Siskiyou County Board of Education
Wednesday, January 21, 2026 – 2 p.m.

Siskiyou County Office of Education
609 S. Gold Street, Yreka CA 96097

AGENDA

Follow the instructions below to view the meeting via zoom. Please note that it is for broadcast purposes only. The County Board will not be accepting remote comments.

To watch this meeting, click on the link below:
https://us02web.zoom.us/j/85615627266?pwd=YjNTdUcwVGkxRTlsdmZXWVk2Zi9TZz09

Meeting ID: 856 1562 7266
Password: 686644
To join by telephone: 1-669-444-9171

In compliance with the Americans with Disabilities Act, the Siskiyou County Board of Education will make available to the public who has a disability, any needed modification or accommodation in order for that person to participate in the public meeting. Contact the Siskiyou County Office of Education at 530-842-8400 at least one (1) week prior to the scheduled meeting.

Public Comments: Persons who wish to address the Board for items listed on the agenda must complete the Speaker Card provided and hand it to the Board of Trustees' secretary, preferably prior to when the items are called on the agenda.

Meeting Schedule

- Call to Order
- Salute to the Flag
- Public Comment
- Announcements
- Agenda Items
- Adjournment

Hearing of persons desiring to address the Board or present petitions. Presentations not on the agenda will be limited to three minutes. The Board is prohibited by law from taking action on any item presented if it is not listed on the agenda.

RETURN TO PAGE ONE

Item 01
Subject: Approval of Minutes
Approval of December 17, 2025, meeting minutes.

Type of Action: Action

Item 02
Subject: Expanded Learning Program
Ms. Kerry Criss, Expanded Learning Program Director, will provide an overview of the SCOE Expanded Learning Program.

Type of Action: Information

Item 03
Subject: Quarterly Report on Williams Uniform Complaints
The Quarterly Report on Williams Uniform Complaints for January, 2026 will be submitted as an information item.

Type of Action: Information

Item 04
Subject: School Accountability Report Card
Request for approval of the School Accountability Report Card (SARC)**.**

Type of Action: Action

Item 05
Subject: Second Reading of SCOE Board Policy Updates
Second Reading of SCOE Board Policy Updates.

Type of Action: Discussion/Action

Item 06
Subject: Superintendent's Report

Type of Action: Information, Discussion

RETURN TO PAGE ONE

Item 07
Subject: Board Comments

Type of Action: Information, Discussion

Item 08
Subject: Items for Next Agenda

Type of Action: Discussion

ADJOURNMENT OF MEETING

Board agenda materials are available at the Siskiyou County Office of Education at 609 S. Gold Street, Yreka, CA or at https://www.siskiyoucoe.net/office-of-education/siskiyou-county-board-of-education. For more information concerning this agenda, please contact the Siskiyou County Office of Education at 530-842-8400.

Members of the public wishing to send written comments about an agenda item to the board are encouraged to send an email to siskiyoucbe@siskiyoucoe.net with the item number clearly marked in the subject line no later than noon on Tuesday, January 20, 2026. The following information should be included in the body of the email:

- Commenter's first and last name
- Organization affiliation, if applicable
- Agenda item number or general public comment

Questions: Siskiyou County Office of Education | siskiyoucbe@siskiyoucoe.net | 530-842-8400

Posted: Friday, January 16, 2026

Siskiyou County Board of Education Meeting
Regular Meeting, Wednesday, December 17, 2025, 2 p.m.
Siskiyou County Office of Education
609 S. Gold Street, Yreka CA 96097

Meeting Minutes

Members Present
Michelle O'Gorman, Vice President
Michelle Harris
Stace Jankowski
Michael Sims

Members Absent
John Bennett, President

Call to Order
Vice President O'Gorman called the meeting to order at approximately 2:00 p.m.

Public Comment
There was no public comment.

AGENDA ITEMS

Item 01
Organization of County Board of Education
Mrs. Harris moved to nominate Mr. Bennett as President. Mr. Jankowski seconded. Motion carried unanimously.

Mrs. Harris moved to nominate Mrs. O'Gorman as Vice President. Mr. Jankowski seconded. Motion carried unanimously.

Mrs. O'Gorman announced that Mr. Allan Carver would serve as Clerk of the Board.

Item 02
2026 Meeting Dates
Mr. Jankowski moved to approve the following county board meeting dates for 2026. Mrs. Harris seconded. Motion carried unanimously. All meetings will begin at 2 p.m. with the exception of the September meeting which will begin at 6 p.m. to provide adequate time for the public to attend the public hearing on State Instructional Material Funds.

January 21
February 18
March 18
April 15
May 20

June 23*
June 24*
July 15
August 19
September 16 – 6 p.m.
October 21
November 18
December 16
*Unless noted, all Board Meetings are on the third Wednesday of each month

Item 03
Approval of Minutes
Mrs. Harris moved to approve the minutes of the November 19, 2025 meeting. Mr. Sims seconded. Motion carried unanimously.

Item 04
Golden Eagle Charter School Annual Certification
Mrs. Shelly Blakely, Golden Eagle Charter School Director, presented the GECS Annual Certification for approval. Mr. Sims moved to approve the Golden Eagle Charter School Annual Certification as presented. Mrs. Harris seconded. Motion carried unanimously.

Item 05
Northern United Siskiyou Charter School Annual Certification
Mr. Kirk Miller, Northern United Siskiyou Charter School Administrator, presented the NUSCS Annual Certification for approval. Mr. Jankowski moved to approve the Northern United Siskiyou Charter School Annual Certification as presented. Mr. Sims seconded. Motion carried unanimously.

Item 06
Subject: SCOE First Interim Report
Mrs. Harris moved to approve the First Interim Report for the period ending October 31, 2025. Mr. Jankowski seconded.

Item 07
Secure Rural Schools Act - Forest Reserve Allocation
Mrs. Harris moved to approve the 2025-2026 Secure Rural Schools Act - Forest Reserve Allocation. Mr. Jankowski seconded. Motion carried unanimously.

Item 08
First Reading of SCOE Board Policy Updates
The First Reading of SCOE Board Policy Updates was presented as a discussion item.

Item 09
Superintendent's Report
- Mr. Carver shared information regarding a SCOE employee, Jan Fahey, who recently retired after 12 years of service with SCOE.

- Mr. Carver provided an update that Board President Bennett provided a response to the complaint that was submitted to the County Board of Education during the August meeting.
- Mr. Carver thanked local law enforcement and Mr. Wes Dunkin, Director of Emergency Preparedness for the timely and effective communication throughout the recent incident in McCloud that resulted in school closures.
- Mr. Carver shared information on the recent grants that were awarded to SCOE's Educational Services department.
- Mr. Carver shared information on the plans for future improvements at the Larry Wehmeyer Environmental Education Area.

Item 07
Subject: Board Comments
Mrs. Harris shared about her work with First 5, connecting families with dentists.

Item 08
Items for Next Agenda
Mrs. Harris would like to hear more about the work with the new literacy grant.

Adjournment
The meeting was adjourned at approximately 2:51 p.m. The next county board meeting will be held on January 21, 2026, at 2 p.m.



Allan S. Carver, County Superintendent

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Siskiyou County Office of Education

Person completing this form: Tana Piersall Title: SELPA Executive Director

Quarterly Report Submission Date: (*check one*)

- ☐ April 2026
- ☐ July 2025
- ☐ October 2025
- ☒ January 2026

Date for information to be reported publicly at governing board meeting: January 21, 2026

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 Misassignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Tana Piersall

Print Name of SELPA Executive Director

Signature of SELPA Executive Director

12/2/25

Date

Siskiyou County Special Education

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Siskiyou County Special Education
Street	609 South Gold St.
City, State, Zip	Yreka CA 96097-3110
Phone Number	(530) 842-8441
Principal	Tana Piersall
Email Address	tpiersall@siskiyoucoe.net
School Website	https://www.siskiyoucoe.net/domain/66
Grade Span	K-12
County-District-School (CDS) Code	47-10470-6069405

2025-26 District Contact Information

District Name	Siskiyou County Office of Education
Phone Number	(530) 842-8400
Superintendent	Allan Carver
Email Address	acarver@siskiyoucoe.net
District Website	www.siskiyoucoe.net

2025-26 School Description and Mission Statement

Mission Statement:
Our goal is to provide a free and appropriate public education to all our children in the least restrictive environments. We endeavor to support and educate children in partnership with general education utilizing collaboration and coordination of services.

Description:
Siskiyou County Office of Education provides special day class programs for students with moderate to severe disabilities through the guidelines of the Special Education Local Plan Area (SELPA - Special Education Services). We serve students

2025-26 School Description and Mission Statement

from birth to 22 years of age throughout Siskiyou County in separate classes that are located on regular education campuses. The students are provided with specialized instruction in areas related to their individual education plans. We provide trainings for the general education staff.

We provide programs such as Work-Ability, which is a school-to-work program for youth in special education and Transition Partnership Program (TPP), which provides work-based learning experiences leading to successful transition to employment. We provide advanced training to promote the involvement of key stakeholders including students, families, educators, employers and other agencies in planning and implementing an array of services that will culminate in successful student transition to employment, lifelong learning and quality of life.

In addition we offer a variety of Health and Student Services providing students, staff, and schools with a safe and healthy working and learning environment to facilitate an environment that promotes a health-oriented lifestyle and provides an opportunity to learn about decisions which affect our health for a lifetime.

Disclaimer: The information provided in this SARC has been entered to the best of our knowledge. With the reduction of data normally populated in the SARC template by the California Department of Education and lack of clarity of how the data is obtained, we have found it very difficult to know how to calculate and populate certain aspects of this SARC.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	2
Kindergarten	3
Grade 1	3
Grade 2	7
Grade 3	9
Grade 4	6
Grade 5	5
Grade 6	5
Grade 7	7
Grade 8	2
Grade 9	3
Grade 10	7
Grade 11	5
Grade 12	6
Total Enrollment	70

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	30
Male	70
American Indian or Alaska Native	12.9
Asian	4.3
Black or African American	1.4
Hispanic or Latino	21.4
Two or More Races	12.9
White	48.6
English Learners	1.4
Foster Youth	2.9
Homeless	1.4
Socioeconomically Disadvantaged	67.1
Students with Disabilities	100

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.6	47.9	26.8	47.46	234405.2	84
Intern Credential Holders Properly Assigned	1.5	9.38	1.5	2.65	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.5	28.14	4.5	7.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	5.19	21.3	37.74	11953.1	4.28
Unknown/Incomplete/NA	1.5	9.38	2.3	4.17	15831.9	5.67
Total Teaching Positions	15.9	100	56.6	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9	56.29	28.2	51.74	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.6	4.13	0.6	1.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	3.13	19.8	36.25	11746.9	4.23
Unknown/Incomplete/NA	5.8	36.46	5.8	10.78	14303.8	5.15
Total Teaching Positions	15.9	100	54.6	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.5	50	23.1	43.48	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	2.94	1.2	2.35	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	19.6	36.93	12112.8	4.34
Unknown/Incomplete/NA	8	47.06	9.1	17.21	13705.8	4.91
Total Teaching Positions	17	100	53.2	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	0.5
Misassignments	3.50	0.6	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.50	0.6	0.5

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.80	0.5	0
Total Out-of-Field Teachers	0.80	0.5	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	4.3	10

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

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

The ED/SDC classes use SBE adopted textbooks and curriculum. The SDC classes teach functional skills at Elementary levels utilizing UNIQUE, Touch Math, Second Step, and Circles curriculum and Common Core Standards. Each of our facilities meet the Williams Act criteria.

Year and month in which the data were collected	May 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Our students participate in CORE curriculum area in the general ed classes on the school sites in which each special day class program is located.	0
Mathematics	Our students participate in CORE curriculum area in the general ed classes on the school sites in which each special day class program is located.	0
Science	Our students participate in CORE curriculum area in the general ed classes on the school sites in which each special day class program is located.	0
History-Social Science	Our students participate in CORE curriculum area in the general ed classes on the school sites in which each special day class program is located.	0
Foreign Language	Our students receive textbooks and materials from the general ed classrooms in which they receive CORE curriculum subjects.	0
Health	Our students receive textbooks and materials from the general ed classrooms in which they receive CORE curriculum subjects.	0
Visual and Performing Arts	Our students receive textbooks and materials from the general ed classrooms in which they receive CORE curriculum subjects	0
Science Laboratory Equipment (grades 9-12)	Our students receive textbooks and materials from the general ed classrooms in which they receive CORE curriculum subjects.	0

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

School Facility Conditions and Planned Improvements

Siskiyou County Special Education provides 13 classrooms on campuses in local school districts across Siskiyou County. We have a team of 4 full-time maintenance custodians to ensure that classrooms and restrooms are kept clean and safe, providing a safe clean environment for students, staff and volunteers.

School Facility Conditions and Planned Improvements

The Risk Control Manager of InterWest Insurance Services, Inc., Philip Clark of Keenan and Associates, and HUE & Cry Security System, Inc. evaluate and inspect for adherence to safety protocols at regular intervals to ensure compliance with all applicable health and safety codes. In addition, site-teachers are required and trained to populate the Monthly Self Inspection Tool to identify, document and request any needed repairs, upgrades, hazardous conditions or safety violations in writing to our Maintenance Supervisor, Dimas Martinez.

Year and month of the most recent FIT report	October 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	0	15	40	38	47	48
Mathematics (grades 3-8 and 11)	0	0	27	23	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	39	27	69.23	30.77	15.38
Female	11	6	54.55	45.45	--
Male	28	21	75.00	25.00	15.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	14	66.67	33.33	23.08
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	14	70.00	30.00	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	27	69.23	30.77	15.38

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	39	25	64.10	35.90	0.00
Female	11	6	54.55	45.45	--
Male	28	19	67.86	32.14	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	13	61.90	38.10	0.00
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	13	65.00	35.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	25	64.10	35.90	0.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)					30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

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

2024-25 Career Technical Education Programs

N/A

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Parents are involved in the educational program for their children through the annual Individualized Education Plan meetings. Their child's program is designed for the school year. Three year reevaluation assessments meetings are also held to update the eligibility for special education services for each child. Parents are kept informed of their student's progress in school on a daily basis through parent/teacher communication verbally or in writing. Parents are also given quarterly written progress reports on their child's individual goals and objectives. Parents are invited to participate in classroom activities throughout the year such as: field trips, special projects and classroom observations and others. The SELPA has at least three CAC meetings a year to discuss the program and concerns. Input is gathered and discussed. The CAC meetings also provide an opportunity for trainings and support.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--	--	16.4	21.6	9.3	8.2	8.9	8
Graduation Rate	--	--	--	79.1	77	82.7	86.2	86.4	87.5

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0.00
Female	0.0	0.0	0.0
Male	0	0	0.00
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0	0	0.00
Socioeconomically Disadvantaged	0	0	0.00
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0	0	0.00

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	82	76	47	61.8
Female	22	20	14	70.0
Male	60	56	33	58.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	14	9	64.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	42	40	24	60.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	59	56	36	64.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	80	75	47	62.7

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.56	3.9	0	0.27	0.54	0.12	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

The Special Education Department is committed to providing a safe and secure campus for all students, parents, and staff. Each individual SCOE classroom is covered by a site-specific safety plan developed by the District and site that hosts each SCOE class. Those plans are comprehensive, include coordination with all countywide government agencies, and ensure that SCOE students on each campus will be provided with the support and services needed in an emergency. Each staff member is certified in CPI and CPR bi-annually and each classroom is provided with a safety backpack for emergency situations. Student specific safety procedures are reviewed annually for each student. Our SCOE classes are required to practice fire, intruder, and evacuation drills as part of each school site safety plan.

Date Last Reviewed/Updated: Jan 2026
Date Discussed with Staff: Aug 2025

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	1	1	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	5	7	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	1	0	0
1	0	0	0	0
2	1	2	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	5	7	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	1	1		
3	1	3		
5	1	1		
Other	13	4	1	

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$123,502.38	$112,236.53	$11,265.86	$74,062.00
District	N/A	N/A	NA	
Percent Difference - School Site and District	N/A	N/A	NA	0.0
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	1.1	

Fiscal Year 2024-25 Types of Services Funded

Our students are provided services through the SELPA - Special Education Services which are restricted funding sources.

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,287.00	
Mid-Range Teacher Salary	$73,159.78	
Highest Teacher Salary	$102,923.75	
Average Principal Salary (Elementary)	$131,602.69	
Average Principal Salary (Middle)	$131,602.69	
Average Principal Salary (High)	$131,602.69	
Superintendent Salary	$193,960.00	
Percent of Budget for Teacher Salaries	19.63%	
Percent of Budget for Administrative Salaries	6.61%	

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

All staff have the opportunity to participate in professional development opportunities throughout the year. They were offered stipends to participate in mental health related trainings over the past year. Teachers have also been trained and will continue to be trained in the Crisis Prevention Instructional Program. In addition, teachers are receiving professional development in the areas of autism and other instructional strategies through conference attendance. Teachers are supported during implementation by program managers in the adoption of Common Core Curriculum. Our Paraprofessionals receive training at

Professional Development

the beginning of the year to support them in working with students that have challenging behaviors and unique learning needs.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

County Board Policy 1312.1: Complaints Concerning County Office Employees

Status: DRAFT

Original Adopted Date: 06/01/1993 | Last Revised Date: Pending | Last Reviewed Date: 03/20/2024

The County Board recognizes its accountability to the public for the quality of SCOE's educational program and the performance of county office employees. SCOE shall provide a process by which a complaint submitted by any person regarding an employee can be resolved impartially, expeditiously, and with minimal disruption to SCOE operations and the educational program.

When a concern regarding an employee is presented during a County Board meeting or to an individual County Board member or employee outside of a County Board meeting, the complainant shall be informed of the appropriate complaint procedure.

Any complaint regarding the County Superintendent shall be initially filed in writing with the County Board. The County Board shall consult with legal counsel or appoint an appropriate agent to conduct the investigation.

The County Superintendent or designee shall determine whether a complaint against any other employee should be considered a complaint against SCOE and/or an individual employee, and whether it should be resolved by SCOE's process for complaints concerning personnel and/or other SCOE procedures. Any complaint of child abuse or neglect alleged against an SCOE employee shall be reported to the appropriate local agencies in accordance with law and BP 5141.4 - Child Abuse Prevention and Reporting. Any complaint alleging that an employee engaged in unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in SCOE programs and activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. Any complaint by an employee, job applicant, volunteer, intern, or independent contractor alleging unlawful discrimination or harassment by an employee shall be filed in accordance with AR 4030 - Nondiscrimination in Employment.

Any complaint subject to this policy and the accompanying administrative regulation shall be investigated by the County Superintendent or designee, the employee's immediate supervisor, legal counsel, agent of the County Board, and/or other appropriate person who is not the subject of the complaint or subordinate to the employee charged in the complaint. The complainant and the employee shall have an opportunity to present information relevant to the complaint.

A complaint that is filed anonymously may be investigated by the County Superintendent or designee depending on the specificity and reliability of the information.

If a complainant requests confidentiality, the County Superintendent or designee shall inform the complainant that the request may limit SCOE's ability to investigate the employee's conduct or take other necessary action. However, the County Superintendent or designee shall take all reasonable steps to investigate and resolve the complaint without divulging the complainant's identity.

The County Board prohibits retaliation against complainants.

~~Appeals~~

~~If either the complainant or the employee submits an appeal of the County Superintendent's decision to the County Board, the Board shall determine whether to uphold the Superintendent's decision without hearing the complaint, appoint an appeals committee to advise the Board, or hear the appeal itself.~~

~~If the Board decides to hear the complaint, the matter shall be addressed in closed session in accordance with Government Code 54957 unless the employee requests that it be heard in open session. The Board shall review the original complaint and additional information provided by the Superintendent or designee regarding the steps taken to resolve the issue.~~

~~The Board's decision shall be final.~~

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 33308.1	Guidelines on procedure for filing child abuse complaints
Ed. Code 35146	Closed sessions
Ed. Code 44031	Personnel file contents and inspection
Ed. Code 44811	Disruption of public school activities
Ed. Code 44932-44949	Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)
Ed. Code 48987	Child abuse guidelines
Gov. Code 54957	Closed session; complaints re employees
Gov. Code 54957.6	Closed session; salaries or fringe benefits
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 273	Cruelty or unjustifiable punishment of child
Pen. Code 300	Minors subject to jurisdiction of juvenile court

Management Resources	Description
Court Decision	Baca v. Moreno Valley Unified School District, (1996) 936 F.Supp. 719

Cross References

Code	Description
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.3	Uniform Complaint Procedures

1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4118	Dismissal/ Suspension/ Disciplinary Action
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4144	Complaints
4144	Complaints
4218	Dismissal/ Suspension/ Disciplinary Action
4218	Dismissal/ Suspension/ Disciplinary Action
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4244	Complaints
4244	Complaints
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4344	Complaints
4344	Complaints
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5145.3	Nondiscrimination/ Harassment
5145.3	Nondiscrimination/ Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.7-E(1)	Sexual Harassment
9130	Board Committees
9323	Meeting Conduct

County Office Regulation 1312.1: Complaints Concerning County Office Employees Status: DRAFT

Original Adopted Date: 06/01/1994 | Last Revised Date: Pending | Last Reviewed Date: 03/20/2024

Every effort should be made to resolve complaints regarding county office employees at the earliest possible stage. Any person who complains about a county office employee shall be encouraged to resolve the matter informally through direct communication with the employee whenever possible.

If a complainant is unable or unwilling to resolve the complaint directly with the employee, the complainant may submit a written complaint to the principal or other immediate supervisor of the employee. Complaints related to a principal or county office administrator shall be initially filed in writing with the Superintendent or designee. If the complainant is unable to prepare the complaint in writing, administrative staff shall provide assistance in the preparation of the complaint.

A written complaint shall include the full name of the employee involved, a brief but specific summary of the complaint and the facts surrounding it, and a description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against county office employees:

1. When a written complaint is received, the employee who is the subject of the complaint shall be notified within five days or in accordance with the collective bargaining agreement.

2. The principal or other immediate supervisor of the employee shall investigate and attempt to resolve the complaint to the satisfaction of the parties involved within 30 days. A complaint against a county office or county office administrator shall be investigated by the Superintendent or designee. The investigation may include interviews of the employee, complainant, or witnesses as necessary and/or a review any documentation relevant to the complaint.

3. Both the complainant and employee shall be notified in writing of the final decision regarding the resolution of the complaint.

4. Either the complainant or the employee against whom the complaint was made may appeal the decision. A decision by the principal or immediate supervisor may be appealed to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days. ~~Either the complainant or the employee may appeal the Superintendent's decision to the Siskiyou County Board of Education.~~

5. ~~If the decision is appealed to the Board, the Superintendent or designee shall submit to the Board the following information:~~

    a. ~~The full name of each employee involved~~

    b. ~~A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to~~

~~allow the parties to prepare a response~~

c. ~~A copy of the signed original complaint~~

d. ~~A summary of the action taken by the Superintendent or designee and the reasons that the problem has not been resolved~~

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 33308.1	Guidelines on procedure for filing child abuse complaints
Ed. Code 35146	Closed sessions
Ed. Code 44031	Personnel file contents and inspection
Ed. Code 44811	Disruption of public school activities
Ed. Code 44932-44949	Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)
Ed. Code 48987	Child abuse guidelines
Gov. Code 54957	Closed session; complaints re employees
Gov. Code 54957.6	Closed session; salaries or fringe benefits
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 273	Cruelty or unjustifiable punishment of child
Pen. Code 300	Minors subject to jurisdiction of juvenile court

Management Resources	Description
Court Decision	Baca v. Moreno Valley Unified School District, (1996) 936 F.Supp. 719

Cross References

Code	Description
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
3555	Nutrition Program Compliance

3555-E(1)	Nutrition Program Compliance
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4118	Dismissal/ Suspension/ Disciplinary Action
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4144	Complaints
4144	Complaints
4218	Dismissal/ Suspension/ Disciplinary Action
4218	Dismissal/ Suspension/ Disciplinary Action
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4244	Complaints
4244	Complaints
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4344	Complaints
4344	Complaints
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5145.3	Nondiscrimination/ Harassment
5145.3	Nondiscrimination/ Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.7-E(1)	Sexual Harassment
9130	Board Committees
9323	Meeting Conduct

County Board Policy 1312.2: Complaints Concerning Instructional Materials Status: DRAFT

Original Adopted Date: 09/01/1988 | Last Revised Date: Pending | Last Reviewed Date: 03/20/2024

The Siskiyou County Office of Education uses a comprehensive process to adopt SCOE instructional materials that is based on selection criteria established by law and County Board policy and includes opportunities for the involvement of parents/guardians and community members. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the SCOE principal. If the situation remains unresolved, a complaint may be filed using the process specified in the administrative regulation.

SCOE shall accept complaints concerning instructional materials only from staff, county residents, or the parents/guardians of children enrolled in an SCOE school,

When deliberating upon challenged materials, the County Superintendent and/or review committee shall consider the educational philosophy of SCOE, the professional opinions of teachers of the subject and of other competent authorities, reviews of the materials by reputable bodies, the teacher's stated objectives in using the materials, community standards, and the objections of the complainant.

Complainants are encouraged to accept the County Superintendent's or review committee's decision. ~~However, if the complainant finds that decision unsatisfactory, the complainants may appeal the decision to the County Board.~~

SCOE's decision shall be based on educational suitability of the materials and the criteria established in Board policy and administrative regulation.

When any challenged instructional material is reviewed by SCOE, it shall not be subject to further reconsideration for 12 months, unless the County Superintendent determines that reconsideration is warranted.

Complaints related to sufficiency of textbooks or instructional materials shall be resolved pursuant to SCOE's Williams uniform complaint procedure at AR 1312.4.

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State	Description
5 CCR 4600-4670	Uniform complaint procedures

Ed. Code 1240	County superintendent of schools, duties
Ed. Code 18111	Exclusion of books by Governing board that are sectarian, partisan, or denominational character
Ed. Code 220	Prohibition of discrimination
Ed. Code 240-244	Prohibition of discrimination; instructional materials
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35160	Powers and duties of school boards
Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 44805	Teacher enforcement of course of studies; use of textbooks, rules and regulations
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 51511	Religious matters properly included in courses of study
Ed. Code 51933	Sexual health education and HIV prevention materials
Ed. Code 60000-60005	Instructional materials, legislative intent
Ed. Code 60040-60052	Requirements for instructional materials
Ed. Code 60119	Public hearing on sufficiency of textbooks and instructional materials
Ed. Code 60200-60213	Elementary school materials
Ed. Code 60226	Requirements for publishers and manufacturers
Ed. Code 60400-60411	High school textbooks and instructional materials
Ed. Code 60510-60511	Donation or sale of obsolete instructional materials
Management Resources	Description
CA Office of the Attorney General Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, Legal Alert, January 2024
California Department of Education Publication	Guidance for Local Instructional Materials Adoption, March 2024
California Department of Education Publication	Standards for Evaluating Instructional Materials for Social Content, 2013
California Department of Education Publication	Instructional Materials FAQ
California School Boards Association Publication	Instructional Materials Adoption: Local governing board responsibilities, Fact Sheet, Feb. 2024

California School Boards Association Publication	State Roles, Responsibilities, and Process for Instructional Materials Adoption, Feb. 2024
CSBA Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, February 2024
Website	California Department of Education, Curriculum and Instruction Resources
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Office for Civil Rights
Website	Department of Justice
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Cross References

Code	Description
0410	Nondiscrimination In County Office Programs And Activities
1100	Communication With The Public
1250	Visitors/ Outsiders
1250	Visitors/ Outsiders
1312.1	Complaints Concerning County Office Employees
1312.1	Complaints Concerning County Office Employees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
5145.3	Nondiscrimination/ Harassment
5145.3	Nondiscrimination/ Harassment
6000	Concepts And Roles
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6142.6	Visual And Performing Arts Education
6142.92	Mathematics Instruction
6142.94	History-Social Science Instruction

6143	Courses Of Study
6143	Courses Of Study
6144	Controversial Issues
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6161.2	Damaged Or Lost Instructional Materials
6163.1	Library Media Centers
9000	Role Of The Board
9000-E(1)	Role Of The Board
9005	Governance Standards
9012	Board Member Electronic Communications
9200	Limits Of Board Member Authority
9322	Agenda/ Meeting Materials

County Office Regulation 1312.2: Complaints Concerning Instructional Materials

Status: DRAFT

Original Adopted Date: 12/01/1990 | Last Revised Date: Pending | Last Reviewed Date: 03/20/2024

Step 1: Informal Complaint

If a staff member, county office resident, or parent/ guardian of a student enrolled in an SCOE school has a complaint regarding the content or use of any specific instructional material, that person shall informally discuss the material in question with the principal.

Step 2: Formal Complaint

If the complainant is not satisfied with the principal's initial response, the complainant shall present a written complaint to the principal. Complaints regarding printed material shall name the author, title, and publisher and shall identify the objection by page and item numbers. In the case of nonprinted material, written information specifying the precise nature of the objection shall be given. Complainants shall sign all complaints and provide identifying information so that the county office is able to make a proper reply. Anonymous complaints will not be accepted.

Upon receiving a complaint, the principal shall acknowledge its receipt and answer any questions regarding procedure. The principal then shall notify the County Superintendent or designee and the teacher(s) involved of the complaint.

During the investigation of the complaint, the challenged material may remain in use until a final decision has been reached. However, upon request of the parent/ guardian who has filed the complaint, their child may be excused from using challenged materials until a resolution has been reached. The teacher shall assign the student an alternate material of equal merit.

Step 3: Superintendent Determination

The County Superintendent or designee shall determine whether a review committee should be convened to review the complaint.

If the County Superintendent or designee determines that a review committee is not necessary, the County Superintendent shall issue a decision regarding the complaint.

Step 4: Review Committee

If the County Superintendent or designee determines that a review committee is necessary, the County Superintendent shall appoint a committee composed of administrators and staff members selected from relevant instructional and administrative areas. The County Superintendent or designee may also appoint community members to serve on the committee.

The review committee shall review the criteria specified in County Board policy and shall determine the extent to which the challenged material supports the curriculum, the educational appropriateness of the material, and its suitability for the age level of the student.

Within 30 days of being convened, the review committee shall summarize its findings in a written report. The County Superintendent or designee shall notify the complainant of the committee's decision within 15 days of receiving the committee's report.

~~**Step 5: Appeal to the County Board**~~

~~If the complainant remains unsatisfied, the complainant may appeal the County Superintendent's or the review committee's decision to the County Board. The County Board's decision shall be final.~~

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