraries during school hours and, as appropriate, access outside the school day

2. The process and frequency by which students are allowed to check out library materials

~~1.~~3. Staffing levels, qualifications, and number of hours worked

4. The quality of the collection at each library, including, but not limited to, the total number of books in the collection, number of books per student, types of materials (fiction, non-fiction, newspapers, magazines, encyclopedias, materials in other languages, and reference materials), alignment with curriculum, provision of a broad spectrum of knowledge and viewpoints, amount expended during the year for the purchase of new resources, and the number of resources discarded and added during the year

5. Any special programs offered at the school to encourage reading and/or library use

6. The adequacy of the facility space and equipment designated for the school library

7. The source(s) and adequacy of funding for school libraries

8. Knowledge by principals, teachers, and library personnel of the process to follow when a library material(s) is challenged

CSBA NOTE: Education Code 18122 requires districts to annually report to CDE on the condition of district school libraries. This survey is conducted online via CDE's webpage, "Library Evaluation."

The district shall, on or before August 31 each year, report to the California Department of Education on the condition of its school libraries for the preceding year ending June 30. (Education Code 18122)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Polity adopted: April 10, 2007
revised: December 9, 2008
revised: October 11, 2011
revised: June 19, 2013
revised: January 13, 2015
revised: March 05, 2024
revised: ??, 2026

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

Instruction
Policy 6164.4: Identification and Evaluation of Individuals for Special Education

CSBA NOTE: If the Special Education Local Plan Area (SELPA) in which the district participates maintains a policy on this topic, then the following policy and administrative regulation may be deleted and/or modified for consistency with the SELPA's procedures. It is recommended that districts that delete and/or modify this policy consult CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate.

Education Code 56300 and 34 CFR 300.111 require each district, SELPA, or county office of education (COE) to actively seek out all residents from birth to age 21 who have disabilities as defined by Education Code 56026. Additionally, the district, SELPA, or COE is required to include a "child find" process to identify children with disabilities placed by their parents/guardians in private schools. For more information regarding the obligations under state and federal law to locate, identify, evaluate, and provide equitable services to children voluntarily enrolled by their parents/guardians in private schools located within the district, see BP/AR 6164.41 - Children with Disabilities Enrolled by Their Parents in Private Schools.

Pursuant to Education Code 56320.1, identification, evaluation, assessment, and instructional planning procedures for children younger than age 3 are required to conform with Education Code 56425-56432 and the California Early Intervention Services Act (Government Code 95000-95029). Pursuant to Government Code 95014, the California Department of Education (CDE) and local education agencies are responsible for providing early intervention services to infants and toddlers who have visual, hearing, or severe orthopedic impairments. The Department of Developmental Services and its regional centers are required to provide services to all other eligible children in this age group. Additionally, Government Code 95014 requires regional centers and local education agencies to coordinate family service plans for infants and toddlers and their families. Education Code 56441.11 sets forth eligibility criteria for preschool children ages 3-5.

CDE's, "Proposed Tools and Process for the Early Identification of Developmental Delays and Learning Disabilities," provides tools and a process for the early identification of children between 2-6 years of age who are at risk for developmental delays or learning disabilities.

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to 21 years of age ~~21~~ who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

CSBA NOTE: Education Code 56301 mandates that districts, SELPAs, or county offices have policies and procedures for a continuous "child find" system which addresses the relationships among identification, screening, referral, evaluation, planning, implementation, review, and triennial assessment.

Pursuant to Education Code 56302.5, the term "assessment" as used in state law has the same meaning as "evaluation" provided in 20 USC 1414, the federal Individuals with Disabilities Education Act (IDEA), and accompanying federal regulations. The following policy and administrative regulation use the terms interchangeably.

The Superintendent or designee shall establish a comprehensive child find system that includes procedures for the identification, screening, referral, assessment, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include systematic methods for utilizing referrals from parents/guardians, teachers, agencies, appropriate professionals, and other members of the public, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

CSBA NOTE: Education Code 56301 mandates policy ensuring the following notification. See the accompanying administrative regulation for specific notification requirements. Additionally, pursuant to Education Code 56301, as amended by SB 373 (Ch. 579, Statutes of 2025), students are required to be given a copy of their rights and procedural safeguards in accordance with 20 USC 1415 and 34 CFR 300.504.

The Superintendent or designee shall notify parents/guardians and students, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to ~~any~~an assessment ~~concerning their child. In addition~~of the student. Additionally, the Superintendent or designee shall notify parents/guardians and students of procedures for initiating a referral for assessment to identify individuals for special education services. (Education Code 56301)

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SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: June 14, 2011
revised: December 13, 2021
revised: ??, 2026