

AGENDA FOR THE MEETING OF THE GOVERNING BOARD OF
THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

July 13, 2021

Regular Session immediately follows the 6:00pm meeting of the Sierra County Board of Education

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

Zoom: <https://us02web.zoom.us/j/84703860340>

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

Webinar ID: 847 0386 0340

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 or designee in writing.

Public inspection of agenda documents that are distributed to the Board less than 72 hours before the meeting, will be made available at Sierra County Office of Education, Room 3, 109 Beckwith Road, Loyalton, CA, 96118, and posted with the online agenda at <http://www.sierracountyofficeofeducation.org> (Government Code 54957.5).

A. CALL TO ORDER

Please be advised that this meeting will be recorded.

B. ROLL CALL

C. APPROVAL OF AGENDA

D. INFORMATION/DISCUSSION ITEMS

1. Superintendent's Report

- a. Loyalton High School Principal/Site Administrator – Megan Meschery
- b. Special Meeting may be needed to approve In-Person Instruction Grant
- c. Facilities
- d. Strategic Planning
- e. Phones

2. Business Report

- a. Account Object Summary-Balance from 07/01/2020 to 06/30/2021**
- b. Tenth Month Enrollments for the 2020-2021 School Year**

3. Staff Reports (5 minutes)

4. SPTA Report (5 minutes)

5. Board Member Reports (5 minutes)

6. Public Comment – This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board whether or not it is listed on the agenda. Three (3) minutes may be allotted to each speaker and a maximum of twenty (20) minutes to each subject matter. (Education Code [35145.5](#); Bylaw 9322; Government Code [54954.3](#))

E. CONSENT CALENDAR

1. Approval of Board Report-Checks Dated 06/01/2021 through 06/30/2021**
2. Approval of Quarterly Report on Williams Uniform Complaints for the quarter ending June 30, 2021**
3. Approval of Consolidated Application for 2021-2022**
4. Approval of Agricultural Career Technical Incentive Grant 2021-2022**

F. ACTION ITEMS

1. Old Business

- a. Approval of minutes for the Regular Board Meeting held May 11, 2021***
- b. Approval of minutes for the Special Board Meeting held May 26, 2021***
- c. Approval of minutes for the Special Board Meeting held June 10, 2021***
- d. Approval of Social Studies Elective: Global Issues & Model UN as a course**

2. New Business

- a. Approval of minutes for the Regular Board Meeting held June 22, 2021**
- b. Approval of minutes for the Special Board Meeting held June 24, 2021**
- c. Approval of proposed *pilot* Elective Courses for the 2021-2022 School Year:
 1. Plant Science**
 2. Project Math**
 3. The Hero's Journey**
 4. Introduction to Philosophy**
- d. Approval of assignment of Niecea Freeman, Teacher, Downieville High School, 1.0 FTE, effective August 23, 2021
- e. Acceptance of resignation for Camille Alfred, English Teacher, Loyalton High School, 1.0 FTE, effective June 29, 2021**
- f. Authorization to fill English Teacher, Loyalton High School, 1.0 FTE
- g. Acceptance of resignation for Anna Thorell, Spanish Teacher, Loyalton High School, 1.0 FTE, effective July 1, 2021**
- h. Authorization to fill Spanish Teacher, Loyalton High School, 1.0 FTE
- i. Approval of additional Teacher, Loyalton Elementary School, 1.0 FTE
- j. Authorization to fill Instructional Aide, Loyalton Elementary School, .67 FTE (4 hours/day)
- k. Adoption of Resolution 22-003D, Authorize use of funds in special Fund 40 at Loyalton High School**
ROLL CALL VOTE
- l. Adoption of Resolution 22-004D, Fund Transfers for 2021-2022 Fiscal Year**
ROLL CALL VOTE
- m. Approval of construction at Downieville Schools
- n. Approval of vegetation removal at Downieville Schools
- o. Approval of plan with Liberty for vehicle charging stations*
- p. Authorization for Superintendent to enter into agreement with California School Boards Association for GAMUT Policy/Policy Plus services, Contract 2022-004D^^

G. ADVANCED PLANNING

1. Next Regular Board Meetings will be held on August 10, 2021 at Downieville School, 130 School St, Downieville CA 95936, beginning with Closed Session as needed at 5:00pm and the Regular Board Meetings at 6:00pm. Zoom videoconferencing will also be available.
2. Suggested Agenda Items

H. ADJOURN



James Berardi, Superintendent

*** prior month handout

** enclosed

* handout

^^ County agenda backup

Balances through June						Fiscal Year 2020/21
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD						
1100	Teachers Salaries	1,923,762.00	1,939,128.00		1,897,082.88	42,045.12
1105	Per Diem - Same Day Travel	100.00	100.00			100.00
1115	Extra Duty Hourly	20,000.00	8,250.00		3,590.00	4,660.00
1120	Certificated Substitutes	70,210.00	50,606.00		31,070.00	19,536.00
1300	Certificated Superv/Admin Sala	240,224.00	240,224.00		241,986.04	1,762.04-
1310	Teacher In Charge/Head Teacher	14,000.00	14,000.00		10,286.67	3,713.33
	Total for Object 1000	2,268,296.00	2,252,308.00	.00	2,184,015.59	68,292.41
2100	Instructional Aides Salaries	74,744.00	213,373.00		219,990.98	6,617.98-
2115	Inst. Aide Extra Duty	1,700.00	1,933.00		952.41	980.59
2120	Instructional Aides Substitute	17,500.00	13,185.00		3,439.47	9,745.53
2200	Classified Support Salaries	354,957.00	361,230.00		327,827.68	33,402.32
2201	Bus Driver	70,350.00	71,517.00		39,359.69	32,157.31
2215	Classified Extra Duty	10,000.00	10,247.00		8,452.17	1,794.83
2220	Classified Support Substitute	35,000.00	36,934.00		24,315.59	12,618.41
2300	Classified Sup/Admin Salaries	96,935.00	97,216.00		100,659.44	3,443.44-
2400	Clerical & Office Salaries	150,462.00	152,414.00		143,937.43	8,476.57
2420	Clerical & Office Sub Salaries	5,000.00	5,524.00		1,973.91	3,550.09
2900	Other Classified Salaries	3,963.00	4,040.00		4,543.59	503.59-
2915	Other Classified Extra Duty		508.00		32.50	475.50
2920	Other Classified Substitutes S		500.00			500.00
	Total for Object 2000	820,611.00	968,621.00	.00	875,484.86	93,136.14
3101	State Teachers Retirement Syst	562,924.00	559,096.00		339,076.66	220,019.34
3102	State Teachers Retirement Syst	8,476.00	8,525.00		157.62	8,367.38
3201	Public Employees Retirement Sy	1,000.00	1,050.00		327.06	722.94
3202	Public Employees Retirement Sy	194,136.00	218,677.00		151,479.29	67,197.71
3311	OASDI-Certificated Positions	1,890.00	1,962.00		596.91	1,365.09
3312	OASDI-Classified Positions	49,100.00	58,023.00		52,440.40	5,582.60
3321	Medicare-Certificated Position	30,219.00	29,988.00		29,158.13	829.87
3322	Medicare-Classified Positions	11,500.00	13,596.00		12,400.39	1,195.61
3401	Health & Welfare -Certificated	504,590.00	556,839.00		457,087.14	99,751.86
3402	Health & Welfare-Classified Po	184,600.00	207,989.00		199,753.11	8,235.89
3501	State Unemployment Insurance-C	1,137.00	1,127.00		1,096.55	30.45
3502	State Unemployment Insurance-	408.00	479.00		436.30	42.70
3601	Workers' Compensation Insuranc	70,008.00	73,259.00		70,543.73	2,715.27
3602	Workers' Compensation Insuranc	25,423.00	31,663.00		28,562.10	3,100.90
3901	Other Benefits, Certificated P	17,536.00	40,072.00		47,191.50	7,119.50-

Selection Filtered by User Permissions, (Org = 6, Online/Offline = N, Fiscal Year = 2021, Period = 12, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Object = 1-7, SACS Fund? = N, Fund Page Break? = N, Obj Lvl = 4, Obj Digits = 1, Page Break? = N)

ESCAPE ONLINE

Balances through June						Fiscal Year 2020/21
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
Total for Object 3000		1,662,947.00	1,802,345.00	.00	1,390,306.89	412,038.11
4100	Textbooks	142,102.00	111,222.00		8,068.30	103,153.70
4200	Books Other Than Textbooks	750.00	750.00			750.00
4300	Class Mat'l and Supplies	56,170.00	72,653.00	2,022.83	35,249.46	35,380.71
4301	Class Consumable Mat'l	11,525.00	11,525.00		544.89	10,980.11
4302	Class Paper/Toner	12,000.00	12,000.00		8,443.87	3,556.13
4305	Other Student M&S	27,190.00	34,680.00	5,590.12	15,669.65	13,420.23
4320	Custodial Grounds Supplies	29,550.00	63,653.00	1,558.61	65,494.41	3,400.02-
4330	Office Supplies	15,500.00	19,065.00	341.12	7,549.85	11,174.03
4350	Vehicle Maint. M&S	44,376.00	44,375.00	3,085.83	3,364.14	37,925.03
4351	Vehicle FUEL	29,025.00	29,125.00	12,493.65	14,800.22	1,831.13
4400	Non-Capital Equipment (Up to \$	89,883.00	101,256.00		23,696.01	77,559.99
Total for Object 4000		458,071.00	500,304.00	25,092.16	182,880.80	292,331.04
5100	Subagreement for Services	199,912.00	111,000.00	97,662.87	62,337.13	49,000.00-
5200	Travel & Conferences	41,684.00	48,654.00	3,751.92	24,927.81	19,974.27
5300	Dues & Membership	10,380.00	10,580.00	16.89	10,421.36	141.75
5400	Insurance-Fire, liability, etc	75,080.00	108,080.00		100,452.40	7,627.60
5510	Power	88,500.00	93,500.00	5,503.92	99,647.76	11,651.68-
5520	Garbage	4,450.00	4,450.00	540.52	5,736.55	1,827.07-
5530	Water	54,350.00	58,250.00	7,607.67	47,392.33	3,250.00
5540	Propane	59,125.00	75,500.00	7,529.43	74,741.46	6,770.89-
5590	Miscellaneous Utilities	15,000.00	15,000.00	1,553.88	9,446.12	4,000.00
5600	Rentals, Leases & Repairs	80,850.00	206,915.00	1,758.07	42,138.87	163,018.06
5800	Services & Operating Expense	4,000.00	5,000.00		900.00-	5,900.00
5810	Legal Expenses	20,000.00	15,000.00	2,137.50	2,795.00	10,067.50
5812	Board Election Expense	2,500.00	2,000.00		346.60	1,653.40
5840	Audit Expense	13,785.00	13,785.00	13,785.00		.00
5860	Solid Waste Tax	14,000.00	14,000.00		9,111.94	4,888.06
5890	Contracts/Service	577,576.00	612,612.00	146,263.41	405,333.72	61,014.87
5899	SCOE Interagency Reimburse			799.08	5,986.49	6,785.57-
5900	Communications	3,000.00	10,500.00	6,000.00	2,861.50	1,638.50
5910	Telephone-Monthly Service	11,000.00	11,000.00	754.37	9,147.60	1,098.03
5990	Other Communications	500.00	500.00			500.00
Total for Object 5000		1,275,692.00	1,416,326.00	295,664.53	911,924.64	208,736.83
6170	Land Improvement	31,500.00	46,300.00		51,269.31	4,969.31-

Balances through June						Fiscal Year 2020/21
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
6200	Building & Improvements	10,500.00				.00
6400	Equipment	105,057.00	32,347.00			32,347.00
6500	Equipment Replacement	71,000.00	55,000.00			55,000.00
6501	Vehicle Replacement	35,000.00				.00
	Total for Object 6000	253,057.00	133,647.00	.00	51,269.31	82,377.69
7110	Out-of-State Tuition	104,450.00	104,450.00	104,450.00	18,061.64	18,061.64-
7310	Direct Support/Indirect Costs					.00
7616	Trans fr Gen Fund to Cafeteria	100,704.00	100,704.00			100,704.00
	Total for Object 7000	205,154.00	205,154.00	104,450.00	18,061.64	82,642.36
	Total for Fund 01 and Expense accounts	6,943,828.00	7,278,705.00	425,206.69	5,613,943.73	1,239,554.58
Fund 13 - Cafeteria						
2200	Classified Support Salaries	80,599.00	80,599.00		73,501.04	7,097.96
2215	Classified Extra Duty	1,500.00	1,500.00		525.70	974.30
2220	Classified Support Substitute	3,000.00	3,000.00			3,000.00
	Total for Object 2000	85,099.00	85,099.00	.00	74,026.74	11,072.26
3202	Public Employees Retirement Sy	19,233.00	15,302.00		13,931.61	1,370.39
3312	OASDI-Classified Positions	5,050.00	5,049.00		4,449.75	599.25
3322	Medicare-Classified Positions	1,181.00	1,181.00		1,040.57	140.43
3402	Health & Welfare-Classified Po	24,788.00	24,833.00		15,310.90	9,522.10
3502	State Unemployment Insurance-	42.00	42.00		37.05	4.95
3602	Workers' Compensation Insuranc	2,611.00	2,614.00		2,429.13	184.87
	Total for Object 3000	52,905.00	49,021.00	.00	37,199.01	11,821.99
4340	Food Service	10,500.00	10,500.00	1,620.06	4,568.95	4,310.99
4400	Non-Capital Equipment (Up to \$	5,000.00	5,000.00			5,000.00
4700	Food	55,000.00	55,000.00	12,873.55	45,986.10	3,859.65-
	Total for Object 4000	70,500.00	70,500.00	14,493.61	50,555.05	5,451.34
5200	Travel & Conferences	1,000.00	1,000.00	121.61	198.00	680.39
5600	Rentals, Leases & Repairs	5,000.00	5,000.00		9,482.89	4,482.89-
5800	Services & Operating Expense	750.00	750.00	378.72		371.28
5890	Contracts/Servic	500.00	500.00		406.00	94.00
5900	Communications	450.00	334.00	333.00		1.00
	Total for Object 5000	7,700.00	7,584.00	833.33	10,086.89	3,336.22-
	Total for Fund 13 and Expense accounts	216,204.00	212,204.00	15,326.94	171,867.69	25,009.37

Balances through June						Fiscal Year 2020/21
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 40 - Dist Build						
6200	Building & Improvements		119,117.00			119,117.00
Total for Fund 40, Expense accounts and Object 6000		.00	119,117.00	.00	.00	119,117.00
Fund 73 - Bechen						
5800	Services & Operating Expense	15,000.00	15,000.00	20,000.00	12,000.00	17,000.00-
Total for Fund 73, Expense accounts and Object 5000		15,000.00	15,000.00	20,000.00	12,000.00	17,000.00-
Fund 78 - Gottardi Fund						
5800	Services & Operating Expense		8,017.00		500.00	7,517.00
Total for Fund 78, Expense accounts and Object 5000		.00	8,017.00	.00	500.00	7,517.00
Total for Org 006 - Sierra-Plumas Joint Unified School District		7,175,032.00	7,633,043.00	460,533.63	5,798,311.42	1,374,197.95

ENROLLMENT BY SCHOOL MONTH - 2020-2021

****As of 07/01/21****

		Downieville Elementary	Loyalton Elementary	Downieville Jr High	Loyalton Jr High	Downieville Sr High	Loyalton Sr High	Sierra Pass Continuation	Long-Term ISP/SDC	TOTAL
Ending 2019-2020		33	201	7	60	22	111	1	included in site #	435
1st Day 2020-2021	9/8/2020	22	181	13	51	16	109	1	included in site #	393

	Month									
September	1	21	186	13	52	16	106	4	included in site #	398
09/08/20-10/02/20										
October	2	21	189	13	52	16	108	4	included in site #	403
10/05/20-10/30/20										
November	3	21	192	12	53	17	108	4	included in site #	407
11/02/20-11/25/20										
December	4	21	193	11	55	16	110	4	included in site #	410
11/30/20-01/08/21										
January	5	22	192	11	55	16	110	4	included in site #	410
01/11/21-02/05/21										
February	6	20	193	12	55	17	107	4	included in site #	408
02/09/21-03/05/21										
March	7	20	192	12	55	17	103	5	included in site #	404
03/08/21-04/01/21										
April	8	21	192	10	56	17	104	5	included in site #	405
04/12/21-04/30-21										
May	9	21	192	10	55	17	101	5	included in site #	401
05/03/21-05/27/21										
June	10	21	192	10	55	17	101	5	included in site #	401
06/01/21-06/18/21										

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

Long-Term ISP	
DES	31
LES	3
DHS	15
LHS	1
	12

2018-2019	SPJUSD	SCOE	Washoe
P1 ADA	394.66	0.88	14.37
P2 ADA	396.41	2.15	12.27
Annual	396.43	3.46	12.53

Checks Dated 06/01/2021 through 06/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00084776	06/14/2021	AIRGAS, USA, LLC	01-5600	TANK RENTAL LHS/DVL		384.71
00084777	06/14/2021	AMAZON CAPITAL SERVICES	01-4300	classroom supplies	142.06	
			01-4330	Feminine Products	43.52	
				nurse supplies	30.45	
				office supplies	243.07	459.10
00084778	06/14/2021	AMERIGAS	01-5540	PROPANE	2,810.16	
			01-5899	PROPANE	60.17	2,870.33
00084779	06/14/2021	AT&T	01-5890	PHONE SERVICES	44.30	
			01-5899	PHONE SERVICES	6.41	
			01-5910	PHONE SERVICES	253.59	304.30
00084780	06/14/2021	BLICK ART MATERIALS	01-4300	Supplies		26.19
00084781	06/14/2021	BRADY INDUSTRIES	01-4320	cleaning supplies		124.61
00084782	06/14/2021	PAMELA BRANDON	01-5600	TECH COTTAGE RENTAL		100.00
00084783	06/14/2021	BSN SPORTS LLC	01-4305	Sports Supplies		1,604.60
00084784	06/14/2021	KATIE CAMPBELL	01-4305	FUEL REIMBURSEMENT		38.32
00084785	06/14/2021	CITY OF LOYALTON	01-5530	WATER AND SEWER - LOYALTON SITES	4,050.54	
			01-5899	WATER AND SEWER - LOYALTON SITES	234.47	4,285.01
00084786	06/14/2021	COMMERCIAL APPLIANCE	13-4340	WALK-IN PARTS/REPAIR	240.34	
			13-5600	WALK-IN PARTS/REPAIR	1,015.73	1,256.07
00084787	06/14/2021	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530	water service		638.41
00084788	06/14/2021	DOWNIEVILLE GROCERY	13-4700	FOOD		160.91
00084789	06/14/2021	FREESTYLE MARTIAL ARTS	01-4300	Gym Supplies	176.96	
				Unpaid Sales Tax	11.96-	165.00
00084790	06/14/2021	GRAY ELECTRIC CO.	01-5600	ELECTRICAL SERVICE CALL		595.00
00084791	06/14/2021	JANET HAMILTON	01-5600	TECH COTTAGE RENTAL		100.00
00084792	06/14/2021	HUNT & SONS, INC.	01-5590	HEATING OIL		572.92
00084793	06/14/2021	ITINERA DOCENTIA, LLC	01-5200	AP SUMMER INSTITUTE REGISTRATION		850.00
00084794	06/14/2021	JOSTENS	01-4305	DIPLOMA & COVER		59.53
00084795	06/14/2021	K 12 MANAGEMENT DBA FUELED	01-5890	ONLINE/ISP COURSES		875.00
00084796	06/14/2021	LES SCHWAB TIRE CENTER	01-4350	Brakes		395.27
00084797	06/14/2021	LIBERTY UTILITIES	01-5510	ELECTRIC - LOYALTON SITES	7,804.07	
			01-5899	ELECTRIC - LOYALTON SITES	178.28	7,982.35
00084798	06/14/2021	MIKE MOORE	76-9576	H/W REIMBURSEMENT		967.73
00084799	06/14/2021	MOUNTAIN MESSENGER	01-5300	ADVERTISEMENTS AND PUBLIC HEARINGS	30.00	
			01-5890	ADVERTISEMENTS AND PUBLIC HEARINGS	67.50	97.50
00084800	06/14/2021	NEXVORTEX, INC	01-5899	PHONE SERVICES	27.52	

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.

ESCAPE ONLINE

Checks Dated 06/01/2021 through 06/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00084800	06/14/2021	NEXVORTEX, INC	01-5910	PHONE SERVICES	412.80	440.32
00084801	06/14/2021	NORTHAM DISTRIBUTING, INC.	13-4340	CAFE FOOD/SUPPLIES	567.45	
			13-4700	CAFE FOOD/SUPPLIES	1,992.21	2,559.66
00084802	06/14/2021	NWN CORPORATION	01-5890	FILTERING SUBSCRIPTION		3,618.78
00084803	06/14/2021	OFFICE DEPOT	01-4300	Supplies	12.81	
			01-4302	office supplies	187.02	
				Supplies	111.01	
			01-4330	Supplies	301.78	612.62
00084804	06/14/2021	PACIFIC GAS & ELECTRIC COMPANY	01-5510	electrical use		2,497.51
00084805	06/14/2021	PLUMAS UNIFIED SCHOOL DISTRICT	01-5600	TRANSPORTATION AGREEMENT	8,899.86	
			01-9510	TRANSPORTATION AGREEMENT	40,000.00	48,899.86
00084806	06/14/2021	QUILL CORPORATION	01-4330	OFFICE SUPPLIES		68.39
00084807	06/14/2021	RAY MORGAN COMPANY	01-5600	COPIER AGREEMENT	342.46	
				COPIER MAINT.	158.66	
				COPIER MAINT. LHS/LES	1,263.47	
			01-5899	COPIER MAINT.	52.89	1,817.48
00084808	06/14/2021	SHERI ROEN	01-4305	FUEL REIMBURSEMENT		150.00
00084809	06/14/2021	SCHOOL SPECIALTY IIC	01-4330	laminator rolls		68.73
00084810	06/14/2021	SIERRA BOOSTER	01-5890	ADVERTISEMENTS/LEGAL/PUBLIC NOTICES		22.50
00084811	06/14/2021	SIERRA COUNTY HEALTH DEPARTMENT	01-5510	ELECTRICAL SERVICES FOR TECH COTTAGE		289.50
00084812	06/14/2021	INTERMOUNTAIN DISPOSAL, INC.	01-5520	GARBAGE SERVICE	540.52	
			01-5899	GARBAGE SERVICE	10.79	551.31
00084813	06/14/2021	SIERRA HARDWARE	01-4320	Misc items for maintenance		60.58
00084814	06/14/2021	SIERRA VALLEY HOME CENTER	01-4300	AG SUPPLIES	106.60	
			01-4305	DUGOUT BENCHES	115.27	
			01-4320	MAINT SUPPLIES	6.40	
				MAINT. SUPPLIES	172.80	
				MAINT/CUSTODIAL SUPPLIES	119.33	
			01-4350	MISC. BUS SUPPLIES	13.40	533.80
00084815	06/14/2021	SIERRA-PLUMAS JOINT UNIFIED	01-5890	BANK SERVICE FEES		290.79
00084816	06/14/2021	SIERRA TRANSPORTATION COMPANY, LLC	01-5100	TRANSPORTATION	7,288.74	
			01-5890	TRANSPORTATION	1,138.86	8,427.60
00084817	06/14/2021	STAPLES ADVANTAGE	01-4302	copy paper	369.91	
				office supplies	36.44	
				Printer Cartridges	208.90	
			01-4330	OFFICE SUPPLIES	206.10	

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.

ESCAPE ONLINE

Checks Dated 06/01/2021 through 06/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00084817	06/14/2021	STAPLES ADVANTAGE	01-5899	OFFICE SUPPLIES	36.97	858.32
00084818	06/14/2021	TERMINIX PROCESSING CENTER	01-5890	PEST CONTROL -LES/LHS		141.00
00084819	06/14/2021	TIP INC.,PRINTING & GRAPHIX	01-4330	Envelopes		311.05
00084820	06/14/2021	TRI COUNTY SCHOOLS INS. GR.	01-3901	JUNE 21 HEALTH INSURANCE	2,471.25	
			01-9535	JUNE 21 HEALTH INSURANCE	8,728.75	
			76-9576	JUNE 21 HEALTH INSURANCE	65,771.02	76,971.02
00084821	06/14/2021	U.S. BANK	01-4320	Temp Sensor	79.67	
				Water	113.62	
			01-4330	ADOBE PRO SUBSCRIPTION	11.24	
				OFFICE SUPPLIES	93.59	
			01-5890	ZOOM SUBSCRIPTION	206.53	
			01-5899	ADOBE PRO SUBSCRIPTION	3.75	
				Unpaid Sales Tax	3.80-	504.60
00084822	06/14/2021	US FOODSERVICE, INC.	01-4300	CAFETERIA - FOOD AND SUPPLIES	116.03	
			13-4340	CAFETERIA - FOOD AND SUPPLIES	377.78	
			13-4700	CAFETERIA - FOOD AND SUPPLIES	1,565.52	2,059.33
00084823	06/14/2021	VERIZON WIRELESS	01-5899	CELL PHONE SERVICE	50.09	
			01-5910	CELL PHONE SERVICE	173.37	223.46
00084824	06/14/2021	VOYAGER FLEET SYSTEMS INC.	01-4305	FUEL FOR ATHLETIC TRIPS	562.68	
			01-4320	FUEL	67.38	
			01-4351	BUS FUEL	1,236.53	
			01-5200	FUEL	129.73	
			01-5899	FUEL	130.08	2,126.40
00084825	06/14/2021	ALLEN WRIGHT	01-5200	MILEAGE	21.00	
			76-9576	H/W REIMBURSEMENT	920.14	941.14
00084826	06/29/2021	AMAZON CAPITAL SERVICES	01-4300	classroom supplies	21.90	
			01-4330	Copy Machine Staples	32.00	53.90
00084827	06/29/2021	AT&T	01-5890	PHONE SERVICES	43.98	
			01-5899	PHONE SERVICES	6.35	
			01-5910	PHONE SERVICES	252.79	303.12
00084828	06/29/2021	CALEY ELECTRIC	01-5890	SERVICE CALL		250.00
00084829	06/29/2021	CHILLERGY	13-5600	FREEZER REPAIR		432.82
00084830	06/29/2021	COLLEGE BOARD	01-5890	AP Exams		3,182.00
00084831	06/29/2021	GIRAFFE, INC	01-5890	Grad Decor		1,000.00
00084832	06/29/2021	GRAINGER, INC.	01-4320	HVAC MOTOR		146.82
00084833	06/29/2021	CAROLINE GRIFFIN	01-4300	CULTIVATOR		355.49
00084834	06/29/2021	THOMAS JONES	01-4305	Gown Cleaning		360.00

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.

ESCAPE ONLINE

Checks Dated 06/01/2021 through 06/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00084835	06/29/2021	JOSTENS	01-4305	DIPLOMAS	95.22	
				Diplomas & Covers	295.01	390.23
00084836	06/29/2021	PRODUCERS DAIRY	13-4700	DAIRY PRODUCTS		1,607.06
00084837	06/29/2021	NORTHAM DISTRIBUTING, INC.	13-4700	CAFE FOOD/SUPPLIES		182.31
00084838	06/29/2021	OLIVER WORLDCLASS LABS	01-4400	SMARTBOARD PROJECTOR		792.40
00084839	06/29/2021	PACIFIC GAS & ELECTRIC COMPANY	01-5510	electrical use		2,633.67
00084840	06/29/2021	REED'S LOCKSMITHING, INC.	01-4320	KEYS		117.18
00084841	06/29/2021	INTERMOUNTAIN DISPOSAL, INC.	01-5520	GARBAGE SERVICE	540.52	
			01-5899	GARBAGE SERVICE	10.79	551.31
00084842	06/29/2021	CDE, CASHIER'S OFFICE	13-4700	COMMODITIES	1,989.47	
			13-8221	COMMODITIES	1,852.67-	136.80
00084843	06/29/2021	VERIZON WIRELESS	01-5899	CELL PHONE SERVICE	50.09	
			01-5910	CELL PHONE SERVICE	173.37	
			01-9210	CELL PHONE SERVICE	836.99	1,060.45
Total Number of Checks					68	193,514.17

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	60	117,592.11
13	Cafeteria Fund	8	8,278.93
76	Warrant/Pass Though (payroll)	3	67,658.89
Total Number of Checks		68	193,529.93
Less Unpaid Sales Tax Liability			15.76
Net (Check Amount)			193,514.17

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.

ESCAPE ONLINE

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

PO Box 955, 109 Beckwith Rd
Loyalton CA 96118
Office: 530-993-1660
Fax: 530-993-0828

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

To: James Berardi
District Superintendent

Person completing this form: Kristie Jacobsen
Administrative Assistant to the Superintendent

Quarterly Report Submission Date: October 2021 (Jul-Aug-Sep)
 January 2021 (Oct-Nov-Dec)
 April 2021 (Jan-Feb-Mar)
 July 2021 (Apr-May-Jun)

Date for information to be reported publicly at a governing board meeting: July 13, 2021

Please check the box that applies:

- No complaints were filed with any school in the District during the quarter indicated above.
- Complaints were filed with schools in the District during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignments	1	1	0
Facilities Conditions	0	0	0
TOTALS	1	1	0



Signature of District Superintendent

7/8/2021
Date

WILLIAMS COMPLAINT FORM

(Uniform Complaint Procedures for California Education Code Section 35186 Complaints)

Anyone may use this form to file a complaint regarding one or more of the following problems: (1) insufficient instructional materials; (2) an unsafe or unhealthy school facility condition; (3) a teacher vacancy or misassignment, and/or (4) a restroom that is closed, not fully operational, or not cleaned, maintained, or stocked regularly. After completing this form, file it with the School Principal. If the Principal does not have sufficient authority to fix the problem, he or she will forward this form to the appropriate school district official for resolution.

► Do you want to receive a written response describing how the problem was fixed?

Yes, I request a written response.

Name: _____ Address: _____
City, State, and Zip Code: _____ Phone Number (optional): _____

No, I do not request a written response. I am filing this complaint anonymously.

► I request immediate action to correct the following problem(s): *Please check all that apply and provide supporting details (attach additional pages if needed).*

I. Textbooks and Instructional Materials:

- A student does not have required textbooks or instructional materials to use in class.
- A student does not have textbooks or instructional materials to use at home or after school.
- Textbooks or instructional materials are in poor or unusable condition, are missing pages, or are unreadable due to damage.
- Because of a shortage of textbooks or materials, a student was given photocopied sheets from only a portion of a textbook or instructional materials.

Description of the problem: include (1) the names of the textbook(s)/materials that are missing or damaged, (2) the course/grade level and (3) the teacher's name. _____

II. Teacher Vacancy or Misassignment:

- A class has not been assigned a permanent teacher within the first 20 working days of the semester.
- A teacher is assigned to teach a class for which the teacher lacks the appropriate subject matter credential or authorization.
- A teacher is assigned to teach a class in which more than 20% of the students are English learners and the teacher lacks the proper credentials or training to teach English learners.

Description of the problem: include (1) the course or grade level and (2) the teacher's full name. _____ 7-12th

Robin Bolle teaching Math for six years without a Credential. _____

III. School Building and Facility Conditions:

- A school building, building system, or part of the school grounds is in a condition that poses a threat to the health and safety of students, teachers, or school employees (for example, the heating, ventilation, fire sprinkler, or AC system doesn't work; the school is infested with rats or other pests; windows are broken or exterior gates will not lock and pose a security risk; or a damaged building or structure creates a potential health or safety hazard).

Description of the problem: include (1) the condition, (2) where it is located, and (3) how it poses a threat to health or safety. _____

IV. Restrooms:

- A restroom is not fully operational, maintained and cleaned regularly, and stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school is not keeping all restrooms open during school hours when pupils are not in classes.
- The school is not keeping a sufficient number of restrooms open during school hours when pupils are in classes.

Description of the problem: include location of the restroom. _____

May 1, 2021

(date) to

► **IMPORTANT:** I am mailing / hand-delivering (circle one) this form on _____
Principal James Berardi (name) at Downieville High School 130 School St Downieville, Ca 95936 (not name & address).

Please make and keep a copy of this completed form for your records.

For more information, visit www.decentsschools.org or call toll-free 1-877-532-2533. Form updated Feb. 25, 2008.



CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

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Current Submissions and Deadlines

Data collection forms that are listed below are open, available for editing, have upcoming deadlines, and/or are overdue to be certified. Data collection forms that have been certified, have had their deadlines pass, are open and available for editing can be found under the Data Entry Forms tab. All data collection forms, whether open or closed, certified or unsubmitted, can be viewed as uneditable reports under the Reports tab.

9 Data Collection(s) found.

Fiscal Year 2018-19	Deadline	Status
Title II, Part A Fiscal Year Expenditure Report, 36 Months	July 22, 2021	<i>Draft</i> NGriesert, 6/21/2021 10:58 AM

Fiscal Year 2019-20	Deadline	Status
Title II, Part A Fiscal Year Expenditure Report, 24 Months	July 22, 2021	<i>Draft</i> NGriesert, 6/21/2021 10:59 AM

Fiscal Year 2020-21	Deadline	Status
Title II, Part A Fiscal Year Expenditure Report, 12 Months	July 22, 2021	<i>Draft</i> NGriesert, 6/21/2021 11:07 AM
Homeless Education Policy, Requirements, and Implementation	July 22, 2021	<i>Draft</i> NGriesert, 6/21/2021 10:52 AM

Fiscal Year 2021-22	Deadline	Status
Protected Prayer Certification	July 22, 2021	<i>Draft</i> NGriesert, 6/21/2021 10:06 AM
LCAP Federal Addendum Certification	July 22, 2021	<i>Draft</i> NGriesert, 6/21/2021 10:06 AM
Application for Funding	July 22, 2021	<i>Draft</i> NGriesert, 6/22/2021 9:46 AM
Nonprofit Private School Consultation	July 22, 2021	<i>Draft</i> NGriesert, 6/21/2021 10:15 AM
Substitute System for Time Accounting	July 22, 2021	<i>Draft</i> NGriesert, 6/21/2021 10:08 AM

General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2018-19 Title II, Part A Fiscal Year Expenditure Report, 36 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through June 30, 2021.

Required fields are denoted with an asterisk (*).

2018-19 Title II, Part A allocation:	\$13,072	
Transferred-in amount:	\$0	
Transferred-out amount:	\$5,593	
2018-19 Total allocation:	\$7,479	<input type="button" value="Recalculate"/>

Professional Development Expenditures

Professional development for teachers: \$7,091

Professional development for administrators:

All other professional development expenditures:

Recruitment, Training, and Retention Expenditures

Recruitment activities:

Training activities:

Retention activities:

All other recruitment, training, and retention expenditures:

Miscellaneous Expenditures

Class size reduction:

Administrative and indirect costs: \$388

Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation:

Equitable services for nonprofit private schools:

All other allowable expenditures and encumbrances:

Total expenditures and encumbrances: \$7,479

2018-19 Unspent funds: \$0

Last Saved: Nona Griesert (NGriesert), 6/21/2021 10:58 AM, Draft

California Department of Education
1430 N Street
Sacramento, CA 95814

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2019-20 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2021.

Required fields are denoted with an asterisk (*).

2019-20 Title II, Part A allocation: \$13,590

Transferred-in amount: \$0

Transferred-out amount: \$5,593

2019-20 Total allocation: \$7,997

Professional Development Expenditures

Professional development for teachers: \$7,626

Professional development for administrators:

All other professional development expenditures:

Recruitment, Training, and Retention Expenditures

Recruitment activities:

Training activities:

Retention activities:

All other recruitment, training, and retention expenditures:

Miscellaneous Expenditures

Class size reduction:

Administrative and indirect costs: \$371

Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation:

Equitable services for nonprofit private schools:

All other allowable expenditures and encumbrances:

Total expenditures and encumbrances: \$7,997

2019-20 Unspent funds: \$0

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California Department of Education
1430 N Street
Sacramento, CA 95814

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2020-21 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2020 through June 30, 2021.

Required fields are denoted with an asterisk (*).

2020-21 Title II, Part A allocation:	\$13,465	
Transferred-in amount:	\$0	
Transferred-out amount:	\$5,593	
2020-21 Total allocation:	\$7,872	<input type="button" value="Recalculate"/>

Professional Development Expenditures

Professional development for teachers: \$7,500

Professional development for administrators:

All other professional development expenditures:

Recruitment, Training, and Retention Expenditures

Recruitment activities:

Training activities:

Retention activities:

All other recruitment, training, and retention expenditures:

Miscellaneous Expenditures

Class size reduction:

Administrative and indirect costs: \$372

Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation:

Equitable services for nonprofit private schools:

All other allowable expenditures and encumbrances:

Total expenditures and encumbrances: \$7,872

2020-21 Unspent funds: \$0

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California Department of Education
1430 N Street
Sacramento, CA 95814

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Program Information Data Entry Instructions

2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

Required fields are denoted with an asterisk (*).

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

- 1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
b) Includes a dispute resolution process;
c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

- * Homeless liaison first name: James
* Homeless liaison last name: Berardi
* Homeless liaison title: Superintendent
* Homeless liaison email address: jberardi@spjUSD.org
* Homeless liaison telephone number: 530-993-1660
Homeless liaison telephone extension: 110
* Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education: 0.85

Homeless Liaison Training Information

- * Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years: No Yes
Has the homeless liaison provided training to the following personnel:
Principals and other school leaders: No Yes
Attendance officers and registrars: No Yes
Teachers and instructional assistants: No Yes
School counselors: No Yes

Homeless Education Policy and Requirements

* Does the LEA have a written homeless education policy: No Yes

No policy comment:
Provide an explanation why the LEA does not have a homeless education policy.
(Maximum 500 characters)

Date LEA's board approved the homeless education policy: 02/09/2016 (ex. MM/DD/YYYY)

* Does the LEA meet the above federal requirements: No Yes

Compliance comment:
Provide an explanation why the LEA does not comply with federal requirements.
(Maximum 500 characters)

Title I, Part A Homeless Expenditures

2020-21 Title I, Part A LEA allocation: \$79,197

2020-21 Title I, Part A direct or indirect services to homeless children reservation: \$2

Amount of 2020-21 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children: \$79,195

Homeless services provided:
(Maximum 500 characters) Materials and supplies for classroom activities, counseling services, tutoring services. Additional support for students needs and activities.

No expenditures or encumbrances comment:
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services.
(Maximum 500 characters)

Last Saved: Nona Griesert (NGriesert), 6/21/2021 10:52 AM, Draft

Save

Return to List

Leanne Wheeler, Integrated Student Support and Programs Office | LWheeler@cde.ca.gov | 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office | KBarrales@cde.ca.gov | 916-327-9692
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

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2021-22 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

Required fields are denoted with an asterisk (*).

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

* The authorized representative agrees to the above statement: No Yes

Authorized Representative's Full Name: James Berardi

Authorized Representative's Title: Superintendent

Authorized Representative's Signature Date: 07/13/2021 (ex. MM/DD/YYYY)

Comment:

If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)

Last Saved: Nona Griesert (NGriesert), 6/21/2021 10:06 AM, Draft

Carrie Lopes, Title I Policy, Program, and Support Office | CLopes@cde.ca.gov | 916-319-0126
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297



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2021-22 LCAP Federal Addendum Certification

Required fields are denoted with an asterisk (*).

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District: 07/01/2017 (ex. MM/DD/YYYY)

For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP

Direct Funded Charter: (ex. MM/DD/YYYY)
Enter the adoption date of the current LCAP

* Authorized Representative's Full Name: James Berardi

* Authorized Representative's Title: Superintendent

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Save

Return to List

Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297



CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Sierra-Plumas Joint Unified (46 70177 0000000)

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2021-22 Application for Funding

Required fields are denoted with an asterisk (*).

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board: 07/13/2021 (ex. MM/DD/YYYY)

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name:
(non-LEA employee)

DELAC review date:

Meeting minutes web address:

Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.

DELAC comment:

If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)

DELAC Advisory Committee is not required, EL population is under the threshold.

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

* **Title I, Part A (Basic Grant):** No Yes
ESSA Sec. 1111 et seq.
SACS 3010

* **Title II, Part A (Supporting Effective Instruction):** No Yes
ESEA Sec. 2104
SACS 4035

* **Title III English Learner:** No Yes
ESEA Sec. 3102
SACS 4203

* **Title III Immigrant:** No Yes
ESEA Sec. 3102
SACS 4201

* **Title IV, Part A (Student and School Support):** No Yes
ESSA Sec. 4101
SACS 4127

Title V, Part B Subpart 1 Small, Rural School Achievement Grant: No Yes
ESSA Sec. 5211 SACS 5810

Program Record/Award Number beginning with S358A21: 0524

If participating, then provide the additional four characters of the code that are specific to your LEA.

Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation: No Yes

Last Saved: Nona Griesert (NGriesert), 6/22/2021 9:46 AM, Draft

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Return to List

Consolidated Application Support Desk, Education Data Office | ConAppSupport@cde.ca.gov | 916-319-0297
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Sierra-Plumas Joint Unified (46 70177 0000000)

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2021-22 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

Required fields are denoted with an asterisk (*).

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

Y1: meaningful consultation occurred

Y2: timely and meaningful consultation did not occur

Y3: the program design is not equitable with respect to eligible private school children

Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

Add non-attendance area school(s): No Yes

The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

School Name	School Code	Enrollment	* Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	Remove
-------------	-------------	------------	-------------------------	--------------------------------	------------------------------------	-------------------	--------

[Add a School](#)

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Sylvia Hanna, Title I Policy, Program, and Support Office | SHanna@cde.ca.gov | 916-319-0948
 Rina DeRose, Title I Policy, Program, and Support Office | RDeRose@cde.ca.gov | 916-323-0472
 General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297



CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Sierra-Plumas Joint Unified (46 70177 0000000)

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2021-22 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

Required fields are denoted with an asterisk ().*

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

* 2021-22 Request for authorization: No Yes

LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system:
(Maximum 500 characters)

Last Saved: Nona Griesert (NGriesert), 6/21/2021 10:08 AM, Draft

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Hilary Thomson, Fiscal Oversight and Support Office | HThomson@cde.ca.gov | 916-323-0765
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Loyalton High School

Sierra Plumas Joint Unified

School Site

District

Please include the following items with your application:

- Eligibility Determination Sheet
- Variance Request Form (if applicable)
- Quality Criterion 12 Form (if applicable)
- Award Estimator and Budget Sheet
- List of Agriculture Teachers

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

Signature of Authorized Agent

Authorized Agent Title

Signature of Agriculture Teacher
Responsible for the Program

Signature of Principal

Contact Phone Number: _____

Date of Local Agency Board Approval: _____

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- 1. Curriculum and Instruction
- 2. Leadership and Citizenship Development
- 3. Practical Application of Occupational Skills
- 4. Qualified and Competent Personnel
- 5. Facilities, Equipment, and Materials
- 6. Community, Business, and Industry Involvement
- 7. Career Guidance
- 8. Program Promotion
- 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE
CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

Yes No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A
VARIANCE REQUEST FORM FOR EACH AND CONTINUE TO THE NEXT PAGE OF
YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE,
AND YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL
CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021-22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

AWARD ESTIMATOR

DATES OF PROJECT DURATION: JULY 1, 2021 TO JUNE 30, 2022

Applicant Information (please fill in the underlined fields)

Number of different agriculture teachers at site 1
(Please attach a separate list of agriculture teachers' names):
Total number of students from the prior fiscal year R-2 Report: 54
Number of teachers meeting Criterion 10 (Class size - See instructions): 1
Number of teachers meeting Criterion 11a (Year round employment - See instructions): 1
Number of teachers meeting Criterion 11b (Project supervision period - See instructions): 1
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)? y

Award Calculations

Part 1: Based on your number of agriculture teachers at the site:
(Please attach a separate list of agriculture teachers' names): 4000
Part 2: Based on \$8.00 per member listed on the R-2 Report: 432
Part 3a: Based on number of teachers meeting Criterion 10: 2000
Part 3b: Based on number of teachers meeting Criterion 11a: 2000
Part 3c: Based on number of teachers meeting Criterion 11b: 2000
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form: 7500
Total Estimated Award: 13936

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate: \$ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Curriculum & Subscriptions	2000	2000
Subtotal	N/A	\$ 0.00	\$ 0.00

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Travel & Conferences	6500	6500
2.	Power & Propane	2000	2000
3.	Equipment, supplies & repairs	2000	2000
4.	Contracted services	336	336
5.			
6.			
7.			
8.			
9.			
10.			
Subtotal	N/A	\$ 0.00	\$ 0.00

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Fencing, irrigation, greenhouse repair	1100	1100
2.			
3.			
4.			
5.			
Subtotal	N/A	\$ 0.00	\$ 0.00

Total Allocated Funds: \$ 0.00 \$ 0.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

VARIANCE REQUEST FORM

PLEASE NOTE: EACH CRITERION FOR WHICH A VARIANCE IS REQUESTED MUST BE COMPLETED ON A SEPARATE FORM

Variance Request for Funding Year:

School Site

District

1. Standard and criterion for which variance is requested:
Standard Number:
Criterion Number:
2. Reasons why the criterion is not being met at this time (use additional pages if needed):
3. Steps to be taken in order to meet this criterion (use additional pages if needed):

Name of Agriculture Teacher
Responsible for the Program

Signature of Agriculture
Teacher Responsible for the Program

Name of Principal

Signature of Principal

Name of Regional Supervisor

Signature of Regional Supervisor

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

QUALITY CRITERION 12 FORM

Agricultural programs meeting all of the required Quality Criteria (Criteria 1 – 9) may qualify for an additional \$7,500 by also meeting Criterion 12.

Please check each qualifying condition you meet below.

This form, along with the appropriate verification, must be submitted with the Agricultural Career Technical Education Incentive Grant Application by the application deadline.

Number of Students on Previous Year's R-2 Report: 54

12A: Leadership and Citizenship Development

Number of activities on the approved FFA Activity list in which the local chapter participated (Must participate in at least 80 percent of the activities)

12B: Practical Application of Occupational Skills

Number of students who received the State FFA Degree (Must be at least 5 percent of the R2 number)

12C: Qualified and Professional Activities

Number of teachers who attended a minimum of five professional in-service activities (Must attach approved In-service Activities Verification Page)

12D: Community, Business, and Industry Involvement

Number of meetings held by the local Agriculture Advisory Committee (Must be at least three, with minutes attached)

Name of Agriculture Advisory Committee Chair: William Loveridge

Phone Number of Agriculture Advisory Committee Chair: 530-249-2990

12E: Retention

Number of students from the 2017 freshman cohort who completed 3 or 4 years of Agriculture Education courses. Must be at least 30% of the 2017 freshman cohort

12F: Graduate Follow-Up

Number of program completers graduating last year

Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75 percent of the program completers). Attach graduate follow-up report.

Global Issues & Model UN Course
District-Wide High School Elective

Training: Anna Thorell & Niecea Freeman were trained by Best Delegate through district funding in July 2020

Curriculum: Many resources are free and the curriculum needed for A-G approval can be piloted at a low cost (request funding from the Sierra Schools Foundation).

Course can be taken 4 years as an elective—proposing that it can possibly receive credit for history as well (“a” in A-G)—with rotating topics on global issues and international politics/policies.

1. Basic Course Information

Title: Global Issues & Model UN Course

Length of Course: Full Year

Subject Area: Elective (“g”) / Human/Cultural Geography (“a”)

UC honors designation? No

Prerequisites: None

Co-requisites: none

Integrated (Academics / CTE)? No

Grade Levels: 9th, 10th, 11th, 12th

Course Learning Environment: Classroom Based

2. Course Description

a. Course Overview:

Global Issues & Model UN is an elective with strong themes of science (environmental) and social studies (human/cultural geography, politics, government, international policy) that enables students to develop an in-depth understanding the planet on which they live, the systems that shape it, and the influence of human activity on those systems. This course is aligned with the Next Generation Science Standards (NGSS) and California State Standards for History (as well CCSS in English and cross cutting concepts for Social Studies) by providing students the opportunity to engage in in-depth studies of the United Nation’s Sustainable Development Goals (SDGs) and the practices of the United Nations throughout the year. The course emphasizes engaging students through exploration of global issues impacted by human activity with emphasis and case studies in areas around (Year 1): 1 Habitat Preservation, 2. Climate Change, 3. Energy Resources, (Year 2): 1. Globalization, 2. Water Resources, 3. Food Supply, (Year 3): 1. Health, 2. Pollution 3. Human rights, (Year 4): 1. Overpopulation, 2. Migration, 3. Standard of Living—or any combination thereof, at the teacher’s discretion. One of the main purposes of Model UN is not just to raise awareness about global issues, but to teach students to bring action to the local community. One service learning project (community service) each year will be planned and carried out in detail in response to local needs that align with SDGs. This elective expands on US issues and history to “expect students to analyze the changing political relationships within and among other countries and regions of the world, both throughout history and within the context of contemporary global interdependence” (CA State Standards, Social Studies).

EXAMPLE YEAR 1:

b. Course Content:

Unit 1: Model UN & the Sustainable Development Goals

Summary: Students will learn about the history of the United Nations: events that led to its inception, its purpose, general functions of the UN, and various UN initiatives such as the UNESCO World Heritage project & Sustainable Development Goals. Students will be asked to engage in an exploration of the SDGs and discuss the importance of international/global citizenship and the importance of the UN in facilitating equity across the world.

California State Social Studies Standards:

- 10.9* Students analyze the international developments in the post–World War II world.
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.
- 11.9* Students analyze U.S. foreign policy since World War II.
1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order. California Department of Education Created May 18, 2000 52 GRADE ELEVEN 2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
- 11.11* Students analyze the major social problems and domestic policy issues in contemporary American society.

Example Assignment: Students will create a timeline presentation or poster to illustrate the genesis of the United Nations—highlighting its purpose and mission and how past and current events are relevant to its cause.

For UN Day (October 24th) students will work collaboratively to create a display that communicates the SDGs to the student body and/or community, with detailed and informational posters or interactive models/dioramas that showcase all 17 goals.

Example Model UN task: Students will become familiar with the processes of Model UN and how to attend a conference and practice procedures internally within the class with projects like: Fruit vs. Vegetables, with the resolution being forming committees to “make a salad”. Students will be tested on protocol, vocabulary, and present their resolution as a performance task for this element of the class.

Unit 2: Habitat Preservation

Summary: For plants and animals, every place on Earth is a home, or habitat, which provides food, water, and shelter. Yet scientists are finding that habitats for many animals and plants around the world are shrinking. As a result, their populations are declining. The trend is a challenge of biodiversity, which is the range of living things on Earth. The Habitat Preservation unit explores how countries around the world are using conservation and a smarter use of resources to protect the habitats of living things. Students will explore issues around land use and conservation in case studies with countries such as Papua New Guinea, Madagascar, Kenya,

Namibia, Australia, Antarctica, and more. Vocabulary: habitat preservation, cloud forest, biodiversity, overpopulation, slash-burn agriculture, savanna, primate, drought, pesticides, coral polyps, invasive species, sediment, marsupials.

California State Social Studies Standards:

- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.
5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
- 12.3 Students analyze the influence of the federal government on the American economy.
1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
2. Identify the factors that may cause the costs of government actions to outweigh the benefits.

NGSS Standards:

- HS-ESS3-3. Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity. [Clarification Statement: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.] [Assessment Boundary: Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.]
- HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]
- HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.* [Clarification Statement: Emphasis is on testing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.]

Example Assignment: After exploring the case studies and learning basic definitions of habitat preservation, students will create a Public Service Announcement (PSA) about one of their case studies, illustrating their knowledge on the subject and creating a “call-to-action”. Students will then be given a country to explore individually as the research component for their Model UN task and must write a 5-page research paper about the country’s policies and attitudes toward habitat preservation.

Example Model UN Activity: Students will engage in a class-wide Model UN Conference and go through the process of creating a resolution that meets the various needs of the countries present

to push for the conservation of our world's natural resources and protect the biodiversity of the planet (while making economic and political concessions).

Unit 3: Climate Change

Summary: Students will engage in creative problem solving for the current climate issues caused by human activities such as energy use in transportation, production, and daily living. They will analyze their own habitats as well as case studies from around the globe to cultivate a mindfulness of energy use (CO₂) and how it impacts the climate and the world. Students will understand that we can reduce the effects of climate change by switching to renewable energy sources and leaning away from carbon-based energy. Daily uses of water, electricity and transportation can also reduce carbon emissions and the effects of climate change.

Humans will be impacted by climate change through loss of habitat, extinction of species, and loss of lifestyle and standards of living, among many other things. Specific vocabulary to engage in writing, discussions and presentations about **climate, weather, renewable energy, carbon-based energy, biofuels** and **fossil fuels**, and the **heat capacity** of the ocean. *Students will be skilled at...*

- Identifying carbon-based resources and biofuels.
- Describing the process of renewable energy resources: solar energy, hydropower, geothermal, and wind.
- Reflecting on personal energy use.
- Analyzing the Case Studies to identify climate issues and create solutions.
- Interpreting images, charts, and graphs to learn about the effects of climate change over time.

California State Social Studies Standards:

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

12.3 Students analyze the influence of the federal government on the American economy.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.

2. Identify the factors that may cause the costs of government actions to outweigh the benefits.

NGSS Standards:

HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. [Clarification Statement: Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of years: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.] [Assessment Boundary: Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.]

HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. [Clarification Statement: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.]

Example Assignment:

Climate Summit Role play: Write a Speech as a government official at a Climate Summit that explains why we must actively fight climate change and provide a list of solutions specific to your country's resources and capabilities to contribute to the cause: Australia, Costa Rica, Guatemala, Haití, Puerto Rico, USA.

Example Model UN Activity: Students will engage district-wide on a topic related to Climate Change for a conference. Each student will do an in-depth research paper 3-5 pages on their assigned country and their attitude and policies around Climate Change. Students will then participate on behalf of their nation in the district-wide conference in order to create a resolution that impacts as many countries as possible while still considering the economic and ideological needs of other nations.

Unit 4: Energy Resources

Summary: Energy use is one of the key issues of our time. People have traditionally relied on fossil fuels, including oil, coal, and natural gas. There are growing concerns, though, about the pollution caused by these energy resources. In addition, these sources of energy are nonrenewable. That is, they can be used up. Countries around the world are exploring ways to use renewable sources of energy, such as solar power. Energy Resources examines the role of traditional sources of energy and the development of alternative energy resources.

California State Social Studies Standards:

- 10.3* Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change
- 10.4* Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

11: Students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects.

NGSS Standards:

HS- Evaluate or refine a technological solution that reduces impacts of human

ESS3-4. activities on natural systems.* [Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).]

HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. [Clarification Statement: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere. An example of the far-reaching impacts from a human activity is how an increase in atmospheric carbon dioxide results in an increase in photosynthetic biomass on land and an increase in ocean acidification, with resulting impacts on sea organism health and marine populations.] [Assessment Boundary: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.]

Example Assignment: Renewable Energy Action Plan presentations with Google Slides or PowerPoint by leveled groups: The Caribbean, Guatemala, and Costa Rica—case studies from the text.

Example Model UN Activity: Students will engage in a regional or inter-district conference on a topic related to sustainable energy technologies and resources. Each student will do an in-depth research paper 3-5 pages on their assigned country and their attitude and policies around energy resources. Students will then participate on behalf of their nation in the district-wide conference in order to create a resolution that impacts as many countries as possible while still considering the economic and ideological needs of other nations.

3. Course Materials

Textbook Title: *Crossing Borders; International Studies for the 21st Century*

Author: by Harry I Chemotsky (Editor), Heidi H Hobbs (Editor)

Edition/Year: 4th / 2021

Publisher: CQ Press; Sage Publishing

Website: <https://us.sagepub.com/en-us/nam/crossing-borders/book268257>

Primary: Yes

Textbook Title: *Global Issues* series (12 topics)

Author: Andrew J. Milson, PhD.

Edition/Year: 1st / 2014

Publisher: National Geographic Cengage Learning

Website:

<https://ngl.cengage.com/search/productOverview.do?N=201+4294918395&Ntk=NGL&Ntt=PRO000000024&Ntx=mode%2Bmatchallpartial&homePage=false>

Primary: Yes

Resource/Text: Best Delegate (Model United Nations)

Author: N/A

Publisher: Best Delegate 2020

Website: <https://bestdelegate.com/resources/>

Primary: No

Resource/Text: Grade 12 Global Issues, Citizenship & Sustainability

Author: Government of Manitoba

Edition/Year: 2017

Publisher: Manitoba Education & Training (Government of Manitoba, Canada)

Website: https://www.edu.gov.mb.ca/k12/cur/socstud/global_issues/full_doc.pdf

Primary: No

MINUTES FOR THE REGULAR MEETING OF THE GOVERNING BOARD OF THE
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

June 22, 2021

5:00pm CLOSED Session

Regular Session immediately followed the 6:00pm meeting of the Sierra County Board of Education

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

A. CALL TO ORDER

Vice President ALLEN WRIGHT called the meeting to order at 5:00pm.

B. ROLL CALL

PRESENT: *Allen Wright, Vice President*
Patty Hall, Member
Nicole Stannard, Member

ABSENT: *Mike Moore, President*
Christina Potter, Clerk

C. APPROVAL OF AGENDA

HALL motioned to approve the agenda with the removal of Action Item r – table to hold a Special Meeting. Second by Nicole.

3/0

D. PUBLIC COMMENT FOR CLOSED SESSION

None

E. CLOSED SESSION

The Board of Trustees, Superintendent James Berardi and Business Manager Nona Griesert moved into Closed Session at 5:05pm to discuss the following item(s):

1. Government Code 54957.6

CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator for the Board: James Berardi, Superintendent

Employee Organizations:

Unrepresented Employees: Sierra-Plumas Teachers' Association
Classified Employees
Confidential Employees
Administrative Employees

F. RETURN TO OPEN SESSION and ADJOURN FOR BREAK at 5:45pm

G. 6:00PM – RECESS TO THE SIERRA COUNTY BOARD OF EDUCATION MEETING

H. RECONVENE THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD MEETING at 6:57pm

I. REPORT OUT FROM CLOSED SESSION

WRIGHT: Direction was given to the Superintendent.

J. INFORMATION/DISCUSSION ITEMS

1. Superintendent's Report

- a. Public informational meeting on Expanded Learning Opportunities Grant
BERARDI: Public meeting to be held Wednesday, June 30th, time TBD.

- b. Facilities
BERARDI: Ongoing projects in Downieville – construction on the building/rooms, removal of trees and shrubs on the hillside, etc.
- c. Sierraville School site
BERARDI: Waiting on Sierra County to determine where they are pulling/receiving funds to finalize the purchase from SPJUSD.
- d. Technology Audit
BERARDI: Final audit report received last week. Reviewing and analyzing the report and sharing recommendations with each site and/or subgroup as deemed appropriate.
- e. Curriculum updates (BP & AR 6161.1)
BERARDI: Still working through the process of adopting the science curriculum, and looking at pilot classes for other subjects/electives.
- f. Most Recent Inter-District Variance Requests (see table below)

New/Renewal	School Year	Grade Entering	District of Residence	Receiving District	Reason Given by Requestor	Backup Documentation Received?
Renewal	2021-22	10	Washoe	SPJUSD	Continue education with LHS	n/a
Renewal	2021-22	5	SPJUSD	Tahoe-Truckee Unified	Parent works in Truckee	Yes
Renewal	2021-22	9	SPJUSD	Tahoe-Truckee Unified	Parent works in Truckee	Yes
Renewal	2021-22	Adult (IEP)	SPJUSD	Tahoe-Truckee Unified	Parent works in Truckee	Yes

2. Business Report

- a. Letter received from the California Department of Education confirming positive certification for the 2020-2021 Second Interim Reports
- b. Account Object Summary-Balance from 07/01/2020 to 05/31/2021
- c. Ninth Month Enrollments for the 2020-2021 School Year

3. Staff Reports

LES—CERESOLA: *Finished off the school year strong with as many of our normal end-of-year activities as possible as COVID guidelines would allow. Looking forward to starting the next school year with strong numbers across all of the classes.*

LHS—JONES: *not present*

DES & DHS—BERARDI: *End-of-year activities were held to the best of our abilities considering the crazy year we've all experienced. Looking forward to moving on to 2021-22.*

4. SPTA Report

VICE PRESIDENT—PRAKASH: *Grateful for a successful year and thankful to all the employees who made that happen. Congratulations to all the retirees and best wishes, thank you for your dedicated service. Negotiations for the 2020-21 School Year have ended. We hope everyone enjoys a restful summer.*

5. Board Members' Report

STANNARD: *Attended both graduations for LES and DHS and they were wonderful. Kuddos to LES for making even the last week of school so enjoyable for the elementary students. My son was excited to go every single day.*

WRIGHT: I attended the DHS graduation to hand out diplomas. Hoping to see the phone issues within the district resolved so we have a reliable and secure system in place.

HALL: I attended DHS graduation which is my all-time favorite event each year.

6. Public Comment

None

K. CONSENT CALENDAR

1. Approval of minutes for the Regular Board Meeting held May 11, 2021
2. Approval of minutes for the Special Board Meeting held May 26, 2021
3. Approval of minutes for the Special Board Meeting held June 10, 2021

Consent Calendar items 1, 2 and 3 tabled to next meeting

4. Approval of Board Report-Checks Dated 05/01/2021 through 05/31/2021
5. Authorization for Superintendent to enter into agreement with School Services of California for the 2021-2022 Fiscal Year, Contract 2022-002D

HALL motioned to approve items 4 and 5. Second by STANNARD.

3/0

L. ACTION ITEMS

1. New Business

- a. Authorization for Superintendent to enter into agreement with Beacon Results for Strategic Planning Services in 2021, Contract 2022-003D

STANNARD/HALL

3/0

- b. Adoption of Resolution No. 22-002D, Intent to withdraw from Schools Excess Liability Fund JPA

HALL/STANNARD

ROLL CALL VOTE:

STANNARD – Aye

HALL – Aye

WRIGHT – Aye

- c. Approval of reinstating the District-Wide Intervention Teacher position ongoing

STANNARD/HALL

3/0

- e.d. Approval of California Department of Education Form J-13A for 2020-2021 Request for Allowance of Attendance Due to Emergency Conditions

HALL/STANNARD

3/0

- d.e. Approval of the Tentative Agreement for Sierra-Plumas Teachers Association, 2020-2021 Negotiations

HALL/STANNARD

3/0

- e.f. Approval of the Completion of Bargaining for the Sierra-Plumas Teachers Association, 2020-2021 Negotiations

HALL/STANNARD

3/0

- f.g. Approval of the Tentative Agreement for Administrative Employees, 2020-2021 Negotiations

STANNARD/HALL

3/0

~~g-h.~~ Approval of the Completion of Bargaining for the Administrative Employees, 2020-2021 Negotiations
STANNARD/HALL
3/0

~~h-i.~~ Approval of the Tentative Agreement for Classified Employees, 2020-2021 Negotiations
STANNARD/HALL
3/0

~~i-j.~~ Approval of the Completion of Bargaining for the Classified Employees, 2020-2021 Negotiations
HALL/STANNARD
3/0

~~j-k.~~ Approval of the Tentative Agreement for Classified Management, 2020-2021 Negotiations
HALL/STANNARD
3/0

~~k-l.~~ Approval of the Completion of Bargaining for the Classified Management, 2020-2021 Negotiations
HALL/STANNARD
3/0

~~l-m.~~ Adoption of Resolution No. 21-018D, Recognition of Lynn Fillo
HALL/STANNARD
Read by Board Member HALL.
ROLL CALL VOTE:
HALL – Aye
STANNARD – Aye
WRIGHT – Aye
3/0

~~m-n.~~ Adoption of Resolution No. 21-019D, Recognition of Susan Baker
HALL/STANNARD
Read by Board Member STANNARD.
ROLL CALL VOTE:
HALL – Aye
STANNARD – Aye
WRIGHT – Aye
3/0

~~n-o.~~ Adoption of Resolution No. 21-020D, Recognition of Ann Fisher
HALL/STANNARD
Read by Board Member STANNARD.
ROLL CALL VOTE:
HALL – Aye
STANNARD – Aye
WRIGHT – Aye
3/0

~~o-p.~~ Approval of assignment of Rudy Hoyos, Loyalton High School, 2020-2021 Baseball Coach
HALL/STANNARD
3/0

- ~~p-q.~~ Approval of resignation for Thomas Jones, Principal/Site Administrator, Loyalton High School, 1.0 FTE, effective June 30, 2021
HALL/STANNARD
3/0
- ~~q-r.~~ Authorization to fill, Principal/Site Administrator, Loyalton High School, 1.0 FTE
STANNARD/HALL
3/0
- ~~r-s.~~ Approval of assignment of Megan Meschery, Principal/Site Administrator, Loyalton High School, 1.0 FTE, effective July 1, 2021
Tabled – scheduling a Special Meeting for this item
- ~~s-t.~~ Approval of assignment of Niecea Freeman, Teacher, Downieville High School, 1.0 FTE, effective August 23, 2021
HALL/STANNARD
3/0
- ~~t-a.~~ ~~Approval of reinstating the District Wide Intervention Teacher position ongoing~~
- u. Approval of Extra Duty Assignments and Stipends for 2021-2022
HALL/STANNARD
3/0
- v. Approval of the 2021-2022 Budget and the Criteria & Standards Report
HALL/STANNARD
3/0

BOARD POLICIES, ADMINISTRATIVE REGULATIONS, EXHIBITS, BOARD BYLAWS

HALL motioned to approve all policies as was done in County meeting.

Second by STANNARD.

3/0

- w. 5116.1—Intradistrict Open Enrollment
1. Board Policy, *annual review*
 2. Administrative Regulation, *annual review*
 3. Exhibit, *annual review*
- x. 6145—Extracurricular and Cocurricular Activities
1. Board Policy, *annual review*
 2. Administrative Regulation, *annual review*

M. ADVANCED PLANNING

1. Next Regular Board Meeting will be held on July 13, 2021 at Sierra County Office of Education, Room 4, 109 Beckwith Rd, Loyalton CA 96118, beginning with Closed Session as needed at 5:00pm. The Regular Board Meeting immediately follows the 6:00pm meeting of the Sierra County Board of Education. Zoom videoconferencing will also be available.
2. Suggested Agenda Items
 - Update on phone system issues/contracts and resolution
 - Approval of minutes
 - Update on item r, Assignment of Principal/Site Administrator for LHS

N. ADJOURN at 8:01pm

HALL/STANNARD

3/0

Christina Potter, Clerk

James Berardi, Superintendent

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT—SPJUSD
CLOSED SESSION REPORTING FORM

DATE: [Date]

June 22, 2021

CLOSED SESSION BEGAN AT: 5:05 A.M./P.M.

BOARD MEMBERS PRESENT:

A Patty Hall P Allen Wright A Mike Moore A Christina Potter P Nicole Stannard

OTHERS PRESENT:

- James Berardi, Superintendent
- Nona Griesert, Business Manager
- _____
- _____

I. SESSION TOPIC(S):

Item #1—Government Code 54957.6 *# Schedule a special Mtg. ASAP*
CONFERENCE WITH LABOR NEGOTIATORS

RESULT:

- DIRECTION WAS GIVEN TO SUPERINTENDENT *NO ACTION TAKEN*
- THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.
- A ROLL CALL VOTE WAS TAKEN:
HALL _____ WRIGHT _____ MOORE _____ POTTER _____ STANNARD _____
- A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:
HALL _____ WRIGHT _____ MOORE _____ POTTER _____ STANNARD _____

Item #2—Government Code _____

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 _____ WRIGHT _____ MOORE _____ POTTER _____ STANNARD _____
- A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:
HALL _____ WRIGHT _____ MOORE _____ POTTER _____ STANNARD _____

II. MOTION TO ADJOURN CLOSED SESSION AT 5:45 A.M./P.M. AND RETURN TO OPEN SESSION

BY: Patty Hall (NAME) SECONDED: NICOLE S. (NAME)

MOTION PASSED / FAILED *3/0*

PRESIDED BY:

Allen Wright
~~Mike Moore, PRESIDENT~~
ALLEN WRIGHT
VP

RECORDED BY:

X
~~Christina Potter, CLERK~~ *ABS.*

MINUTES FOR THE *SPECIAL MEETING* OF THE GOVERNING BOARD OF THE
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

June 24, 2021

OPEN Session beginning at 1:00pm

CLOSED Session beginning between 1:05pm-1:25pm (after Public Comment)

Via Zoom videoconferencing

A. CALL TO ORDER

Vice President ALLEN WRIGHT called the meeting to order at 1:00pm.

B. ROLL CALL

PRESENT: *Allen Wright, Vice President*
Christina Potter, Clerk
Patty Hall, Member (via Zoom)
Nicole Stannard, Member

ABSENT: *Mike Moore, President*

C. APPROVAL OF AGENDA

STANNARD/HALL

4/0

D. PUBLIC COMMENT FOR CLOSED SESSION

*Received public comment from the following in support of Megan Meschery for LHS
Principal/Site Administrator:*

--Janet McHenry (former staff member & speaking on behalf of the McHenry/Perez family)

--Katie Campbell (staff member, parent & part of interview panel)

--Jenna Holland (President of Sierra Schools Foundation & parent)

--Mike Filippini (former LHS Principal & Superintendent)

--Victoria Fisher (parent, friend & member of Sierra Schools Foundation)

--Stan Hardeman (former Superintendent)

--Laurie Petterson (former colleague & parent)

--Andrea Ceresola (LES Principal/Site Administrator & part of interview panel)

*--Allen Wright (SCOE & SPJUSD Board Member): **Allen read letters expressing support for
Megan Meschery and read his responses to those letters clarifying his reasoning for the request
and purpose of holding this Special Meeting.*

E. CLOSED SESSION

STANNARD/POTTER

4/0

The Board of Trustees and Superintendent James Berardi moved into Closed Session at 1:30pm
to discuss the following item(s):

1. Government Code 54957
PUBLIC EMPLOYEE APPOINTMENT
Title: Principal/Site Administrator

F. RETURN TO OPEN SESSION at 2:06pm

G. REPORT OUT FROM CLOSED SESSION

Closed Session was held for purposes of discussion only. No action was taken in Closed Session.

H. PUBLIC COMMENT

None

I. ACTION ITEMS

1. Approval of assignment of Megan Meschery, Principal/Site Administrator, Loyalton High School, 1.0 FTE, effective 7/1/2021
STANNARD/POTTER
4/0

J. ADVANCED PLANNING

1. Next Regular Board Meeting will be held on July 13, 2021 at Sierra County Office of Education, Room 4, 109 Beckwith Rd, Loyalton CA 96118, beginning with Closed Session as needed at 5:00pm and the Regular Board Meeting at 6:00pm. Zoom videoconferencing will also be available.

K. ADJOURN *at 2:10pm*

STANNARD/HALL

4/0

Christina Potter, Clerk

James Berardi, Superintendent

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT—SPJUSD
CLOSED SESSION REPORTING FORM

DATE: [Date]

June 21, 2021

CLOSED SESSION BEGAN AT: 1:30 A.M./P.M. (P.M.)

BOARD MEMBERS PRESENT:

~~X~~ Zoom ~~X~~ Patty Hall ~~X~~ Allen Wright (A) Mike Moore ~~X~~ Christina Potter ~~X~~ Nicole Stannard

OTHERS PRESENT:

- James Berardi, Superintendent
- Nona Griesert, Business Manager
- _____
- _____

I. SESSION TOPIC(S):

Item #1—Government Code <u>54957</u> <u>PUBLIC EMPLOYEE APPOINTMENT</u> Title: <u>Principal / Site Administrator</u>
RESULT:
<input type="checkbox"/> DIRECTION WAS GIVEN TO SUPERINTENDENT
<input checked="" type="checkbox"/> THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.
<input type="checkbox"/> A ROLL CALL VOTE WAS TAKEN: HALL _____ WRIGHT _____ MOORE _____ POTTER _____ STANNARD _____
<input type="checkbox"/> A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION: HALL _____ WRIGHT _____ MOORE _____ POTTER _____ STANNARD _____
Item #2—Government Code _____
RESULT:
<input type="checkbox"/> DIRECTION WAS GIVEN TO SUPERINTENDENT
<input type="checkbox"/> THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.
<input type="checkbox"/> A ROLL CALL VOTE WAS TAKEN: HALL _____ WRIGHT _____ MOORE _____ POTTER _____ STANNARD _____
<input type="checkbox"/> A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION: HALL _____ WRIGHT _____ MOORE _____ POTTER _____ STANNARD _____

II. MOTION TO ADJOURN CLOSED SESSION AT 2:06 A.M./P.M. (P.M.) AND RETURN TO OPEN SESSION

BY: NICOLE (NAME) SECONDED: CHRISTINA (NAME)

MOTION PASSED / FAILED 4.0

PRESIDED BY: Allen Wright
Mike Moore, PRESIDENT
Allen Wright

RECORDED BY: Christina Potter
Christina Potter, CLERK

June 15th, 2021

Dear Esteemed Board Members:

This is just a brief cover letter for this selection of course offerings being proposed to you from Downieville High.

Our feedback from the Site Council, parents, teachers, and students for course offerings for the next year involved 3 key elements:

- 1) **Student data:** Many of our students are struggling to meet state benchmarks in Math and ELA—however instead of only providing remedial support through RTI, Study Skills and pull outs from the academic classroom, the Site Council requested that we offer an array of electives that allow for reteaching of ELA and math concepts so students can master the material but still be learning new concepts and exploring specific interest areas at the same time. This also give students who are excelling in the academic classes an opportunity to apply their knowledge and reach higher—challenge themselves!
- 2) **Student Interest:** Teachers met to discuss courses they would be comfortable offering to boost ELA and math practice and engagement and made a sample course catalog with descriptions to distribute to the students for a survey. We collected the survey results and then refined our course proposals based on student feedback for career and academic interests.
- 3) **Teacher Collaboration:** Part of our course offerings was also used to target Thematic Planning and collaboration across courses and grade levels to encourage cross-cutting and help students obtain a nuanced understanding of the content they are exploring.

At this point in time, we are not asking for these courses to be submitted for A-G credit. This is simply an opportunity to enrich our students' lives and provide both remedial and gifted support to our students as they pursue interest areas. We hoping these courses will improve state testing data and inspire student interest.

In the future, after our pilot year, if any of these courses is successful—we would then like to revisit the option of making these courses available for A-G credit.

Thank you for your time and we look forward to hearing your thoughts about these courses and of course are open to an suggestions and revisions. We value your opinion and vision!

Niecea Freeman

Plant Science Elective—Junior and Senior High:

Plant Sciences is the study of plant growth, reproduction, evolution, and adaptation, as well as the use of plants for food, fiber, and ornamental purposes. This STEM geared course will focus on the Gold and Green Garden Project (facilitating long-term life science and plant science projects all throughout the year), and creating an enriching, hands on life science and agriculture hybrid program, while also allowing for project-based learning in STEM goals as it ties into the other science and math classes. Students in the Plant Science Elective will take a set of core units that lay the foundation for understanding plant genetics, growth and development, anatomy, and ecology. Then students work with the instructor/ mentor to develop an individualized plan based on their personal or career interests that is tailored to one or more Plant Science fields.

Curriculum from Georgia Agricultural Education:

<http://www.gaaged.org/curriculum2/topic.aspx?ID=6&TID=29>

Units and Standards (click for curriculum):

AG-GH-PS-01.461-02.1 Plant Life
Cycles_PS2_DG_Dec08

AG-GH-PS-01.461-02.2 Vegetative
Structures of Plants_DG_Dec08

AG-GH-PS-01.461-02.3 The Functions of Flower Parts-
RStone

AG-GH-PS-01.461-03.1 Asexual Propagation

AG-GH-PS-01.461-04.1 In Growing Media

AG-GH-PS-01.461-05.1 Plant Nutrients

AG-GH-PS-01.461-06.1 Fertilizers

AG-GH-PS-01.461-07.1 Pest Management

AG-GH-PS-01.461-07.2 Weeds

AG-GH-PS-01.461-07.3 plant pests

AG-GH-PS-01.461-08.1 Containers

AG-GH-PS-01.461-09.1 Irrigation Systems

AG-GH-PS-01.461-10.1 Exploring Careers and
Occupational Opportunities

Assessment Tools & Labs:

[Greenhouse grading rubric](#)

[Greenhouse Watering Techniques Lab](#)

[Greenhouse pH Testing Lab](#)

[Mini Greenhouse Student Project](#)

[Pollinator Garden Project](#)

[Seed Germination Lab](#)

[Soil Analysis Lab](#)

[Movement through Plant Stem lab](#)

Leaf Transpiration Lab

Greenhouse lab - Leaf Cuttings without Petiole

New Course Proposal Application

I Course Information

1.Date of Application	6/15/21
2.School	Downieville School
3.Teacher(s) Submitting Request	Patrick Wilson
4.Course Title	Project Math
5.Subject Area	Mathematics
6.Highly Qualified Teacher Certification Requirements	Single Subject Math Credential
7.Type of Credit	Elective / Selective Math
8.School Year to be Implemented	2020-2021
9. Length of Course	Full Year
10. Anticipated Number of Students to be involved	3-10
11.Grade Level	9-12
12.Prerequisite Course	Math 8
13.Concurrent Enrollment Required?	None
14.Articulation with college for credit?	None
15.Can this course be repeated for credit?	Yes
16.Who is the intended student audience?	This course is designed to teach and enrich Algebra 1 concepts to all high school students. All students can benefit from this course regardless of whether they have taken Algebra 1 yet.

II. Questions

Question	Answer
1. How does this course align with current building and district offerings?	This course aligns with current math course offerings. This course is no way a replacement for Algebra 1, but is instead focused on creating experiences that will help students to build real world understandings of these concepts.
2. What data indicates that this course should be added?	According to our site's STAR data, the majority of our high school students are performing below grade level in math. Looking at the skill-based breakdown of this data, the majority of the missing skills are in fundamental algebra concepts.
3. How will highly qualified staff be made available within the projected FTE allocation?	I am in contact with a number of engineers in different fields who have committed to teaching lessons in this course. There will be a computer engineer, a structural engineer, a mechanical engineer and an industrial engineer.

III. Budget Considerations

Budget Item	Expected Cost	Explanation
1. Textbook/Materials	\$568.40	Algebra 1: Project-Based Curriculum, 10 copies
2. Equipment	\$0.00	I have asked for SSF to cover the \$500 equipment costs for the first year of this course.
3. Operating expenses, fees, or registrations	\$0.00	
4. Other	\$0.00	
5. Total Estimated Cost	\$568.40	The only missing materials are the curriculum textbooks.

Scope and Sequence

<p>Course Content: <i>What will students be expected to know and do? Provide the core knowledge or skills (state and/or industry standards) that will be taught and assessed. Organize the content standards by unit, framing question(s), or project title in sequence from the beginning to the end of the course.</i></p>		<p>Career Related Learning Standards (CRLS)</p>	<p>Student Activities: <i>What will students do to demonstrate their learning? What products and/or performances will students complete?</i></p>	<p>Assessment Tools: <i>What assessment criteria or tools will you, the teacher, use to measure student progress and achievement?</i></p>	<p>Special Education, ELD, and TAG <i>Accommodations: How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples</i></p>
<p>Unit Topic, Framing Question(s), or Project Topic</p>	<p>Core Academic and Professional Knowledge & Skill</p>				
Unit 1:	Modeling with Functions	N-Q.1 N-Q.1 N-Q.1,2,3, F-LE.1a,1b F-IF.1 F-IF.1 F-BF.1	<p>Articulate verbally the relationships between variables arising in everyday contexts.</p> <p>Translate between everyday situations and sketch graphs of relationships between variables.</p> <p>Interpret algebraic functions in terms of the contexts in which they arise.</p> <p>Reflect on the domains of everyday functions and in particular whether they should be discrete or continuous.</p>	<p>Student progress will be measured through use of a daily project logbook. Student projects and presentations will also be used for assessment. Additionally, students will use rubrics and guides to assess their personal performance as well as the performance of their classmates.</p>	<p>This course can be easily modified for differently abled students. The bulk of work in this course will be done in small groups which allows for differentiation through flexible grouping. In addition, the projects themselves can be modified in order to meet the abilities of the students appropriately.</p>

Unit 2	Linear Functions	F-LE 1,1a,1b F-BF, F-IF F-LE.1 F-IF.1, F-BF.1, 1a, F-LE.1,1a,1b F-LE.2 F-BF.1a,b,c; F-LE.2, F-IF.6,7a F-BF F-IF.4	<p>Choosing an appropriate, systematic way to collect and organize data.</p> <p>Examining the data and looking for patterns; finding invariance and covariance in the numbers of different types of tile.</p> <p>Generalizing using numerical, geometric or algebraic structure.</p> <p>Describing and explaining findings clearly and effectively.</p>		
Unit 3:	Linear Equations and Inequalities	A-REI.11,12, A-CED.3 A-REI-6,10,12, A-CED.2,3,4 A-CED.2,3,4, A-CED.2,3,4 A-REI.5,6,10,11 ,12, A-CED.1,2,3,4, F-BF-1 A-SSE.1,1a,3, A-REI.1,3 A-CED.4, A-REI.12 A-REI.3,10,12 A-CED.2 A-CED.2,F-BF. 1,4,6 A-REI.5,6, F-IF.4,5,7,8	<p>Solving a problem using two linear equations with two variables.</p> <p>Interpreting the meaning of algebraic expressions.</p> <p>Representing a constraint by shading the correct side of the inequality line.</p> <p>Understanding how combining inequalities affects a solution space.</p>		
Unit 4:	Quadratic Functions and Equations	F-BF.1c,3, F-IF.4,5 F-IF.6, 8-EE.5 8.F.4,5, A.CED.2, A.REI.10, F-BF1,1a F-IF.1,2,4, A-SSE.3 F-BF.3 F-BF.3 F-IF.8b,9, F-BF.2, F-LE.1c,2,5 A-SSE.3, F-IF.7,7a,8,8a A-CED.1, F-BF.1, F-IF.6,7	<p>Represent and solve equations and inequalities graphically.</p> <p>Recognizing the connection between the zeros of polynomials when suitable factorizations are available and graphs of the functions are defined by polynomials.</p> <p>Recognizing the connection between transformations of the graphs and transformations of the functions obtained by replacing $f(x)$ by $f(x + k)$, $f(x) + k$, $-f(x)$, $f(-x)$.</p>		

Unit 5:	Statistics	S-ID 3,4,5 S-ID 9 S-ID 1,3,4,6,6a,6b,8 6.SP.2, 6.SP.5, 7.SP.4, S-ID.2 7.SP.2, 7.SP.3, 7.SP.4, 8.SP.1, S-ID.5, S-ID.6, S-IC.1 5.G.1, 5.G.2, 6.SP.2, 6.SP.5, 8.SP.1, 8.SP.2, 8.SP.3, S-ID.6, 8.F.3, 8.F.5, HSF.IF.B.6, HSS.ID.B.6, HSS.ID.C.7	<p>Understanding correlation as the degree of fit between two variables.</p> <p>Making a mathematical model of a situation. Testing and improving the model.</p> <p>Communicating their reasoning clearly. Evaluating alternative models of the situation.</p> <p>Are able to use frequency graphs to identify a range of measures and make sense of this data in a real-world context.</p> <p>Understand that a large number of data points allow a frequency graph to be approximated by a continuous distribution.</p>		
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Standard	Which of the Career Related Learning Standards will students be required to demonstrate?	X	What will students do to demonstrate their learning? What product or performance will students complete?	What criteria or assessment tools will you use to assess students performances and/or product
Personal Management: Exhibit appropriate work ethic and behaviors in school, community, and/or workplace	Identify tasks that need to be done and go on to complete them.	x	Students will create checklists for their projects.	Journals / project progress
	Maintain regular attendance and complete projects and assigned tasks on time	x	Students will create timetables for their projects.	Journals / projects progress
	Take responsibility for decisions and actions.	x	Students will be asked to relate concepts learned in class to the real-world. Students will complete at least one original problem-solving task.	Peer accountability reports will be completed for each project.
Problem Solving: Apply decision-making and problem-solving techniques in school, community and/or workplace	Identify problems	x	The project-oriented nature of this class means that students will be brainstorming and problem-solving almost everyday.	Project rubric
	Use problem-solving and decision-making skills to identify possible solutions	x	The project-oriented nature of this class means that students will be brainstorming and problem-solving almost everyday.	Project rubric, class discussions, classwork, journal entries.
	Develop and carry out a plan to solve problems.	x	Students will use a project assessment rubric to determine	Project rubric, class discussions, classwork, journal

			how they felt about their completion of the activity.	entries.
	Assess his/her results.	x	Students will present and listen to ideas within their group and the class a whole.	Rubric
Communication: Demonstrate effective and appropriate communication skills to give and receive information in school, community, and/or workplace	Listen carefully and speak clearly.	x	Students will present and listen to ideas within their group and the class a whole.	Daily participation checklist
	Give and receive feedback in a positive manner.			
	Show that his/her communication is clear, organized, accurate, and appropriate to the intended audience.	x	Students will explain their ideas to others. Those people will then relay the ideas back. A similar process will occur for any other types of communication, posters, video etc. Their audiences' responses will allow students to determine the clarity of their communications.	Observation of student communications. Daily participation checklist. For formal communication, i.e speech, presentation etc. teachers will use a presentation rubric.
Teamwork: Demonstrate effective teamwork in school, community, and/or workplace.	Work effectively as part of a team.	x	Many of the projects in this class involve group work.	Peer accountability reports, daily participation checklist, teacher observations.
	Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, shared decision making, goal setting).	x	Part of this class will be discussing the skills needed for effective group work. During each project the teacher will be on watch for good examples of students using these skills. In addition, student's peer accountability checklists will ask them to think about their group's performance related to these skills.	Peer accountability reports, daily participation checklist, teacher observations.
Employment Foundations: Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	Apply academic knowledge and technical skills in a career context.	x	This course features several guest speakers with their own accompanying assignments.	Journals, Project Rubric
	Demonstrate that he/she understands how work moves	x	This course will have a project where the class will be divided into	Journals, Peer accountability reports

	through an organization or system.		several departments with each taking on codependent parts of the project.	
	Follow safety practices or other regulations.	x	Students will demonstrate knowledge of proper safety practices by completing a safety quiz as well as through their	Safety quiz, Daily Participation checklist
Career Development: Demonstrate career development skills in planning for post-high school experiences	Develop a plan to achieve his/her educational and/or career goals.			
	Learn educational, training and skill requirements for his/her career-interested area.	x	This course teaches abstract problem-skills as well as the ways that these skills connect to potential real world careers.	Project rubric, class discussions, classwork, journal entries.
	Use job-seeking skills (e.g., writing resumes, completing applications, participating in interviews) that relate to his/her educational and/or career goals.			

Mr. Raymond's Syllabus for
The Hero's Journey
Downieville High School
2021-2022

Course Overview:

The Hero's Journey is a semester-long elective course created to acquaint students with Joseph Campbell's monomyth and the heroic journey we all take in our lives. By embarking on this study, students will engage in concepts of heroism, sacrifice, archetypes, psychology, and rites of passage. The scope and sequence of the class will include:

Unit One- Introduction	<i>What is the Monomyth?</i>
Unit Two- Call to Adventure	<i>What is a personal myth?</i>
Unit Three- Finding Our Aid	<i>How do our predecessors help?</i>
Unit Four- The Plot Thickens	<i>How can we persevere?</i>
Unit Five- Apotheosis	<i>What's it mean to be heroic?</i>
Unit Six-The Journey Home	<i>Now what?</i>

This will be a highly involved class and will require great participation from its students on a daily basis. Weekly reading assignments, quizzes, essays, projects, and open discussions, both large and small, will be integral to finding success with not only the course, but with the material itself.

Course Reading:

Throughout the course, students will familiarize themselves with the myths, philosophies, and religions from Ancient India to Postmodern England. To do so, we will read many articles, essays, and novels, including but not limited to *The Hobbit*, *Siddhartha*, and *The Alchemist*. Moreover, movies such as *Star Wars* and *The Matrix* will be analyzed.

Disclaimer:

Some of the material in this class will touch on some sensitive subjects, such as politics, religion, and sexuality. If any of the subject matters are uncomfortable for a student, an alternative assignment may be assigned. Additionally, if any of the academic discussion in class were to offend, I apologize in advance.

Standards Used for Instruction and Assessment:

CCSS.ELA.LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA.LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Mr. Raymond's Syllabus for
Introduction to Philosophy
Downieville High School
2021-2022

Course Overview:

Introduction to Philosophy is a semester-long elective course created to acquaint students with the major branches of the philosophical discipline, including but not limited to the units and their respective descriptors below. By taking this course, students will engage with the large and lofty questions of the human condition, and develop strategies by which some answers may be afforded. The scope and sequence of the class will include:

Unit One- Introduction	<i>What is Philosophy?</i>
Unit Two-Epistemology	<i>What is Knowledge?</i>
Unit Three-Logic	<i>What is Reason?</i>
Unit Four- Metaphysics	<i>What is Reality?</i>
Unit Five-Ethics	<i>What is Good?</i>
Unit Six-Aesthetics	<i>What is Beauty?</i>

This will be a highly involved class and will require great participation from its students on a daily basis. Weekly reading assignments, quizzes, essays, projects, and open discussions, both large and small, will be integral to finding success with not only the course, but with the material itself.

Course Reading:

Throughout the course, students will familiarize themselves with the history and ideas of philosophy, from Hellenistic Greece to Postmodern England. To do so, we will read from the canonical greats of Western thought, such as Plato, Aristotle, Descartes, Locke, and Wollstonecraft, and many of the Eastern greats, like Confucius, Lao Tzu, Siddhartha Gautama, and Krishnamurti.

Disclaimer:

Some of the material in this class will touch on some sensitive subjects, such as politics, religion, and sexuality. If any of the subject matters are uncomfortable for a student, an alternative assignment may be assigned. Additionally, if any of the academic discussion in class were to offend, I apologize in advance.

Standards Used for Instruction and Assessment:

CCSS.ELA.LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA.LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Kristie Jacobsen

From: James Berardi
Sent: Thursday, July 8, 2021 11:25 AM
To: Kristie Jacobsen
Subject: FW: resignation

James Berardi

Superintendent
Sierra County Office of Education
Sierra-Plumas Joint Unified School District
PO Box 955 * Loyalton, CA 96118
530-993-1660 EXT: 110 phone * 530-994-1045 fax
jberardi@spjUSD.org

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From: James Berardi <jberardi@spjUSD.org>
Date: Wednesday, June 30, 2021 at 2:11 PM
To: Camille Alfred <calfred@spjUSD.org>
Cc: Thomas Jones <tjones@spjUSD.org>, Laraine Sei <lsei@spjUSD.org>, Megan Meschery <mmeschery@spjUSD.org>
Subject: Re: resignation

Good Afternoon Camile,

I will be placing your resignation on the agenda for board approval at our next regular scheduled meeting on July 13th. I wish you well in your new position and thank you for your 15 years of service to the students of our district.

Yours in Education,

James

James Berardi

Superintendent
Sierra County Office of Education
Sierra-Plumas Joint Unified School District
PO Box 955 * Loyalton, CA 96118
530-993-1660 EXT: 110 phone * 530-994-1045 fax
jberardi@spjUSD.org

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From: Camille Alfred <calfred@spjUSD.org>
Date: Tuesday, June 29, 2021 at 10:20 AM
To: James Berardi <jberardi@spjUSD.org>
Cc: Thomas Jones <tjones@spjUSD.org>
Subject: resignation

Dear Mr. Berardi,

As you may have heard, I have applied for and been offered a job with the Plumas Unified School District. It has been an honor and joy working for the Sierra Plumas Joint Unified School District for the past 15 years and serving our wonderful students.

I'm writing you today to ask that the district release me from my employment contract for the 21/22 school year. Upon your confirmation and support for my new career endeavor I will be submitting a resignation letter effective immediately contingent upon the school boards willing acceptance of my resignation.

Thank you,
Camille Alfred

Anna Thorell

██████████
Sierraville, CA 96126

██████████
athorell@spjUSD.com

July 1, 2021

Sierra-Plumas Joint Unified School District
Spanish Teacher
Loyalton High School
700 4th Street
Loyalton, CA 96118

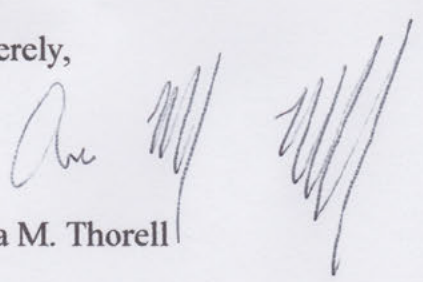
Dear Sierra-Plumas Joint Unified School District,

I would like to inform you that I am resigning from my position as Spanish Teacher at Loyalton High School, effective July 1, 2021.

Thank you very much for the support and the opportunities that you have provided me during the last two years. I have truly enjoyed my time at Loyalton High School and become a better teacher thanks to you. I am grateful for the encouragement you have given me in pursuing my professional and personal goals during this time.

I sincerely apologize for the late notice. If I can be of any assistance during the transition of the classes to a new Spanish teacher at Loyalton High School, please let me know. I would be glad to help however I can.

Sincerely,


Anna M. Thorell

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Resolution No. 22-003D

RESOLUTION TO AUTHORIZE USE OF FUNDS IN SPECIAL FUND 40

On motion of Member _____, Seconded by Member _____,
the following resolution is adopted:

WHEREAS, the special reserve fund known as Fund 40 established for Capital Outlay projects use shall be amended program. The portion of the funds set aside for Loyalton High School Flooring Project will now allow the use of those funds for any Loyalton High School Capital Outlay project and/or deferred maintenance project at the Loyalton High School site location as directed by the Governing Board and Superintendent.

THEREFORE, BE IT RESOLVED that the Governing Board of Sierra-Plumas Unified School District amends the purpose and use of the restricted fund known as Special Reserve for Capital Outlay for the Loyalton High School Capital Projects allowance per Education Code section 42841.

Passed and adopted at a regular meeting of the Sierra-Plumas Joint Unified School District Governing Board, July 13, 2021, by the following vote:

AYES:
NOES:
ABSTAIN:
ABSENT:
VACANT:

STATE OF CALIFORNIA)
) SS
COUNTY OF SIERRA)

I, _____, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Christina Potter
Clerk/Secretary of the Governing Board

**BEFORE THE BOARD OF TRUSTEES OF THE
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
CALIFORNIA**

RESOLUTION 22-004D

FUND TRANSFERS for 2021-2022 FISCAL YEAR

The Board of Trustees of the SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT hereby authorizes the Superintendent and Business Manager to:

1. Make transfers between expenditure classification and/or transfers between funds of the budget deemed necessary to permit the payment of obligations of the District incurred during the 2021-2022 fiscal year.
2. Appropriate unbudgeted income, if necessary, in accordance with Education Code 42602.
3. Make necessary inter-budget transfers and revisions.

The foregoing Resolution was passed and adopted by the Board of Trustees of the SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT on the 13th day of July 2021, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

Christina Potter, Clerk of the Governing Board