

AGENDA FOR THE REGULAR MEETING OF THE
SIERRA COUNTY BOARD OF EDUCATION
November 13, 2012
6:00 pm
Loyalton Middle School, Room 4, Loyalton, California

This meeting will be available for videoconferencing at Downieville School, Downieville, CA.
In the case of a technological difficulty at either school site, videoconferencing will not be available.

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 the Sierra County Board of Education, 305 S. Lincoln Street, Sierraville, CA 96126 and, when feasible, attached to the online agenda at <http://www.sierracountyofficeofeducation.org> (Government Code 54957.5)

- A. CALL TO ORDER
- B. ROLL CALL
- C. FLAG SALUTE
- D. APPROVAL OF THE AGENDA
- E. INFORMATION/DISCUSSION ITEMS
 - 1. Correspondence
 - 2. Superintendent's Report
 - a. Acknowledgements of Service:
 - Todd York, Board of Education Trustee
 - Josephine Haydn, School Secretary
 - Becky Yegge, School Secretary
 - b. Community Forum – 6:00 pm
 - Loyalton Middle School, Room 4, November 7, 2012
 - Downieville School, November 14, 2012
 - c. District Advisory Committee – 3:45 pm
 - Loyalton Middle School, November 19, 2012
 - d. California County Superintendents Educational Services Association (CCSESA)
 - e. Secure Rural Schools – Sequestration
 - 3. Business Report
 - a. Board Report-Expenditures by Object 7/01/12 to 10/31/12**
 - 4. Staff Reports (5 minutes)
 - 5. SPTA Report (5 minutes)
 - 6. Board Members' Report (5 minutes)

7. **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. Five minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter. (Education Code 35145.5; Bylaw 9322; Government Code 54954.3)

- a. Current location
- b. Videoconference location

F. **CONSENT CALENDAR**

1. Approval of minutes of the Regular Board meeting held October 9, 2012**
2. Approval of bill warrants for month of October 2012**

G. **ACTION ITEMS**

1. **New Business**


- a. **Public Hearing:** The purpose of the public hearing is to receive public comment on the Local Educational Agency Plan
- b. Approval of the Local Educational Agency Plan**
- c. Approval of the Board of Education 2013 meeting calendar, Option 1 or Option 2**
- d. Approval of revision to Board Policies 4154, 4254 and 4354, Health and Welfare Benefits**
- e. Approval of revision to Administrative Regulation 4154, 4254 and 4354, Health and Welfare Benefits**
- f. Approval of revision to Exhibit 4319.21, Professional Standards**
- g. Approval of revision to Board Policies 5112.3, Student Leave of Absence**
- h. Approval of revision to Administrative Regulation 5112.3, Student Leave of Absence**
- i. Approval of revision to Board Policy 5141.33, Head Lice**
- j. Approval of revision to Administrative Regulation 5144.1, Suspension and Expulsion/Due Process**
- k. Approval of revision to Administrative Regulation 6146.2, Certificate of Proficiency/High School Equivalency**
- l. Deletion of Board Policy 6161, Equipment, Books and Materials**
- m. Approval of revision to Board Policy 6178, Career Technical Education**
- n. Approval of Administrative Regulation 6178, Career Technical Education, new**

- n. Approval of revision to Board Bylaws 9320, Meetings and Notices**
- o. Approval of revision to Board Bylaws 9321, Closed Session Purposes and Agendas**

H. ADVANCED PLANNING

- 1. Next Regular Board Meeting will be held on December 11, 2012, at Downieville School, Downieville, California, at 6:00 pm.
- 2. Suggested Agenda Items
 - a. Board Officer Swearing In/Elections
 - b. SELPA Service & Budget Plan (Dec or Jan)
 - c. Adopt 2011-12 Financial Statements
 - d. First Interim, 2012-13

I. ADJOURNMENT


Stanford J. Hardeman, Superintendent

- *** prior month handout
- ** enclosed
- * handout

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - Gen Fund						
1100	Teachers Salaries	170,799.00	170,799.00	128,888.88	37,913.46	3,996.66
1200	Certificated Pupil Support Ser	59,350.00	59,350.00	46,309.60	11,577.40	1,463.00
1300	Certificated Supervisor Admini	65,192.00	65,192.00	43,461.20	21,730.60	.20
	Total for Object 1000	295,341.00	295,341.00	218,659.68	71,221.46	5,459.86
2100	Instructional Aides' Salaries	109,737.00	109,737.00	85,696.77	20,721.45	3,318.78
2200	Classified Support Salaries	4,888.00	4,888.00	3,963.80	1,639.62	715.42-
2300	Classified Supervisors' Admini	100,802.00	100,802.00	66,600.00	33,495.00	707.00
2400	Clerical Technical Office Staf	113,746.00	113,746.00	77,117.16	36,630.52	168
2900	Other Classified Salaries	6,144.00	6,144.00		656.00	5,488.00
	Total for Object 2000	335,317.00	335,317.00	233,377.73	93,142.59	8,796.68
3100	State Teachers' Retirement Sys	24,666.00	24,666.00	18,279.28	5,887.88	498.84
3200	Public Employees' Retirement S	50,903.00	50,903.00	33,105.76	14,688.78	3,108.46
3300	OASDI/MEDICARE/Alternative	28,436.00	28,436.00	20,392.27	8,025.96	17.77
3400	Health & Welfare Benefits	163,200.00	163,200.00	109,907.08	40,992.96	12,299.96
3500	State Unemployment Insurance	6,915.00	6,915.00	4,972.39	1,869.86	72.75
3600	Workers' Compensation Insuranc	17,786.00	17,786.00	12,982.72	4,571.36	221.92
3700	Retiree Benefits	27,730.00	27,730.00	6,479.22	6,479.22	21,250.78
3800	PEFS Reduction	5,681.00	5,681.00	3,266.48	1,376.97	1,037.55
	Total for Object 3000	325,317.00	325,317.00	202,915.98	83,892.99	38,508.03
4100	Approved Textbooks Core Curric	532.00	532.00		293.13	238.87
4200	Library and Reference Material	4,250.00	4,250.00	2,612.34	335.40	1,302.26
4300	Materials and Supplies	24,575.00	24,575.00	4,054.96	1,905.78	18,614.26
	Total for Object 4000	29,357.00	29,357.00	6,667.30	2,534.31	20,155.39
5100	Subagreements for Services	50,000.00	50,000.00	25,000.00		25,000.00
5200	Travel and Conference	26,031.00	26,031.00	1,345.99	4,000.72	20,684.29
5300	Dues and Membership	16,321.00	16,321.00	2,100.00	7,114.00	7,107.00
5400	Insurance	10,200.00	10,200.00		10,187.00	13.00
5500	Operation Housekeeping Service	10,000.00	10,000.00	1,138.52	340.55	8,520.93
5600	Rentals, Leases, Repairs, Nonc	3,100.00	3,100.00	317.37	162.95	2,619.68
5800	Professional Consulting	245,394.00	245,394.00	44,818.96	73,781.58	126,793.46
5900	Communications	2,000.00	2,000.00			2,000.00
	Total for Object 5000	363,046.00	363,046.00	74,720.84	95,586.80	192,738.36
7100	County Tuition	232,850.00	232,850.00			232,850.00
7300	Direct Support/Indirect Costs					.00
	Total for Object 7000	232,850.00	232,850.00	.00	.00	232,850.00
Selection	Filtered by User Permissions, (Online/Offline = N, Fiscal Year = 2013, Period = 4, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Fund = 01, Object = 01, Object = 1-7, SACS Fund? = N, Fund Page Break? = N, Obj Lvl = 2, Obj Digits = 1, Page Break? = N)					
	ESCAPE					ONLINE

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Total for Org 001, Fund 01 and Expense accounts						
		1,581,228.00	1,581,228.00	736,341.53	346,378.15	498,508.32

MINUTES OF THE REGULAR MEETING OF THE
SIERRA COUNTY BOARD OF EDUCATION
October 9, 2012
Downieville School, Downieville, California

A. CALL TO ORDER

President ALLEN WRIGHT called the meeting to order at 6:00 pm.

B. ROLL CALL

PRESENT: Mr. Allen Wright President
Ms. Sharon Dryden, Vice President
Mr. Todd York, Clerk
Mr. Mike Moore, Member

ABSENT: None

VACANT: One

STAFF: Mr. Stan Hardeman, Superintendent
Ms. Rose Asquith, Business Manager
Ms. Hannah Tomatis, Administrative Assistant
Ms. Marla Stock, Site Administrator
Mr. Derek Cooper, Site Administrator
Ms. Marlene Mongolo/SELPA Director

C. FLAG SALUTE

D. APPROVAL OF THE AGENDA

The agenda was approved with the following change: Item G1c was pulled.
MSCU/MOORE/YORK

E. INFORMATION/DISCUSSION ITEMS

1. **CORRESPONDENCE** – There was none.

2. **SUPERINTENDENT'S REPORT**

- a. District Advisory Committee
- b. Community Forum, November 7, 2012 and November 14, 2012
- c. Downieville Boiler Room Walk – Through
- d. Accountability and Common Core Standards: Marlene, Derek and Stan have attended workshops to prepare for the switch from current standards to Common Core standards. This system should communicate student progress to the teachers with a more exact method.

3. **BUSINESS REPORT**

Ms. Asquith presented the Board Report-Expenditures by Object 07/01/12 to 9/30/12. There were no comments or questions.

The AYP/API general reports were presented by Marlene Mongolo, Testing Coordinator

Observation from audience: The state standards target has gone up 20% every year.

WRIGHT commented on the challenges that some teachers face when teaching multiple grades.

4. **STAFF REPORT** – There were no reports
5. **SPTA REPORT** – There were no reports
6. **BOARD MEMBER'S REPORT** – There were no reports.
7. **PUBLIC COMMENT**

President WRIGHT opened the meeting for public comment at 6:32 pm.
There was no comment.
President WRIGHT closed the meeting for public comment at 6:32 pm.

F. CONSENT CALENDAR

The following items were included in the consent calendar:

1. Approval of minutes of the Regular Board meeting held September 11, 2012
2. Approval of bill warrants for month of September 2012
3. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending September 30, 2012.
MSCU/YORK/DRYDEN

G. ACTION ITEMS

1. NEW BUSINESS

- a. The Interdistrict Attendance Agreement Appeal hearing began at 6:35 pm.
YORK moved to uphold the decision of the Sierra-Plumas Joint Unified School District and deny the Interdistrict Attendance Appeal request. MOORE seconded.
DRYDEN: AYE
MOORE: AYE
WRIGHT: AYE
YORK: AYE
MSCU/YORK/MOORE
- b. Approval of Completion of Bargaining, Sierra-Plumas Teachers' Association, 2012-2013
MSCU/MOORE/YORK
- c. ~~Approval of the Local Educational Agency Plan~~ THIS ITEM PULLED
- d. The public hearing to receive public comment on textbooks and instructional materials, in each subject that is consistent with the content and cycles of the curriculum framework adopted by the State Board of Education (Ed Code §60119) was opened for comment at 6:59 pm. There was no public comment.
- e. Adoption of Resolution No. 12-007, Sufficiency of Textbooks or Instructional Materials
Roll Call Vote
MOORE: AYE
YORK: AYE
DRYDEN: AYE
WRIGHT: AYE
MSCU/YORK/MOORE

BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

MOORE motioned to approve Items “f” through “q”. YORK seconded. Motion passed unanimously.

- f. Approval of Board Policies 4119.1, 4219.1 and 4319.1, Civil and Legal Rights
- g. Approval of *Deletion* of Administrative Regulations 4119.1, 4219.1 and 4319.1, Civil and Legal Rights
- h. Approval of Board Policies 4119.21, 4219.21 and 4319.21, Professional Standards
- i. Approval of *Deletion* of Administrative Regulations 4119.21, 4219.21 and 4319.21, Professional Standards
- j. Approval of Board Policies 4119.41, 4219.41 and 4319.41, Employees with Infectious Disease
- k. Approval of *Deletion* of Administrative Regulations 4119.41, 4219.41 and 4319.41, Employees with Infectious Disease
- l. Approval of Board Policy 4121, Temporary/Substitute Personnel
- m. Approval of Administrative Regulation 4121, Temporary/Substitute Personnel
- n. Approval of Board Policy 5117, Interdistrict Attendance
- o. Approval of Administrative Regulation 5117, Interdistrict Attendance
- p. Approval of Board Policy 6145, Extracurricular and Cocurricular Activities
- q. Approval of Administrative Regulation 6145, Extracurricular/Cocurricular Activities

H. ADVANCED PLANNING

The next regular meeting of the Board will be held on Tuesday, November 13, 2012, at Loyalton Middle School, Room 4, Loyalton, California at 6:00 pm.

Suggested Agenda Items

1. LEAP (MOORE requested participant data)
2. Report on Secure Rural Schools

I. ADJOURNMENT

MSCU/YORK/MOORE
Adjourned at 7:02 pm.

Todd York, Clerk

Stanford J. Hardeman, Superintendent

Checks Dated 10/01/2012 through 10/26/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00013586	10/10/2012	HEIDI BETHKE	01-5200		39.00
00013587	10/10/2012	BARBARA MCKURTIS	01-5810		4,000.00
00013588	10/10/2012	MARLENE MONGOLO	01-4300	86.14	
			01-5200	39.00	125.14
00013589	10/10/2012	OFFICE DEPOT	01-4300		26.73
00013590	10/10/2012	QUILL CORPORATION	01-4300		61.16
00013591	10/10/2012	REMEDIA PUBLICATIONS	01-4300	109.99	
			Unpaid Sales Tax	6.52-	103.47
00013592	10/10/2012	CAMBIUM LEARNING INC.	01-4100		293.13
00013593	10/10/2012	TRI COUNTY SCHOOLS INSURANCE GROUP	01-5400	325.00	
			01-9535	3,201.00	
			76-9576	11,223.10	14,749.10
00013594	10/10/2012	U.S. BANK	01-5899		79.79
00013595	10/10/2012	VOYAGER	01-4350		144.01
00013596	10/10/2012	WHY TRY, INC.	01-4300		499.00
00013597	10/24/2012	BUREAU OF EDUCATION & RESEARCH	01-5200		225.00
00013598	10/24/2012	CDE CASHIER'S OFFICE	01-5200		60.00
00013599	10/24/2012	CCSESA	01-5200		30.00
00013600	10/24/2012	GIRARD, EDWARDS & HANCE ATTS	01-5801		127.50
00013601	10/24/2012	INNOVATIVE LEARNING	01-5200		900.00
00013602	10/24/2012	LIBERTY UTILITIES	01-5500		216.57
00013603	10/24/2012	BARBARA MCKURTIS	01-5810		4,000.00
00013604	10/24/2012	MARLENE MONGOLO	01-5200		11.00
00013605	10/24/2012	MIKE MOORE	01-5200		27.75
00013606	10/24/2012	PITNEY BOWES, INC.	01-5600	48.26	
			01-5899	144.79	193.05
00013607	10/24/2012	SIERRA COUNTY OFFICE OF EDUCATION	01-5808		149.55
00013608	10/24/2012	TRI COUNTY SCHOOLS INSURANCE GROUP	01-9535	3,201.00	
			76-9576	11,223.10	14,424.10
00013609	10/24/2012	ALLEN WRIGHT	01-5200		6.66
Total Number of Checks			24		40,491.71

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	County School Service Fund	24	18,052.03
76	Payroll Clearing	2	22,446.20
Total Number of Checks		24	40,498.23
Less Unpaid Sales Tax Liability			6.52-
Net (Check Amount)			40,491.71

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

No Child Left Behind Act of 2001
LOCAL EDUCATION AGENCY PLAN

LEA Plan Information:

Name of Local Education Agency (LEA): Sierra County Office of Education
Sierra-Plumas Joint Unified School District

County/District Code: 46-10462 46-70177

Dates of Plan Duration: July 1, 2009 to June 30, 2014

Date of local governing board approval:

District Superintendent: Stanford Hardeman

Address: P.O. Box 157
Sierraville, CA 96126

Phone: 530-994-1044 Fax: 530-994-1045

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Stanford J. Hardeman

Printed or typed name of Superintendent	Date	Signature of Superintendent
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Alan Wright

Printed or typed name of Board President	Date	Signature of County Board President
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Part I

Background and Overview

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds;
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- **By 2005-2006, all students will be taught by highly qualified teachers.**
- **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- **All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, to be developed for each indicator, will be adopted by the SBE by May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, will constitute California's framework for ESEA accountability. This framework will provide the basis for the state's improvement efforts, for informing policy decisions by SBE, and for implementation efforts by CDE to fully realize the system envisioned by NCLB. It will also provide a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards,
- standards-aligned instructional materials,
- standards-based professional development,
- standards-aligned assessment, and
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Coordinated Compliance Review process, **local education agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

***Descriptions of the Consolidated Application,
the Local Education Agency Plan,
and the Coordinated Compliance Review Process***

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEAs, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.

Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by School Site Councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEAs may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEA's will take to ensure that they meet certain *programmatic* requirements, including coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Programs Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. The Categorical Programs Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development:

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the next checklist to indicate planning steps as they are completed.

✓	<i>Planning Checklist for LEA Plan Development (Optional)</i>
	1. Measure effectiveness of current improvement strategies
	2. Seek input from staff, advisory committees, and community members
	3. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (✓) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X, ✓	Title I, NCLB Basic and Title I, Part A	✓	EIA – Limited English Proficient
✓	Title II, Part A, Subpart 2, Improving Teacher Quality	✓	EIA – Limited English Proficient
X	McKinney-Vento Homeless Education	X	Tobacco-Use Prevention Education (CTALF)
X, ✓	Other (describe): Title VI, Part B, Subpart 1, Small School Achievement Program (REAP)		
X	IDEA, Special Education		
✓	Career Technical Education – Carl Perkins		

X: Sierra County Office of Education receives funding

✓: Sierra-Plumas Joint Unified School District receives funding

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	2011-2012 Prior Year District Carryovers	2012-2013 Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A (3010) District	\$4,300	\$82,000	\$70,000	85%
Title I, NCLB, Basic School Support (SCOE Pass-through #3020) County	0.00	\$6,020	\$6,020	100%
Carl Perkins Act (3550) District	0.00	\$2,680	\$2,680	97%
Title II Part A, Subpart 2, Improving Teacher Quality (4035) District	\$ 630	\$28,000	\$25,000	10%
McKinney-Vento Homeless Education (Sierra COE Resource 5630) County	0.00	\$10,800	\$10,000	8%
Small School Achievement Program (REAP) Title VI, Part B, Subpart 1 (5811) District	0.00	\$16,000	\$16,000	100%
Small School Achievement Program (REAP) Title VI, Part B, Subpart 1 (County 5811) County	\$6,152	\$19,924	\$26,076	100%
TOTA COUNTY / DISTRICT FUNDING	\$11,082	\$165,424	\$155,776	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	2011-2012 Prior Year District Carryovers	2012-2013 Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – Economic Impact Aid/Limited English Proficiency (LEP) (7091) District	\$41,000	\$24,000	\$65,000	15%
Tobacco-Use Prevention Education (6680) County	\$39,747	\$37,500	\$77,247	95%
TOTA COUNTY / DISTRICT FUNDING	\$80,747	\$61,500	\$142,247	

Part II

The Plan

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEA's as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving student **academic performance, professional development and hiring, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the

current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California’s Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – County Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

County Profile

In the space below, please provide a brief narrative description of your district. Include your district’s vision/mission statement and any additional information about the make-up of your district in order to provide background and a rationale for the descriptions included in the LEA Plan.

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Mission Statement

Our purpose is to educate all students—to provide each student with successful learning experiences through innovative programs that develop positive intellectual, social and physical outcomes, which promote self-directed, lifelong learning and the ability to make responsible decisions.

To achieve this mission, the Sierra-Plumas Joint Unified School District, in partnership with parents and our richly varied communities, will provide a challenging, comprehensive and state-of-the-art education program delivered and supported by a highly competent staff and coordinated with community resources.

The County/District

The Sierra County Office of Education serves all of Sierra County and the eastern quarter of Plumas County. The County is governed by a five person Governing Board, each member of which represents a defined geographical area of the County. The District’s Governing Board also serves as the Sierra County Board of Education. The County Superintendent's Office is located in Sierraville.

Schools Of The District

Downieville School

This K-12 school, which is located in Downieville, the Sierra County seat, and serves the communities of Downieville, Sierra City, Goodyears Bar, and surrounding rural areas. The staff includes a part time principal, two teachers for the elementary grades K-6, three teachers for grades 7-12, one part time special education

teacher and four part time classified employees. In 1989 the California Department of Education recognized the High School as a "Distinguished School". Enrollment is approximately 52.

Loyalton Elementary School

Serves grades K-6. The school is located in the City of Loyalton adjacent to Loyalton High School. Children come from Vinton and Chilcoot in Plumas County, the rural areas of Sierra Valley, and the City of Loyalton. In addition to the part time principal, eight teachers and seven part time classified employees, the staff includes one part time special education teacher with two part time aides. Enrollment is 190-200.

Loyalton Middle School

Located in the City of Loyalton and serving the same attendance area as Sierraville and Loyalton Elementary School for students in grades 7-8. The "core" school is staffed by the part time principal, three teachers and 2 part time classified employees. Loyalton Middle School was recognized in 1992 by the California Department of Education as a "Distinguished School". Enrollment is 55.

Loyalton High School

The only separate high school facility in the District accommodates students in grades 9-12 from the eastern section of Sierra and Plumas counties. The staff includes a principal, ten teachers, and four part time classified employees, plus one special education teacher with two part time aides. A title one part time aide assists in supporting the high school's core curriculum intervention needs. CU/CSU A-G course opportunities have been approved by the California Department of Education. Industrial arts and agriculture classes are offered through the Sierra County Office of Education Regional Occupation Program. The school's enrollment fluctuates between 100-110. Technology is widely used throughout the school. Every classroom has Internet accessibility and every student has immediate access to support his or her particular educational program. A variety of Honors and Advance Placement courses and opportunities are available to the juniors and seniors. An array of on-line courses are offered for all students with assistance from a designated staff member. In 2010 Loyalton High received a six-year accreditation. Loyalton High School was recognized as a "Distinguished School" in 1994 and in 2003.

Sierra Pass Continuation School

This is the district's alternative program for students 16 years and older who are needing credit support or individualized instruction. The school allows students who are unit deficient to capture lost credits with the goal of reentering the districts' mainstream settings.

Local Measures of Student Performance

(other than State-level assessments)

Per NCLB Section 1112 regarding Local Education Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;

- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Due to the contributions of the district assessment team, SPJUSD incorporates benchmark assessments aligned with the California State Standards in all core curricular areas. This data is available to district teachers and administrators through the math scores assessment program and the CBM math and language arts assessment program. Grades 7-12 will administer benchmark assessments on a quarterly basis; Grades K-6 will administer benchmark assessments at least three times a year.

High school students are provided with an on-site opportunity to take the PSAT/NMSQT.

District eleventh graders participate in the Early Assessment Program (EAP) in association with California State University.

Loyalton Middle school eighth graders will participate in the National Assessment of Educational Progress (NAEP) on a bi-yearly basis.

District curriculum-embedded assessment data may be recorded in the mathscores assessment program and/or CBM assessment programs. The data is made available for longitudinal studies to staff members.

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014.

Planned Improvement in Student Performance in Reading

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • <i>Implement a certificated employee evaluation based on the California Standards for the Teaching Profession which includes an assessment of standards-based instruction.</i> • <i>Continue staff training in data management, LinkIt!</i> • <i>K-12 teachers SDAIE/CLAD credentialed.</i> • <i>Open Court standards-based reading program in 1-6 has been adopted and aligned with 7-12 district-adopted curriculum and supplemental materials</i> • <i>Implement Formula 3 reading strategies (reading chains) in Grades 3-6.</i> • <i>The district uses the state-adopted Holt Reading Series for grades 7-12.</i> • <i>The district continues to administer the AVID program to identified students in grades 9-12.</i> • <i>The district has adopted the state-approved Language! Program for intensive intervention for identified students in grades 4-12.</i> • <i>IEP goals will be aligned with essential California Content Standards.</i> • <i>Advanced Placement courses will continue to be offered in the high school schedules whenever possible.</i> 	<p><i>Administrative Council and Union Representatives (2008-2013)</i></p> <p><i>Administrator and Curriculum Coordinator (2008-2013)</i></p> <p><i>Personnel Director, Site Staff and Administration (2008-2009)</i></p> <p><i>Administrators, Teachers, Curriculum Council (2006-2013)</i></p> <p><i>Administrators, Teachers, Curriculum Council (2006-2013)</i></p> <p><i>Administrators, Teachers, Curriculum Council (2006-2013)</i></p> <p><i>Administrators, AVID Teacher/Coordinators, Curriculum Council. (2006-2013)</i></p> <p><i>Administrators, Curriculum Council, SELPA Director, Special Education Teachers and Aides (2006-2013)</i></p> <p><i>Administrators, SELPA Director, Special Education Teachers. (2008-2013)</i></p> <p><i>Administrators, Curriculum Council, Staff (2008-2013)</i></p>	<p><i>None</i></p> <p><i>Site Licenses Trainer Stipends</i></p> <p><i>Course Fees</i></p> <p><i>None</i></p> <p><i>Instructional Aide</i></p> <p><i>None</i></p> <p><i>AVID Training</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>AP Institutes</i></p>	<p><i>None</i></p> <p><i>\$1,000/year \$2,000/year</i></p> <p><i>\$2,000</i></p> <p><i>None</i></p> <p><i>\$1,000/year</i></p> <p><i>None</i></p> <p><i>\$500/year</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>up to \$2,000/year</i></p>	<p><i>N/A</i></p> <p><i>5811 C/D</i></p> <p><i>4035 /D</i></p> <p><i>5811 C/D</i></p> <p><i>3010 D</i></p> <p><i>N/A</i></p> <p><i>4035 D</i></p> <p><i>N/A</i></p> <p><i>N/A</i></p> <p><i>Unrestricted /D</i></p>

<ul style="list-style-type: none"> • Continue individualized EL support in alignment with adopted curriculum K-12. • District-wide ELA collaborative staff meetings will be held. 	<p>Administrators, EL Specialist, Teachers (2008-2013)</p> <p>Superintendent, Business Manager, Curriculum Coordinator, Site Administrators, ELA staff (2008-2013)</p>	<p>EL Aides</p> <p>Release Time</p>	<p>\$15,000</p> <p>\$2,000/year</p>	<p>7091/D</p> <p>7091/D</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • Open Court textbooks and materials for K-6 and Holt 7-8 Literature programs have been purchased and are in use. • Holt Language Arts textbooks and materials for grades 9-12 have been purchased and are in use. • AVID materials are in use for grades 9-12. • The Language! Program has been purchased and is in used for grades 4-12 students needing intensive reading intervention. • Use adopted supplemental curriculum resources for ELs Grades K-12. • Standards will be posted in all 9-12 classrooms. (2008-2013) • Teachers will monitor on a regular basis student progress to insure mastery. • Provide K-12 extended specialized educational services. 	<p>Administrative Council, School Board, Curriculum Coordinator (2007-2008)</p> <p>Curriculum Director, Site Administrators, and teaching staff</p> <p>Site Administrators and teaching staff (2006-2013)</p> <p>Site Administrator and Special Education staff (2006-2013)</p> <p>Site Administrators, EL Specialist, EL Aides (2008-2009)</p> <p>Site Administrators, teaching staff</p> <p>Site Administrators, teaching staff (2008-2013)</p> <p>Superintendent, Site Administrators, teaching staff, intervention aides (2009-2013)</p>	<p>Ancillaries</p> <p>Ancillaries</p> <p>Ancillaries</p> <p>Ancillaries</p> <p>Materials</p> <p>None</p> <p>None</p> <p>Materials</p>	<p>\$2,000</p> <p>\$1,000/year</p> <p>\$100/year</p> <p>\$250/year</p> <p>\$5,000</p> <p>None</p> <p>None</p> <p>\$1,000/year</p>	<p>6300 C/D</p> <p>1100, 6300 /D</p> <p>Unrestricted /D</p> <p>6300 C/D</p> <p>7091/D</p> <p>N/A</p> <p>N/A</p> <p>3010 /D 5811 C/D</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • Provide K-12 extended specialized educational services as needed. 	<p>Superintendent, Site Administrators, teaching staff, intervention aides (2008-2013)</p>	<p>Salaries</p>	<p>\$25,000/yr</p>	<p>3010 /D 5811 C/D</p>

<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Update SCOE and SPJUSD and all site technology plans to assure standards-based technology access for all students. • Use technology to provide interactive reading activities. • Use technology to provide access to listening centers in primary grades. • Purchase of additional computers in classrooms. • Use technology to stimulate reading interest. 	<p><i>Technology Coordinator, Site Administrators and Site Tech Coordinators (2008-2013)</i></p> <p><i>Teaching staff and instructional aides (2008-2013)</i></p> <p><i>Teaching staff and instructional aides (2008-2013)</i></p> <p><i>Administrators, Technology Coordinator, Site Tech Coordinators (2008-2013)</i></p> <p><i>Teaching staff and instructional aides (2008-2013)</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>Software</i></p> <p><i>Hardware</i></p> <p><i>Media/Hardware</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>\$1,000/year</i></p> <p><i>2008: \$100,000</i></p> <p><i>\$1,000/year</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p> <p><i>1100, 5811 C/D</i></p> <p><i>1100/5811 C/D</i></p> <p><i>5811 /D</i></p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Teachers will be encouraged to participate in SB472 training. • Teachers new to the district will participate in BTSA/PAR when appropriate. • All teachers will be CLAD/SDAIE certified. • Teachers will participate in collaborative meetings regarding standards-based instruction and classroom management. 	<p><i>Superintendent, Business Manager, Site Administrators, teaching staff (2008-2013)</i></p> <p><i>Superintendent, Site Administrators, teaching staff (2008-2013)</i></p> <p><i>Superintendent, Personnel Technician, Site Administrators, teaching staff</i></p> <p><i>Superintendent, Site Administrators, teaching staff</i></p>	<p><i>Registration Travel Expenses Stipends</i></p> <p><i>Registration Stipends Travel Expenses Release Time</i></p> <p><i>Registration</i></p> <p><i>Release Time Travel Expenses</i></p>	<p><i>\$2,000/ participant</i></p> <p><i>\$1,000/ participant</i></p> <p><i>\$1,200/ participant</i></p> <p><i>\$250/ year participant</i></p>	<p><i>4035 /D</i></p> <p><i>4035/D</i></p> <p><i>4035 /D</i></p> <p><i>4035 /D</i></p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Each school will maintain a Site Council. • Each school site will mail to all parents their child(ren)'s assessment results. • Each site will conduct parent conferences as appropriate. • At the high school level parents will participate in Four-Year Planning. • Monthly Student Achievement Award Assemblies where all parents of students being recognized are personally invited to attend. 	<p>Site Administrators, Business Manager, Superintendent (2008-2013)</p> <p>Site Administrators, School Secretaries (2008-2013)</p> <p>Site Administrators, teaching staff, parents (2008-2013)</p> <p>Site Administrators, teaching staff, parents, students (2008-2013)</p> <p>Site Administrators, teaching staff, parents, students (2008-2013)</p>	<p>None</p> <p>Postage Stationery</p> <p>None</p> <p>Postage</p> <p>Awards</p>	<p>None</p> <p>\$250/year \$50/year</p> <p>None</p> <p>\$100/year</p> <p>\$500/year</p>	<p>N/A</p> <p>unrestricted/D</p> <p>N/A</p> <p>3010 /D</p> <p>unrestricted/D</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Schools provide a transition program for all students beginning with pre-school to kindergarten, grade 6 to grade 7, and grade 8 to grade 9 • Title I Aides work in classrooms to assist teachers in helping students acquire reading skills. • High schools provide reading support to meet CAHSEE goals. • High school students will be supported through strategic intervention classes. 	<p>First 5, Site Administrators, teaching staff (2008-2013)</p> <p>Title I Aides, teaching staff (2008-2013)</p> <p>Site Administrators, teaching staff (2008-2013)</p> <p>Site Administrators, teaching staff (2008-2013)</p>	<p>School Supplies</p> <p>Salary/Benefits</p> <p>Software</p> <p>Salary/Benefits</p>	<p>\$500/year</p> <p>\$72,000/yr</p> <p>\$700/year</p> <p>\$100,000/yr</p>	<p>N/A</p> <p>3010/D</p> <p>5811C/D</p> <p>6500 /C</p>

<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> <i>The governing board and administration will fully support the Public School Administration Accountability Act, NCLB 2001, SPJUSD Policy 100-128</i> <i>SPJUSD will participate in all phases of the state's standards-based assessment system.</i> <i>Data and API will be used to monitor programs and drive changes in instructional practices.</i> <i>Each site has a Single Plan for Student Achievement with the staff and site council monitoring and making revisions annually. Plans will be accessible on the SCOE website.</i> <i>Classroom teachers will monitor/assess mastery of standards and re-teach when necessary.</i> 	<p><i>Governing Board, Superintendent, and Site Administrators (2008-2013)</i></p> <p><i>Superintendent, Site Administrators, and teaching staff. (2008-2013)</i></p> <p><i>Site Administrators, Edusoft personnel, and teaching staff. (2008-2013)</i></p> <p><i>Site Administrators, Site Councils, and teaching staff. (2008-2013)</i></p> <p><i>Site Administrators, teaching staff, and instructional aides. (2008-2013)</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p> <p><i>N/A</i></p> <p><i>N/A</i></p> <p><i>N/A</i></p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <i>Each school site will identify those students who are performing below grade level in reading and language arts and provide those students with intervention programs.</i> 	<p><i>Site Administrators, teaching staff, and Title I Instructional Aides (2008-2013)</i></p>	<p><i>Salaries/Benefits</i></p>		
<p>10. Any additional services tied to student academic needs:</p>				

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • <i>Implement a certificated employee evaluation based on the California Standards for the Teaching Profession which includes an assessment of standards-based instruction.</i> • <i>BTSA Induction program materials and training aligned with California Academic Content Standards.</i> • <i>Continue staff training in data management.</i> • <i>K-12 teachers SDAIE/CLAD credentialed.</i> • <i>The district has purchased mathematics intervention programs for identified students in grades 3-12.</i> • <i>IEP goals will be aligned with essential California Content Standards.</i> • <i>Advanced Placement courses will continue to be offered in the high school schedules whenever possible.</i> • <i>Adopt an EL curriculum for EL Grades K-12.</i> • <i>District-wide mathematics collaborative staff meetings will be held.</i> 	<p><i>Administrative Council and Union Representatives (2008-2013)</i></p> <p><i>BTSA Coach (2008-2013)</i></p> <p><i>Administrator and Curriculum Coordinator (2008-2013)</i></p> <p><i>Personnel Director, Site Staff and Administration (2008-2009)</i></p> <p><i>Administrators, Curriculum Council, SELPA Director, Special Education Teachers and Aides (2006-2013)</i></p> <p><i>Administrators, SELPA Director, Special Education Teachers. (2008-2013)</i></p> <p><i>Administrators, Curriculum Council, Staff (2008-2013)</i></p> <p><i>Administrators, EL Specialist, Teachers (2008-2009)</i></p> <p><i>Superintendent, Business Manager, Curr. Coord., Site Administrators, Staff (2008-2013)</i></p>	<p><i>None</i></p> <p><i>Salary of Coach</i></p> <p><i>Site Licenses Trainer Stipends</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>AP Institutes</i></p> <p><i>EL Aides</i></p> <p><i>Release Time</i></p>	<p><i>None</i></p> <p><i>N/A</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>\$3,000/year</i></p> <p><i>\$2,000/year</i></p> <p><i>\$15,000</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p> <p><i>4035/D 4035/D</i></p> <p><i>4035 /D</i></p> <p><i>N/A</i></p> <p><i>N/A</i></p> <p><i>5811 /D</i></p> <p><i>7091 /D</i></p> <p><i>Unrestricted/D</i></p>

<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> <i>Saxon textbooks and materials for K-3 and Glencoe-McGraw Hill 4-8 mathematics programs have been purchased and are in use.</i> <i>Glencoe-McGraw Hill textbooks and materials for grades 9-12 have been purchased and are in use.</i> <i>AVID materials are in use for grades 9-12.</i> <i>Web-based programs have been purchased and are in use for grades 3-12 students needing mathematics intervention.</i> <i>Adopted supplemental curriculum resources are used for ELs Grades K-12.</i> <i>Standards will be posted in all classrooms. (2008-2013).</i> <i>Teachers will monitor on a regular basis student progress to insure mastery.</i> 	<p><i>Administrative Council, School Board, Curriculum Coordinator (2007-2008)</i></p> <p><i>Curriculum Director, Site Administrators, and teaching staff</i></p> <p><i>Site Administrators and teaching staff (2006-2013)</i></p> <p><i>Site Administrator and Special Education staff (2006-2013)</i></p> <p><i>Site Administrators, EL Specialist, EL Aides (2008-2009)</i></p> <p><i>Site Administrators, teaching staff</i></p> <p><i>Site Administrators, teaching staff (2008-2013)</i></p>	<p><i>Ancillaries</i></p> <p><i>Ancillaries</i></p> <p><i>Ancillaries</i></p> <p><i>Ancillaries</i></p> <p><i>Materials</i></p> <p><i>None</i></p> <p><i>None</i></p>	<p><i>\$2,000/year</i></p> <p><i>\$1,000/year</i></p> <p><i>\$1,000/year</i></p> <p><i>\$.1500/year</i></p> <p><i>\$5,000</i></p> <p><i>None</i></p> <p><i>None</i></p>	<p><i>6300/D unrestricted</i></p> <p><i>6300 /D unrestricted</i></p> <p><i>Unrestricted /D</i></p> <p><i>5811 C/D</i></p> <p><i>7091 /D</i></p> <p><i>N/A</i></p> <p><i>N/A</i></p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> <i>Provide specialized educational services to all students.</i> <i>Collaborate with local preschool programs to include math readiness skills.</i> <i>High schools will offer CAHSEE prep math support.</i> 	<p><i>Superintendent, Site Administrators, teaching staff, intervention aides (2008-2013)</i></p> <p><i>Preschool staff, elementary teachers (2008-2013)</i></p> <p><i>Administration, high school math staff, support staff, (2008-2013)</i></p>	<p><i>Salaries</i></p> <p><i>None</i></p> <p><i>Salaries</i></p>	<p><i>\$15,000/yr</i></p> <p><i>None</i></p> <p><i>\$5,000</i></p>	<p><i>3010 /D</i></p> <p><i>N/A</i></p> <p><i>3010 /D</i></p>

<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> Update SCOE and SPJUSD and all site technology plans to assure standards-based technology access for all students. Use technology to provide interactive mathematics activities. Use technology to provide mathematics centers in primary grades. Purchase additional computers for classrooms. Use technology to stimulate mathematics interest. Use web-based programs for grades 4-12 students needing mathematics intervention. Use PowerSchool software programs to inform parents of student test scores, grades, and homework. Use data management systems to set instructional goals. 	<p>Technology Coordinator, Site Administrators and Site Tech Coordinators (2008-2013)</p> <p>Teaching staff and instructional aides (2008-2013)</p> <p>Teaching staff and instructional aides (2008-2013)</p> <p>Administrators, Technology Coordinator, Site Tech Coordinators (2008-2013)</p> <p>Teaching staff and instructional aides (2008-2013)</p> <p>Administrators, Curriculum Council, SELPA Director, Special Education Teachers and Aides (2006-2013)</p> <p>District Technology Coordinator, Administration, Teachers, Parents (2008-2013)</p> <p>Administration, LinkIt!, Teachers</p>	<p>None</p> <p>None</p> <p>Software</p> <p>Hardware</p> <p>Media/Hardware</p> <p>None</p> <p>Software Fees</p> <p>Trainer Fees Software License</p>	<p>None</p> <p>None</p> <p>\$1,000/year</p> <p>2008: \$100,000</p> <p>\$1,000/year</p> <p>None</p> <p>\$10,000/yr</p> <p>\$7,500/yr \$4,125/yr</p>	<p>N/A</p> <p>N/A</p> <p>5811 C/D</p> <p>1100 /D</p> <p>unrestricted /D</p> <p>Unrestricted /D</p> <p>Unrestricted /D</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> Teachers will be encouraged to participate in SB472 training. Teachers new to the district will participate in BTSA/PAR when appropriate. All teachers will be CLAD/SDAIE certified. 	<p>Superintendent, Business Manager, Site Administrators, teaching staff (2008-2010)</p> <p>Superintendent, Site Administrators, teaching staff (2008-2013)</p> <p>Superintendent, Personnel Technician, Site Administrators, teaching staff</p>	<p>Registration Travel Expenses Stipends</p> <p>Registration Stipends Travel Expenses Release Time</p> <p>Registration</p>	<p>\$2,000/ participant</p> <p>\$1,000/ participant</p> <p>\$1,200/ participant</p>	<p>n/a</p> <p>4035 /D</p> <p>4035 /D</p>

<ul style="list-style-type: none"> Teachers will participate in collaborative meetings regarding standards-based instruction and classroom management. 	<i>Superintendent, Site Administrators, teaching staff</i>	<i>Release Time Travel Expenses</i>	<i>\$250/ year participant</i>	<i>Unrestricted and 4035 /D</i>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> Each school will maintain a Site Council. Each school site will mail to all parents their child(ren)'s assessment results. Each site will conduct parent conferences as appropriate. At the high school level parents will participate in Four-Year Planning. Monthly Student Achievement Awards assemblies where all parents of students being recognized are personally invited to attend. 	<p><i>Site Administrators, Business Manager, Superintendent (2008-2013)</i></p> <p><i>Site Administrators, School Secretaries (2008-2013)</i></p> <p><i>Site Administrators, teaching staff, parents (2008-2013)</i></p> <p><i>Site Administrators, teaching staff, parents, students (2008-2013)</i></p> <p><i>Site Administrators, teaching staff, parents, students (2008-2013)</i></p>	<p><i>None</i></p> <p><i>Postage Stationery</i></p> <p><i>None</i></p> <p><i>Postage</i></p> <p><i>Awards</i></p>	<p><i>None</i></p> <p><i>\$250/year \$50/year</i></p> <p><i>None</i></p> <p><i>\$100/year</i></p> <p><i>\$500/year</i></p>	<p><i>N/A</i></p> <p><i>Unrestricted /D</i></p> <p><i>N/A</i></p> <p><i>Unrestricted /D</i></p> <p><i>Unrestricted /D</i></p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> Schools provide a transition program for all students beginning with pre-school to kindergarten, grade 6 to grade 7, and grade 8 to grade 9. Title I Aides assist teachers in helping students acquire math skills. High schools provide math support to meet CAHSEE goals. High school students will be supported through strategic intervention classes. 	<p><i>First 5, Site Administrators, teaching staff (2008-2013)</i></p> <p><i>Title I Aides, teaching staff (2008-2013)</i></p> <p><i>Site Administrators, teaching staff (2008-2013)</i></p> <p><i>Site Administrators, teaching staff (2008-2013)</i></p>	<p><i>School Supplies</i></p> <p><i>Salary/Benefits</i></p> <p><i>Software</i></p> <p><i>Salary/Benefits</i></p>	<p><i>N/A</i></p> <p><i>\$15,000/yr</i></p> <p><i>\$4,800/yr</i></p> <p><i>\$25,000/yr</i></p>	<p><i>N/A</i></p> <p><i>3010/D</i></p> <p><i>unrestricted</i></p> <p><i>3010 /D</i></p>

<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> <i>The governing board and administration will fully support the Public School Administration Accountability Act, NCLB 2001.</i> <i>SPJUSD will participate in all phases of the state's standards-based assessment system including the California Standards Tests.</i> <i>Data and API will be used to monitor programs and drive changes in instructional practices.</i> <i>Each site has a Single Plan for Student Achievement with the staff and site council monitoring the plans and making revisions annually. Plans will be accessible on the SCOE website.</i> <i>Classroom teachers will monitor/assess mastery of standards and re-teach when necessary.</i> <i>Each school will prepare a School Accountability Report Card annually for publication which is presented to and approved by the School Board.</i> 	<p><i>Governing Board, Superintendent, and Site Administrators (2008-2013)</i></p> <p><i>Superintendent, Site Administrators, and teaching staff. (2008-2013)</i></p> <p><i>Site Administrators, Edusoft personnel, and teaching staff. (2008-2013)</i></p> <p><i>Site Administrators, Site Councils, and teaching staff. (2008-2013)</i></p> <p><i>Site Administrators, teaching staff, and instructional aides. (2008-2013)</i></p> <p><i>Site Administrators, School Board. (2008-2013)</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>SARC Service Fees</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>\$500/Site/yr</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p> <p><i>N/A</i></p> <p><i>N/A</i></p> <p><i>N/A</i></p> <p><i>unrestricted 1100 /C/D</i></p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <i>Each school site will identify those students who are performing below grade level in mathematics and provide those students with intervention programs</i> <i>Specialized educational services will be offered to those students needing intervention in mathematics.</i> <i>Students in Grades 10-12 who fail the mathematics section of the CAHSEE will be provided with a CAHSEE prep course.</i> 	<p><i>Site Administrators, teaching staff, and Title I Instructional Aides (2008-2013)</i></p> <p><i>Administrators. (2008-2013)</i></p> <p><i>Administration, teachers. (2008-2013)</i></p>	<p><i>Salaries/Benefits</i></p> <p><i>Salaries/Benefits Instructional Materials</i></p> <p><i>Salaries/Benefits Instructional Materials</i></p>	<p><i>\$25,000/yr</i></p> <p><i>\$10,000/yr \$1,000/yr</i></p> <p><i>\$25,000/yr</i></p>	<p><i>3010 /D</i></p> <p><i>unrestricted</i></p> <p><i>unrestricted</i></p>
<p>10. Any additional services tied to student academic needs:</p>				

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	The LEA does not receive Title III.
	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	The LEA does not receive Title III.

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; c. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	The LEA does not receive Title III.	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No N/A	If yes, describe:
	5. Provide – <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	Yes or No N/A	If yes, describe:
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No N/A	If yes, describe:

Allowable Activities	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No N/A	If yes, describe:
	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No N/A	If yes, describe:
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes or No N/A	If yes, describe:
	10. Other activities consistent with Title III.	Yes or No N/A	If yes, describe:

Plans to Notify and Involve Parents of Limited-English-Proficient Students

	<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p>	<ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>The LEA does not receive Title III.</p>

Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	The LEA does not receive Title III.
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	N/A	
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	N/A	

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>		
<p>Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>
	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>
	<p>5. Basic instruction services that are attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>
	<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>
	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>

Performance Goal 3: *By 2008-09, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>Fully implemented Beginning Teacher Support and Assessment Program.</p> <p>Support and training funded by professional development funds.</p> <p>Training in Literacy in the Content Areas offered to all district teachers of grades 7-12.</p> <p>CTAP courses available on-line to all teachers.</p> <p>AVID teachers participate in AVID seminars and summer workshops.</p> <p>Teachers of Advanced Placement courses, participate in AP Summer Institutes.</p>	<p>Training and acquisition of technology-based instructional materials.</p> <p>Opportunities for grade and subject collaboration.</p> <p>Subject area conferences/trainings needed.</p> <p>District support for continued training in implementation of content area programs.</p>

Performance Goal 3: By 2008-09, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> • <i>Technology training will allow teachers to use technology in developing instruction to assist students in meeting the challenging academic standards.</i> • <i>Collaboration throughout the district will allow teachers to align their instruction to meet challenging standards and prepare students for taking state assessments.</i> • <i>Content Area Conferences will allow teachers to remain current in preparing activities and lessons for students to gain mastery of standards.</i> • <i>Textbook training will prepare teachers to implement new curriculum when core adoptions take place.</i> 	<p><i>District Administration, Teachers</i></p> <p><i>District and Site Administration, Teachers</i></p> <p><i>District and Site Administration, Teachers</i></p> <p><i>District and Site Administration, Teachers</i></p>	<p><i>Travel Costs, Technology Costs, Registration</i></p> <p><i>Release or Buy- Back Time, Travel Expenses</i></p> <p><i>Travel Costs, Registration, Substitutes</i></p> <p><i>Travel Costs, Registration, Buy-Back Fees</i></p>	<p><i>\$30,000/year</i></p> <p><i>\$15,000/year</i></p> <p><i>\$10,000/year</i></p> <p><i>\$5,000/year</i></p>	<p><i>4035</i></p> <p><i>4035</i></p> <p><i>4035</i></p> <p><i>4035</i></p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <ul style="list-style-type: none"> • <i>SPJUSD curriculum and textbooks are aligned with recommended adoptions of the California State Department of Education and teachers have access through professional development to review and update the curriculum based upon State recommendations.</i> • <i>Teachers receive funding to participate in workshops for training in evidence-based adopted curriculum.</i> 	<p><i>District and Site Administration, Teachers, Curriculum Council</i></p> <p><i>District and site Administration, Teachers</i></p>	<p><i>Travel Costs, Release or Buy- Back Time, Substitutes</i></p> <p><i>Travel Costs, Registration, Buy-Back Fees</i></p>	<p><i>\$25,000/year</i></p> <p><i>\$5,000/year</i></p>	<p><i>4035 6760 7393</i></p> <p><i>4035 7393</i></p>

<ul style="list-style-type: none"> Curriculum is reviewed by using data management systems to ensure satisfactory academic progress for all students. Disaggregated data is available for identifying significant subgroups performing below expected levels. The Leadership Team and Curriculum Council will review research annually on professional development activities and make recommendations for the Professional Development Plan. The Professional Development Committee/Curriculum Council will concentrate on those topics and formats that have the greatest positive impact on student learning. Professional Development resources will be concentrated in the areas identified through examination of test data and teacher recommendations. Teaching strategies and professional development used by the BTSA program will also be incorporated into the Professional Development Plan. 	<p><i>Administration, Curriculum Council</i></p> <p><i>Site and District Administration, Curriculum Council</i></p> <p><i>Site and District Administration, Curriculum Council</i></p> <p><i>Administrators, Teachers</i></p> <p><i>Administrators, BTSA Coordinator, Teachers</i></p>	<p><i>Site Licenses Trainer Stipends</i></p> <p><i>Time</i></p> <p><i>Time</i></p> <p><i>Time</i></p> <p><i>Time</i></p>	<p><i>\$1,000/year/site \$4,500/year</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p>	<p><i>4035 4035</i></p> <p><i>N/A</i></p> <p><i>N/A</i></p> <p><i>N/A</i></p> <p><i>N/A</i></p>
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> By employing periodic benchmark assessments will become aware of subgroup deficiencies and adjust curriculum as needed. Teachers will learn to analyze student work and investigate the link between instructional planning, instructional strategies, and student outcomes. Paraprofessionals will be adequately trained to complement the research-based curriculum and teaching strategies commensurate with their class assignment. Through staff development and curriculum alignment with academic standards and industry-improved curriculum, training, materials and equipment; all ROP students will be provided learning opportunities to improve their academic skills, career-technical skills for employment or advanced training. 	<p><i>Administrators, Edusoft Trainers, Teachers</i></p> <p><i>Administrators, Teachers, Trainers</i></p> <p><i>Administrators, Teachers, Paraprofessionals</i></p> <p><i>Administrators, Voc Ed Coordinator, Teachers</i></p>	<p><i>Site Licenses Trainer Stipends</i></p> <p><i>Time</i></p> <p><i>Registration, Travel Expenses, Substitutes</i></p> <p><i>Registration Travel Expenses, Substitutes</i></p>	<p><i>\$1,000/year/site \$4,500/year</i></p> <p><i>None</i></p> <p><i>\$5,000/year</i></p> <p><i>\$3,000/year</i></p>	<p><i>4035 4035</i></p> <p><i>N/A</i></p> <p><i>7393</i></p> <p><i>3550 4035 7393</i></p>

<p>4. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> Professional development monies are made available based upon recommendations made by the Leadership Team, Curriculum Council, School Site Councils, and Professional Development Committee. Categorical funds are identified and encumbered based upon the recommendations of the Leadership Team after reviewing input from other stakeholders. Teacher collaboration time will focus on selecting benchmark assessments for key essential standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching as needed. Release time, minimum days, or buy-back days will be provided. State and federal funds for teacher textbook training and principal training are being provided. 	<p><i>Leadership Team, Curriculum Council, School Site Councils</i></p> <p><i>Leadership Team, Business Manager</i></p> <p><i>Administrators, Teachers</i></p> <p><i>Administrators, Teachers</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>Release Time, Buy-Back Days, Travel Expenses</i></p> <p><i>Buy-Back Days, Travel Expenses, Registration</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>\$5,000/year</i></p> <p><i>\$5,000/year</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p> <p><i>4035</i></p> <p><i>4035 7393</i></p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p>	<p><i>We do not receive Title II, Part D funds.</i></p>	<p><i>None</i></p>	<p><i>None</i></p>	<p><i>N/A</i></p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p>	<p><i>We do not receive Title II, Part D funds.</i></p>	<p><i>None</i></p>	<p><i>None</i></p>	<p><i>N/A</i></p>

<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> School Site Councils meeting regularly to plan, recommend, and approve expenditures for professional development. The following groups may include teachers, parents, and students who meet on a regular basis to research and make recommendations regarding professional development activities: School Site Councils Leadership School Staff Curriculum Council Professional Development Committee Strategic Planning activities will be conducted at least annually and will examine the Professional Development Plan and ensure that the recommendations are commensurate with needs and goals. 	<p><i>Administrators, School Site Council Members</i></p> <p><i>Administrators Group, Council, and Committee Members</i></p> <p><i>District/County Superintendent, Administrators</i></p>	<p><i>Training Materials</i></p> <p><i>Training Release Time Meeting Supplies Mailings</i></p> <p><i>Meeting Supplies Meeting Announcements</i></p>	<p><i>\$500/year minimal</i></p> <p><i>\$500/year</i></p> <p><i>\$300/year</i></p>	<p><i>4035 7393</i></p> <p><i>7396 7395</i></p> <p><i>7395 7396</i></p>
<p>9. How the LEA will provide training to enable teachers to:</p> <p>Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</p> <p>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</p> <p>Involve parents in their child’s education; and</p> <p>Understand and use data and assessments to improve classroom practice and student learning.</p> <ul style="list-style-type: none"> Data Management system trainers provide training to staff in using data management for formative and summative assessments and the use of test data which allows the teachers to design curriculum to meet the diverse needs of students. 	<p><i>Administrator and Curriculum Coordinator</i></p>	<p><i>Site Licenses Trainer Stipends</i></p>	<p><i>\$1,000/site/year \$4,500/year</i></p>	<p><i>4035 4035</i></p>

<ul style="list-style-type: none"> • School Site Councils identify professional development needs and allocate funds for training. • Parents receive regular mailings that assist them in being actively involved in their child(ren)'s education and are encouraged to participate as volunteers at school sites. • Open House, Back-to-School Night, and Four-Year Planning are annual events at school sites that further encourage parent involvement. • Parents have access to PowerSchool and teachers can easily communicate student progress, assignments, and activities. • Resource Specialists provide in-service to staff and parents. • A consultant was hired to provide staff with training in increasing literacy in the content areas. Teachers were provided a combination of buy-back days and minimum days to work with the consultant on goals. • BTSA training is made available to teachers. • Funding is provided for Classroom Management Training workshops. • Staff will attend Student Success Team and Response to Intervention Training. • Staff will attend 504 Training to assist in identifying and serving students with special needs. • Schools provide Parent Training in academic programs when appropriate. 	<i>Administrators, School Site Council Members</i>	<i>Meeting Supplies</i>	<i>Minimal</i>	4035 7393	
	<i>Site Administrators</i>	<i>Postage</i>	<i>\$1,500/year</i>	3010	
		<i>Stationery</i>	<i>\$1,000/year</i>	3010	
		<i>Newsletters</i>	<i>\$750/year</i>	3010	
		<i>Site Administrators, School Staff Members</i>	<i>Supplies</i>	<i>Minimal</i>	7375
			<i>Advertising</i>		7396
		<i>District Technology Coordinator, Teachers</i>	<i>Training</i>	<i>\$5,000/year</i>	4110
			<i>Licenses</i>	<i>\$4,000/year</i>	7393
		<i>Resource Specialists</i>	<i>Materials</i>	<i>Minimal</i>	N/A
		<i>Administrators, Teachers, Staff</i>	<i>Consultant Fees</i>	<i>\$1,000/day</i>	7393
			<i>Buy-Back Pay</i>	<i>\$2,500/year</i>	7390
			<i>Release Time</i>	<i>\$1,250/year</i>	4035
		<i>Curriculum Committee</i>	<i>Budgeted Fees</i>	<i>Listed Elsewhere</i>	7271
		<i>Administrators</i>	<i>Travel Expenses</i>	<i>\$1,000/year</i>	6405
		<i>Registration</i>	<i>\$250/participant</i>	7393	
	<i>Administrators, Teachers, Staff</i>	<i>Travel Expenses</i>	<i>\$1,000/year</i>	6405	
		<i>Registration</i>	<i>\$250/participant</i>	7390	
	<i>Administrators, Teachers, Staff</i>	<i>Travel Expenses</i>	<i>\$500/year</i>	7390	
		<i>Registration</i>	<i>\$150/participant</i>	7393	
	<i>Administrators</i>	<i>Training</i>	<i>As Needed</i>	7396	
		<i>Materials</i>			

<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> The Leadership Team meets to appropriately designate the use of funding to meet the identified Professional Development needs. 	<p><i>We do not receive Title II, Part D funds.</i></p>			
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Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
Comprehensive Safety Plan	Review findings made by California Healthy Kids survey and create goals based upon findings
Regularly scheduled emergency drills	Facility improvements as indicated in Safety Plan
Friday Night Live/Club Live	Maintenance of safety kits as indicated in Safety Plan
Small class sizes throughout the district	Improved policies relating to cyber bullying
Paraprofessionals in the classrooms	Provide training for staff and students in all forms of harassment
School Attendance Review Board (SARB)	Increased counselor availability
Response to Intervention	
Counseling available through SCOE	
Juvenile Justice Commission	
Public Health Nurse	
Probation Support	
Telephone reporting system in place	
ROP classes include workplace safety training as part of the curriculum	
Peacebuilders and Peace Mediators are in place in district schools	

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
Comprehensive Safety Plan updated annually
Conduct Code
Regularly scheduled emergency drills
Friday Night Live/Club Live
Small class sizes throughout the district
Paraprofessionals in the classrooms
School Attendance Review Board (SARB)
Response to Intervention/Behavioral Support Plans
Counseling available through Sierra County Mental Health
Juvenile Justice Commission
PowerSchool access
ROP classes include workplace safety training as part of the curriculum
Peacebuilders and Peace Mediators are in place in district schools

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA’s strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
Peacebuilders/Peace Mediators Probation Friday Night Live/Club Live Response to Intervention/Behavioral Support Plans High-risk Counseling Reduce home suspension in favor of in-school suspension Substance Free Athletic Contracts Extra-curricular activities	Implement the comprehensive Health and Wellness curriculum Results of the California Healthy Kids Survey will be reviewed by staff annually

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: Spring, 2010 Baseline Data		Biennial Goal (Performance Indicator)	
The percentage of students that have ever tried tobacco will decrease biennially by: 3%	7th	13%	7th	10%
	9th	15%	9th	12%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: 3%	7th	3%	7th	0%
	9th	6%	9th	3%
	11th	5%	11th	2%
The percentage of students that have used marijuana will decrease biennially by: 5%	7th	3%	7th	0%
	9th	12%	9th	7%
	11th	14%	11th	9%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: 5%	7th	3%	7th	0%
	9th	9%	9th	4%
	11th	5%	11th	0%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by: 5%	7th	3%	7th	0%
	9th	12%	9th	7%
	11th	15%	11th	13%
The percentage of students who feel very safe at school will increase biennially by: 10%	7th	38%	7th	48%
	9th	21%	9th	41%
	11th	23%	11th	33%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: 5%	7th	13%	7th	8%
	9th	12%	9th	7%
	11th	10%	11th	5%

Truancy Performance Indicator			
The percentage of students who have been truant will decrease annually by 5% from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	____.01__%	____.01__%	
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: Spring, 2007 Baseline Data	Biennial Goal (Performance Indicator)	
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: 5%	7th 28% 9th 28% 11th 38%	7th 33% 9th 33% 11th 43%	
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: 5%	7th 51% 9th 38% 11th 40%	7th 56% 9th 43% 11th 45%	
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: 5%	7th 27% 9th 18% 11th 12%	7th 32% 9th 23% 11th 17%	
The percentage of students that report high levels of school connectedness at their school will increase biennially by: 5%	7th 22% 9th 19% 11th 10%	7th 27% 9th 24% 11th 15%	

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures _____	Performance Indicator Goal	Baseline Data
(Process to Collect Data)		
Not Applicable		

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Peacebuilders/Peace Mediators	ATODV	9-12	120	2008	5/2008	05/2008
Peacebuilders	ATODV	K-8	219	2000	2000	2000
Project ALERT	ATODV	6-8	80	1998	1998/2008	1998

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
X	Conflict Mediation/Resolution	ATODV	9-12
X	Early Intervention and Counseling	ATODV	K-12
	Environmental Strategies		
X	Family and Community Collaboration	ATODV	K-12
	Media Literacy and Advocacy		
X	Mentoring	ATODV	7-12
X	Peer-Helping and Peer Leaders	ATODV	9-12
X	Positive Alternatives	ATODV	3-12
X	School Policies	ATODV	K-12
	Service-Learning/Community Service		
	Student Assistance Programs		
X	Tobacco-Use Cessation	ATODV	7-12
	Youth Development, Caring Schools Caring Classrooms		
	Other Activities		

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C program or Appendix D activity, provide a brief narrative rationale based on the LEA’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

All programs and activities listed in Appendices C and D have been selected based upon results of the California Healthy Kids Survey and the recommendations of SARB, School Site Councils, the Juvenile Justice Committee, and the Leadership Team.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA’s alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

Results of the California Healthy Kids Survey will be analyzed to determine the effectiveness of current programs and activities. Students complete pre- and post-tests after curriculum series to assess growth in knowledge, changes in attitudes, and intentions to avoid the use of ATOD and participation in violent acts. Continue to collect data on suspensions and incidents related to alcohol, tobacco, drugs, and violence.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result’s availability.

Each year SCOE will publish the School Accountability Report Cards (SARC), which include a progress report on meeting the Safe and Drug Free Schools and Communities (SDFSC) performance measures. The SARCs will be posted on the Internet and be available at school sites and the District Office.

Baseline data from the CHKS will be updated each time the survey is conducted. Goals will be set based upon data collected.

Results of the most recent CHKS will be published on the district website.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA’s schools and students with the greatest need. (Section 4114 [d][3])

All of the alternative school programs are comprised of students that have been identified as students with “greatest needs.” The population served is the delinquent, expelled, and behaviorally challenged. They are referred to the programs primarily for drug, alcohol, or violent offenses either by their local district or the probation department. All of the programs and curriculum are focused

on this high-risk population and their specific needs for success.

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Our LEA receives a minimum of funding through SDFSC and TUPE. This is supplemented with other programs and partnerships such as our SARB, Juvenile Justice Committee, and our coordination of services with Sierra County Mental Health.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents and students are required to sign and return an orientation packet at the time of enrollment. This provides an opportunity to review school policies regarding student learning, behavior, dress, attendance, drugs, gangs etc., with both the parent and student.

Parents are encouraged to contact teachers, principals, and/or counselor with questions regarding their student(s)'s behavior, safety, and academic progress.

The School Accountability Report Card will continue to provide a summary of survey data related to school safety.

Student athletes and their parents participate in team meetings at the beginning of each season and sign the Student Athlete Contract.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

All pregnant minors are referred to county programs.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
N/A	

Performance Goal 5: All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	All high school students participate in four-year planning once a year.	7-12	Annually All Staff	Transcript Evaluation Form	7375 7395
	All students and parents are notified of graduation requirements.	7-12	Annually Secretaries Principals All Staff	Parent Packet	7375 3010
	Staff meet regularly with students to monitor graduation progress.	K-12	Continuously All Staff	RTI Forms/ Process	7395 3010
	SST/IEP teams meet to address student needs using RTI and BSPs.	K-12	Ongoing All Staff	RTI Process IEP Process	3010 7395 3710
	Students are assisted with post-grad plans.	7-12	Ongoing All Staff	Advising Program	3010 4110
	Students and parents are given financial aide training to assist with post-graduate college or training expenses.	9-12	Annually Academic Advisers	College Enrollment Statistics	3010
	Administrators are trained to perform transcript reviews and modified plans for graduation are implemented as necessary.	9-12	Ongoing Administrators	Graduate Follow-up Studies Graduation Rate	No Cost

5.2 (Dropouts)	Activities listed above assist students in completing district graduation requirements or determining alternative paths to graduation.	K-12	Ongoing All Staff	CSIS Annual Maintenance Accurately Tracks Dropout Rate	No Cost
5.3 (Advanced Placement)	The school district offers a full array of Advanced Placement courses and students may access these courses. Teachers are trained in Advanced Placement teaching and curriculum. AP Exams are offered at each secondary school site.	10-12 10-12 10-12	Annual Assessment & Scheduling Four-Year Planning All Staff Annual AP Institutes AP Teachers Annual Scheduling Administration	UC/CSU Entrance Requirements Met CSIS Annual Maintenance Completion of Training School Schedules	7375 7396 4035 7393 No Cost

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Sierra-Plumas Joint Unified School District has an enrollment of less than 1000 ADA. This section is N/A.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

SPJUSD currently has no targeted assistance schools.

Additional Mandatory Title I Descriptions
(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

SPJUSD currently has no students receiving services through Sections 1114 and 1115.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

N/A

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

N/A

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

N/A

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Currently SPJUSD has no students identified as immigrant children. The homeless population is served at each individual site using homeless funds to ensure equal opportunity to all program offerings. Augmentation of the costs for programs that would be financially prohibitive is provided through the homeless grant.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

SIGNATURE PAGE

Stanford J. Hardeman
Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/sd/>
- California English Language Development Test (CELDT)
< <http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)
< <http://data1.cde.ca.gov/dataquest/> >
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/ta/tg/sr/>

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> > (University of Colorado: Blueprints)

C: < <http://modelprograms.samhsa.gov/> > (Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERSuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

<i>Research-based Activities</i>	
Activities	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: http://modelprograms.samhsa.gov > (Center for Substance Abuse Prevention)</p> <p>D: http://www2.ed.gov/admins/lead/safety/exemplary01/panel.html > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earls court Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				x		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		x				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
<u>Project Alive</u>	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
<u>Project Life</u>	9 to 12		x				A
Project PACE	4					x	C
<u>Project SCAT</u>	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
<u>Smokeless School Days</u>	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
<u>Tobacco-Free Generations</u>	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

**SIERRA COUNTY BOARD OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
GOVERNING BOARD
MEETING SCHEDULE
YEAR 2013**

The meetings are held on the second Tuesday of each month.

- JANUARY 8, 2013..... 111 Beckwith Street, Loyalton CA**
- FEBRUARY 12, 2013..... 130 School Street, Downieville CA**
- FEBRUARY 26, 2013***
(Special Meeting to be called if needed) 111 Beckwith Street, Loyalton CA
- MARCH 12, 2013..... 111 Beckwith Street, Loyalton CA**
- APRIL 9, 2013..... 130 School Street, Downieville CA**
- MAY 14, 2013..... 111 Beckwith Street, Loyalton CA**
- JUNE 11, 2013..... 130 School Street, Downieville CA**
- JULY 9, 2013..... 111 Beckwith Street, Loyalton CA**
- AUGUST 13, 2013 130 School Street, Downieville CA**
- SEPTEMBER 10, 2013..... 111 Beckwith Street, Loyalton CA**
- OCTOBER 8, 2013..... 130 School Street, Downieville CA**
- NOVEMBER 12, 2013 111 Beckwith Street, Loyalton CA**
- DECEMBER 10, 2013..... 130 School Street, Downieville CA**

The **Sierra County Board of Education** meetings will begin at 6:00 p.m.

The **Sierra-Plumas Joint Unified School District Governing Board** regular meetings are scheduled to begin immediately following the meeting of the Sierra County Board of Education.

**SIERRA COUNTY BOARD OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
GOVERNING BOARD
MEETING SCHEDULE
YEAR 2013**

The meetings are held on the second Tuesday of each month with the exception of the June board meeting which will be held on the third Tuesday.

- JANUARY 8, 2013**..... 111 Beckwith Street, Loyalton CA
- FEBRUARY 12, 2013**..... 130 School Street, Downieville CA
- FEBRUARY 26, 2013***
(Special Meeting to be called if needed) 111 Beckwith Street, Loyalton CA
- MARCH 12, 2013**..... 111 Beckwith Street, Loyalton CA
- APRIL 9, 2013**..... 130 School Street, Downieville CA
- MAY 14, 2013**..... 111 Beckwith Street, Loyalton CA
- JUNE 18, 2013 (THIRD TUES)** 130 School Street, Downieville CA
- JULY 9, 2013**..... 111 Beckwith Street, Loyalton CA
- AUGUST 13, 2013** 130 School Street, Downieville CA
- SEPTEMBER 10, 2013**..... 111 Beckwith Street, Loyalton CA
- OCTOBER 8, 2013** 130 School Street, Downieville CA
- NOVEMBER 12, 2013** 111 Beckwith Street, Loyalton CA
- DECEMBER 10, 2013**..... 130 School Street, Downieville CA

The **Sierra County Board of Education** meetings will begin at 6:00 p.m.

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underline = additions

Proposed Sierra County/Sierra-Plumas Joint USD Board Policy

Health And Welfare Benefits

BP 4154, 4254, 4354

Personnel

The district shall provide health and welfare benefits for employees in bargaining units in accordance with state and federal law and subject to negotiated employee agreements.

(cf. 4140/4240/4340 - Bargaining Units)
(cf. 4141/4241 - Collective Bargaining Agreement)

Certificated management, administrative, confidential and supervisory employees who are not in bargaining units shall receive the same health and welfare benefits as those specified in the collective bargaining agreement for certificated employees. Classified management, administrative, confidential and supervisory employees who are not in bargaining units shall receive the same health and welfare benefits as those specified in the collective bargaining agreement for classified employees.

(cf. 4300 - Administrative and Supervisory Personnel)

With respect to eligibility to participate in the health benefits plan or the level of health benefits provided, the district shall not discriminate in favor of employees who are among the highest paid 25 percent of all district employees. (26 USC 105; 42 USC 300gg-16)

For purposes of granting benefits pursuant to state law, a registered domestic partner and his/her child shall have the same rights, protections, and benefits as a spouse and spouse's child. (Family Code 297.5)

The Superintendent or designee shall not use or disclose any medical information the district possesses pertaining to an employee without the employee's authorization obtained in accordance with Civil Code 56.21, except for the purpose of administering and maintaining employee benefit plans and for other purposes specified in law. (Civil Code 56.20)

(cf. 4112.6/4212.6/4312.6 - Personnel Records)

Continuation of Coverage

Revised Retired certificated employees, other employees who would otherwise lose coverage due to a qualifying event specified in law and administrative regulation, and their qualified beneficiaries may continue to participate in the district's group health and welfare benefits in accordance with state and federal law.

To receive continuation coverage, covered employees and their qualified beneficiaries shall pay the premiums, dues, and other charges, including any increases in premiums, dues, and costs incurred by the district in administering the program.

Legal Reference:

EDUCATION CODE

7000-7008 Health and welfare benefits, retired certificated employees

17566 Self-insurance fund

35208 Liability insurance

35214 Liability insurance (self-insurance)

44041-44042 Payroll deductions for collection of premiums

44986 Leave of absence, state disability benefits

45136 Benefits for classified employees

CIVIL CODE

56.10-56.16 Disclosure of information by medical providers

56.20-56.245 Use and disclosure of medical information by employers

FAMILY CODE

297-297.5 Rights, protections and benefits under law: registered domestic partners

GOVERNMENT CODE

12940 Discrimination in employment

22750-22944 Public Employees' Medical and Hospital Care Act

53200-53210 Group insurance

HEALTH AND SAFETY CODE

1366.20-1366.29 Cal-COBRA program, health insurance

1367.08 Disclosure of fees and commissions paid related to health care service plan

1373 Health services plan, coverage for dependent children who are full-time students

1373.621 Continuation coverage, age 60 or older after five years with district

1374.58 Coverage for registered domestic partners, health service plans and health insurers

INSURANCE CODE

10116.5 Continuation coverage, age 60 or older after five years with district

10128.50-10128.59 Cal-COBRA program, disability insurance

10277-10278 Group and individual health insurance, coverage for dependent children

10604.5 Annual disclosure of fees and commissions paid

12670-12692.5 Conversion coverage

LABOR CODE

2800.2 Notification of conversion and continuation coverage

4856 Health benefits for spouse of peace officer killed in performance of duties

UNEMPLOYMENT INSURANCE CODE

2613 Education program; notice of rights and benefits

UNITED STATES CODE, TITLE 1

7 Definition of marriage, spouse

UNITED STATES CODE, TITLE 26

105 Self-insured medical reimbursement plan; definition of highly compensated individual

4980B COBRA continuation coverage

UNITED STATES CODE, TITLE 29

1161-1168 COBRA continuation coverage

UNITED STATES CODE, TITLE 42

300gg-16 Group health plan; nondiscrimination in favor of highly compensated individuals

1395-1395g Medicare benefits

CODE OF FEDERAL REGULATIONS, TITLE 26

54.4980B-1-54.4980B-10 COBRA continuation coverage

1.105-11 Self-insured medical reimbursement plan

CODE OF FEDERAL REGULATIONS, TITLE 45

164.500-164.534 Health Insurance Portability and Accountability Act (HIPAA)

Management Resources:

INTERNAL REVENUE SERVICE NOTICES

2011-1 Affordable Care Act Nondiscrimination Provisions Applicable to Insured Group Health Plans

WEB SITES

CSBA: <http://www.csba.org>

California Employment Development Department: <http://www.edd.ca.gov>

Internal Revenue Service: <http://www.irs.gov>

U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services: <http://www.cms.gov>

U.S. Department of Labor: <http://www.dol.gov>

Policy

adopted: April 10, 2007

revised: November 13, 2012

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville CA 96126

Proposed

Sierra County/Sierra-Plumas Joint USD

Administrative Regulation

Health And Welfare Benefits

AR 4154, 4254, 4354
Personnel

Retired Certificated Employees

Any former certificated employee who retired from the district under any public retirement system and his/her spouse/domestic partner (defined as a *legally valid existing marriage or domestic partnership as determined by the State of California*) shall be permitted to enroll in the health and welfare benefit plan currently provided for certificated employees. The plan also shall be available to any surviving spouse/domestic partner of a former certificated employee who either retired from the district under any public retirement system or was, at the time of death, employed by the district and a member of the State Teachers' Retirement System. (Education Code 7000)

A retired certificated employee or surviving spouse/domestic partner shall be allowed to enroll in the coverage within 31 days of losing active employee coverage. If he/she does not enroll during this initial enrollment period, he/she may be denied further opportunity to do so. (Education Code 7000)

COBRA/Cal-COBRA Continuation Coverage

Covered district employees and their qualified beneficiaries shall be offered the opportunity to continue health and disability insurance coverage when they otherwise would lose coverage due to one of the following qualifying events: (Health and Safety Code 1366.21, 1366.23, 1373; Insurance Code 10128.51, 10128.53, 10277; 26 USC 4980B; 26 CFR 54.4980B-4)

1. Covered dependents of a covered employee who dies.
2. A covered employee and his covered dependents upon the employee's termination of employment (other than termination for gross misconduct) or whose work hours have been reduced to less than the minimum required for coverage under the Plan.

(cf. 4117.4 - Dismissal)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

3. A covered spouse (and any affected covered dependents) upon divorce or legal separation.
4. Covered dependents of a covered employee whose termination from the Plan is due to the covered employee becoming eligible for benefits under Medicare.

5. A covered dependent child who, attains the maximum age at which dependent children may be covered under the Plan, or otherwise becomes ineligible under the Plan's terms.

--Adapted to TCSIG coverage--

NEW per TCSIG

6. A covered retiree and their covered beneficiaries whose benefits were substantially reduced within one year of the employer filing for Chapter 11 bankruptcy.

7. The last day of a leave under the Family Medical Leave Act.

8. The call-up of reservist in the United States military or National Guard to active duty.

Continuation health coverage shall be the same as provided to similarly situated individuals under the group benefit plan. (Health and Safety Code 1366.23; Insurance Code 10128.53; 26 USC 4980B)

The Superintendent or designee shall notify the health care service plan administrator of a qualifying event listed in item #1, 2, or 4 above, within 31 days of the event. A covered employee or qualified beneficiary shall notify the service plan administrator of a qualifying event listed in item #3 or 5 above within 60 days of the event or of the date that the beneficiary would lose coverage, whichever is later. (26 USC 4980B; 29 USC 1163, 1166; 26 CFR 54.4980B-6)

Continuation coverage shall be terminated in accordance with the district's insurance plan and federal and state law. (26 USC 4980B; 26 CFR 54.4980B-6; Health and Safety Code 1373.621; Insurance Code 10116.5)

The Superintendent or designee shall notify covered employees and qualified beneficiaries of the availability of conversion and continuation coverage. This notification shall include the statement in Labor Code 2800.2 encouraging individuals to examine their options carefully before declining such coverage. (Labor Code 2800.2)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Disability Insurance

The Superintendent or designee shall give notice of disability insurance rights and benefits to each new employee and each employee leaving work due to pregnancy, nonoccupational illness or injury, the need to provide care for any sick or injured family member, or the need to bond with a minor child within the first year of the child's birth or placement in connection with foster care or adoption. (Unemployment Insurance Code 2613)

- (cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)
- (cf. 4161/4261/4361 - Leaves)
- (cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
- (cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
- (cf. 4261.1 - Personal Illness and Injury Leave)

When disabled by an injury sustained from a violent act while performing duties within the scope of employment and performing creditable employment, a certificated or classified employee may continue in the district health plan upon meeting criteria specified by law. The employee shall pay all employer and employee premiums and related administrative costs. (Education Code 7008)

Policy
adopted: April 10, 2007
revised: November 13, 2012

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville CA 96126

Proposed Sierra County/Sierra-Plumas Joint USD Exhibit

Professional Standards

E 4319.21

Personnel

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

Note: The following exhibit reproduces the California Professional Standards for Educational Leaders (2001). These standards were adapted from the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (1996) published by the Council of Chief State School Officers. Adaptations were made by representatives of the California School Leadership Academy at WestEd, Association of California School Administrators, Commission on Teacher Credentialing, California Department of Education, and California colleges and universities. In 2008, representatives from those agencies and associations confirmed that the California Professional Standards for Educational Leaders were aligned with updated ISLLC standards in Educational Leadership Policy Standards: ISLLC 2008.

The administrators and teachers, by acquiring the skills, attitudes and behaviors as outlined in the following Professional Standards for Educational Leaders, students have the best opportunity to achieve the mission and vision of the district and to meet the expectations of high standards for student learning. Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

A school administrator is an educational leader who promotes the success of all students by:

Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community

1. Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
2. Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
3. Use the influence of diversity to improve teaching and learning.
4. Identify and address any barriers to accomplishing the vision.
5. Shape school programs, plans, and activities to ensure that they are integrated, articulated

through the grades, and consistent with the vision.

6. Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

1. Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.

2. Promote equity, fairness, and respect among all members of the school community.

3. Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.

4. Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.

5. Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.

6. Create an accountability system grounded in standards-based teaching and learning.

7. Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

Standard 3: Ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment

1. Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.

2. Utilize effective and nurturing practices in establishing student behavior management systems.

3. Establish school structures and processes that support student learning.

4. Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.

5. Align fiscal, human, and material resources to support the learning of all subgroups of students.

6. Monitor and evaluate the program and staff.

7. Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources

1. Recognize and respect the goals and aspirations of diverse family and community groups.

2. Treat diverse community stakeholder groups with fairness and respect.

3. Incorporate information about family and community expectations into school decision-making and activities.

4. Strengthen the school through the establishment of community, business, institutional, and civic partnerships.

5. Communicate information about the school on a regular and predictable basis through a variety of media.

6. Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

Standard 5: Modeling a personal code of ethics and developing professional leadership capacity

1. Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.

2. Protect the rights and confidentiality of students and staff.

3. Use the influence of office to enhance the educational program, not personal gain.

4. Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.

5. Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.

6. Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.

7. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.

8. Engage in professional and personal development.
9. Encourage and inspire others to higher levels of performance, commitment, and motivation.
10. Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context

1. Work with the Governing Board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
2. Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
3. Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
4. Generate support for the school by two-way communications with key decision-makers in the school community.
5. Collect and report accurate records of school performance.
6. View oneself as a leader of a team and also as a member of a larger team.
7. Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Source: California Professional Standards for Educational Leaders by California School Leadership Academy at WestEd and the Association of California School Administrators. Reprinted with permission. Intended for use with the descriptions of practice in Moving Standards into Everyday Work, available from WestEd.

Policy adopted: April 10, 2007
revised: November 13, 2012

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Sierraville, California

Proposed Board Policy

Student Leave Of Absence

BP 5112.3
Students

New

The Governing Board recognizes the importance of regular school attendance in promoting student achievement. However, the Board also recognizes that, in rare circumstances, it may be beneficial for a student to participate in opportunities outside the school which contribute to his/her educational experience.

The Superintendent or designee may grant student leaves of absence for the purpose of supervised travel, study, training, or work not available to the student under another educational option. Such leave may be granted to a student 15 years of age or older in the regular program and to a student age 16-18 in the continuation education program. (Education Code 48232, 48416)

(cf. 6184 - Continuation Education)

No more than one percent of the students enrolled and attending a school shall be granted a leave of absence during any school year. (Education Code 48232, 48416)

New

When feasible, students shall be encouraged to instead enroll in the district's independent study program to allow for greater contact and coordination with district staff.

(cf. 6158 - Independent Study)

Legal Reference:

EDUCATION CODE

48232 Leave of absence for students age 15 at time of commencement of leave

48410 Exemption from continuation education

48416 Leave of absence for students age 16 to 18 inclusive

FAMILY CODE

7000-7002 Emancipation of minors law

7050 Purposes for which emancipated minor considered an adult

Policy

adopted: April 10, 2007

revised: November 13, 2012

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville CA 96126



Proposed

Administrative Regulation

Student Leave Of Absence

One change/underlined below.

AR 5112.3

Students

Upon request, the Superintendent or designee may grant a student a leave of absence from school for the purpose of supervised travel, study, training, or work. To be eligible for such leave, the student shall, at the time the leave of absence is to begin, be at least 15 years of age or, if he/she is enrolled in continuation education classes or exempted from continuation education classes pursuant to Education Code 48410, be 16-18 years of age. (Education Code 48232, 48416)

A written agreement shall be entered into that is signed by the student's parent/guardian, the principal or designee of the school which the student would otherwise attend, a classroom teacher familiar with the student's academic progress, and the district's superintendent. In the case of a continuation education student, the student also shall sign the written agreement. The agreement shall include: (Education Code 48232, 48416)

1. The purpose of the leave
2. The length of the leave
3. Provision for a meeting or contact between the student and a designated school official at least once a month while the student is on leave
4. A statement that the leave is for the purpose of supervised travel, study, training, or work not available to the student under another educational option

The length of the leave may be up to one semester, or up to two semesters for a continuation education student. The leave may be extended for an additional semester upon approval of all parties to the written agreement and the local school attendance review board. No leave of absence may be taken that would continue past the end of the school year in which the leave is taken. (Education Code 48232, 48416)

(cf. 5113.1 - Chronic Absence and Truancy)

The student shall be permitted to return to school at any time and shall not be prevented from completing his/her academic requirements within a time period equal to that of his/her classmates who did not take leave, plus a period of time equal to the leave of absence. If the student reenrolls at a time other than the beginning of a semester, the school shall not be required to provide make-up sessions for classes missed. (Education Code 48232, 48416)

If the student does not contact the designated school official as required by the written agreement, the leave shall be nullified. The agreement also may be nullified for cause at any time by any party to the agreement. (Education Code 48232, 48416)

Policy
adopted: April 10, 2007
revised: November 13, 2012

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville CA 96126



Sierra County/Sierra-Plumas Joint USD

Proposed Board Policy

Head Lice

BP 5141.33

Students

Note: The following optional policy is consistent with the Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities issued by the California Department of Public Health (CDPH) in March 2012. CDPH guidelines and a position statement by the California School Nurses Organization note that, although lice are a nuisance, they are not associated with the spread of disease and are not highly transferable in the school setting.

The Governing Board recognizes that head lice infestations among students require treatment but do not pose a risk of transmitting disease. The Superintendent or designee shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.

Note: The CDPH publishes a brochure for parents/guardians, A Parent's Guide to Head Lice, which is available on the CDPH web site. As discussed in the brochure, the recommended treatment for head lice involves nit combing and use of an over-the-counter head lice shampoo. Prescription treatments are also available.

The Superintendent or designee may distribute information to parents/guardians of preschool and elementary students regarding routine screening, symptoms, accurate diagnosis, and proper treatment of head lice infestations or refer parents/guardians to:
[http://www.cdph.ca.gov/HEALTHINFO/DISCOND/Pages/HeadLice.aspx.](http://www.cdph.ca.gov/HEALTHINFO/DISCOND/Pages/HeadLice.aspx)

The Superintendent or designee also may provide related information to school staff.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible.

Note: The CDPH, Centers for Disease Control and Prevention, American Academy of Pediatrics, and California School Nurses Organization all *oppose* "no-nit" policies (i.e., policies that require students to be free of nits before returning to school), citing common misdiagnosis by nonmedical personnel, lack of evidence that such policies prevent or shorten outbreaks, and their belief that the benefits of school attendance outweigh the risks of head lice.

If a student is found with active, adult head lice, he/she shall be allowed to stay in school until the end of the school day. The parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be checked upon return to

school the next day and allowed to remain in school if no active head lice are detected.

Upon the student's return to school, the school nurse or designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school nurse or designee shall contact the student's parent/guardian to discuss treatment. As needed, he/she may provide additional resources and/or referral to the local health department, health care providers, or other agencies.

(cf. 5141.3 - Health Examinations)
(cf. 5141.6 - School Health Services)

If a student is found consistently infested with head lice, he/she may be referred to a multidisciplinary team, which may consist of the school nurse, representatives from the local health department and social services, and other appropriate individuals, to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.

(cf. 1020 - Youth Services)
(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

When it is determined that two or more students in a class or school are infested with head lice, the principal or designee may, at his/her discretion, notify parents/guardians of students in that class or school and provide them with information about the detection and treatment of head lice.

Staff shall maintain the privacy of students identified as having head lice.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

Legal Reference:

EDUCATION CODE

48320-48325 School attendance review boards

49451 Physical examinations: parent's refusal to consent

Management Resources:

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities, rev. March 2012

A Parent's Guide to Head Lice, 2008

CALIFORNIA SCHOOL NURSES ORGANIZATION

Pediculosis Management, Position Statement, rev. 2011

WEB SITES

American Academy of Pediatrics: <http://www.aap.org>

California Department of Public Health: <http://www.cdph.ca.gov>

California School Nurses Organization: <http://www.csno.org>

Centers for Disease Control and Prevention, Parasitic Disease Information, Head Lice:

<http://www.cdc.gov/parasites/lice/head>

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

SIERRA COUNTY OFFICE OF EDUCATION

Sierraville, California

Regulation

approved: April 10, 2007

revised: August 9, 2011

revised: June 12, 2012

revised: November 13, 2012

Proposed

Administrative Regulation

Suspension And Expulsion/Due Process

INCOMPLETE POLICY
CHANGES INDICATED BY UNDERLINE
Policy in its entirety provided upon
request.

AR 5144.1
Students

Grounds for Suspension and Expulsion

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)
(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62 - Tobacco)
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)
12. Knowingly received stolen school property or private property. (Education Code 48900(l))
13. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))
17. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Note: As amended by AB 1156 (Ch. 732, Statutes of 2011), Education Code 48900(r) defines "bullying" as "any severe or pervasive physical or verbal act or conduct directed toward a student and which would have certain consequences upon a reasonable student."

Note: The legal issues regarding the discipline of students for cyberbullying are complex because the acts often originate off campus (e.g., using a home computer) and because such communications may be protected by the freedom of speech rights of students granted pursuant to Education Code 48907. Generally, courts have upheld discipline against students for off-campus conduct that constituted cyberbullying that posed a threat to the safety of other students, staff, or school property or presented a risk of substantial disruption of school activities. Districts should consult legal counsel as appropriate. See also BP 5131.2 - Bullying and BP 5145.2 - Freedom of Speech/Expression.

18. Engaged in an act of bullying. (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Note: "Bullying" also would include any act of sexual harassment, hate violence, or harassment, threat, or intimidation (as set forth in Education Code 48900.2, 48900.3, or 48900.4; see items #20-22 below) that is committed by a student of any grade level, when the act results in harm to a reasonable student as specified in the above paragraph. However, when bullying is found under these circumstances, students below grade 4 may not be disciplined for the underlying violations of items #20-22 below, but may only be disciplined for "bullying."

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Note: Education Code 48900(r), as amended by AB 1732 (Ch. 157, Statutes of 2012), defines "electronic act" to include posts on social network Internet web sites as specified below. However, Education Code 48900(r) provides that an electronic act shall not constitute pervasive conduct solely by reason of its transmission on the Internet.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless

communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)
(cf. 5131.2 - Bullying)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)

Regulation
approved: April 10, 2007
revised: August 9, 2011
revised: June 12, 2012
revised: November 13, 2012

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
SIERRA COUNTY OFFICE OF EDUCATION
Sierraville, California

Sierra County/Sierra-Plumas Joint USD

Administrative Regulation

Certificate Of Proficiency/High School Equivalency

AR 6146.2

Instruction

Certificate of Proficiency

Note: Pursuant to Education Code 48412, the State Board of Education (SBE) will award a "certificate of proficiency" to persons who pass a high school proficiency examination which assesses standards of competency in basic skills developed by the California Department of Education (CDE). This certificate is equivalent to a high school diploma and the CDE will keep a permanent record of the issuance of all certificates.

The principal of each school maintaining grades 11 and 12 shall distribute to each student in those grades an announcement explaining the California High School Proficiency Examination (CHSPE). When announcements from the California Department of Education (CDE) or its contractor are received, this information shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (5 CCR 11523)

(cf. 5145.6 - Parental Notifications)

Any student may take the CHSPE if he/she meets one of the following conditions: (Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Will complete one school year of enrollment in 10th grade at the end of the semester during which the CHSPE will be administered (Current language: *Is enrolled in the second semester of the 10th grade*)

If a student receives the proficiency certificate, the district shall indicate the student's accomplishment and the date of the proficiency certificate award on the student's official transcript. (5 CCR 11521)

(cf. 5125 - Student Records)

Any student who has received the certificate of proficiency may be exempted from compulsory school attendance upon his/her request with verified parent/guardian consent. (Education Code 48410)

The consent form shall be provided by the Superintendent or designee and shall contain at least the following information: (5 CCR 11522)

1. A general explanation of the student's rights of exemption from compulsory attendance and of re-enrollment in the public schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

(cf. 5112.1 - Exemptions from Attendance)

If a student age 16 or 17 terminates his/her enrollment after receiving the high school proficiency certificate, he/she may re-enroll in the district with no adverse consequences. If he/she subsequently terminates enrollment again, he/she may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

(cf. 6184 - Continuation Education)

High School Equivalency Certificate/GED

Note: Education Code 51420-51427 provide that eligible persons may take the General Educational Development (GED) test at any official testing center approved by the CDE. To receive a high school equivalency certificate, a person must receive a score on the GED that is at least as high as that determined by the SBE to be equal to the standard of performance expected from high school graduates.

Any person is eligible to take the General Educational Development test leading to a high school equivalency certificate if he/she is a resident of California or a member of the armed forces assigned to duty in California and meets any one of the following criteria: (Education Code 51420; 5 CCR 11532)

1. Is 18 years of age or older, or within 60 days of his/her 18th birthday, regardless of enrollment status
2. Is not currently enrolled in school and is within 60 days of when he/she would have graduated from high school had he/she remained in school and followed the usual course of study
3. Is 17 years of age, has been out of school for at least 60 consecutive days, and provides a letter of request for the test from the military, a postsecondary educational institution, or a

prospective employer

4. Is 17 years of age, has accumulated fewer than 100 units of high school credit, is confined to a state or county hospital or to an institution maintained by a state or county correctional facility, and meets other criteria listed in 5 CCR 11532

5. Is 17 years of age, has accumulated fewer than 100 units of high school credit prior to enrollment in a dropout recovery high school's academic program, and has successfully completed the dropout recovery high school's instructional program which is aligned to state standards, offers the opportunity for a high school diploma, and provides services for at least one year

Dropout recovery high school is a high school in which 50 percent or more of its students have been designated as dropouts pursuant to exit/withdrawal codes developed by the CDE. (Education Code 52052)

Regulation
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revised: November 13, 2012

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
SIERRA COUNTY OFFICE OF EDUCATION
Sierraville, California



Sierra County/Sierra-Plumas Joint USD

Board Policy

Equipment, Books And Materials

BP 6161

Instruction

The Board of Education recognizes that student learning is enhanced when students have access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials also should be up to date.

The Superintendent or designee shall develop procedures for determining the sufficiency of district instructional materials in providing accurate, current information and ensuring that students have access to standards-based materials. When new instructional materials have been chosen in accordance with the district's selection and evaluation policy, the Board shall make final decisions regarding their purchase.

- (cf. 0440 - District Technology Plan)
- (cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)
- (cf. 6163.1 - Library Media Centers)

Legal Reference:

EDUCATION CODE

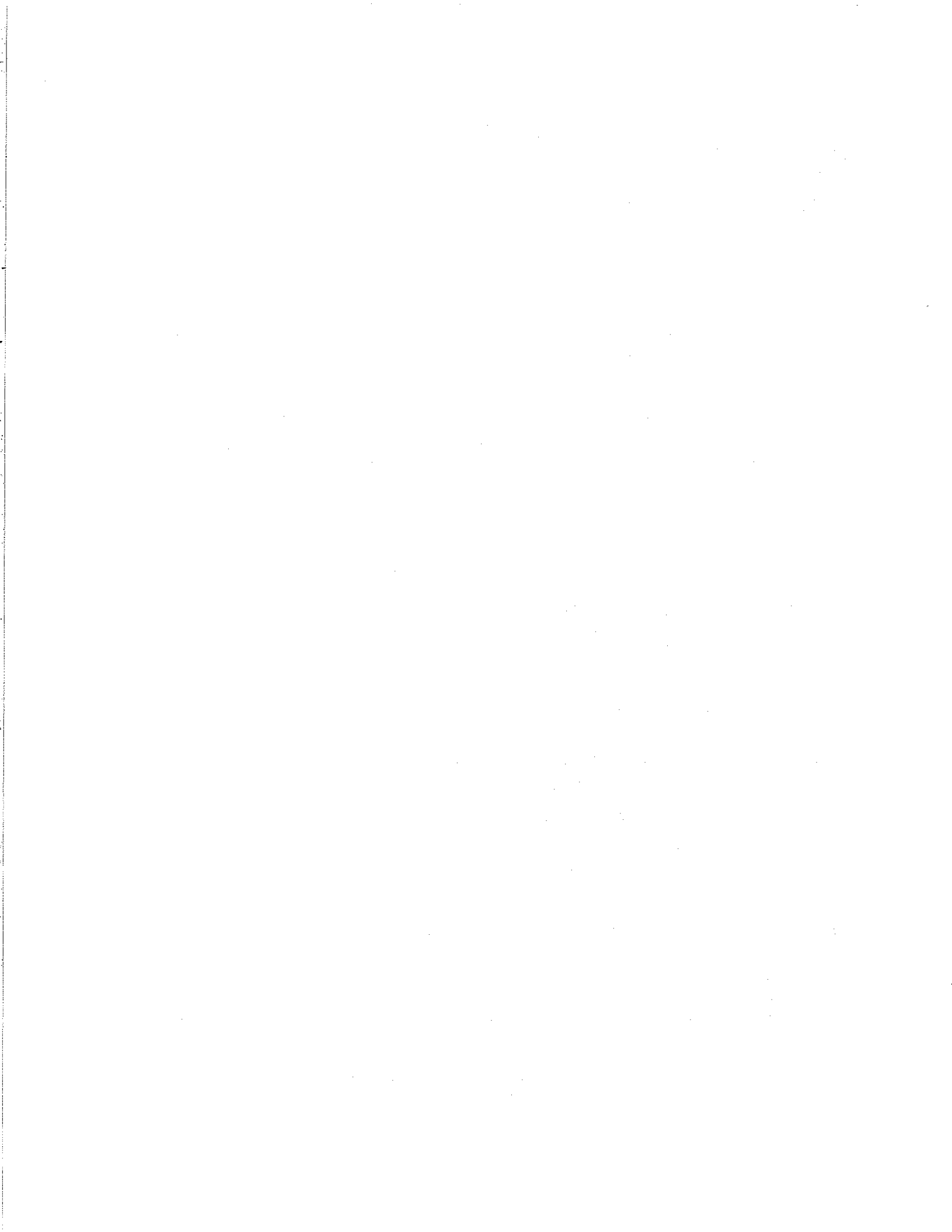
- 60010 Definitions
 - 60040-60047 Instructional requirements and materials
 - 60119 Public hearing on sufficiency of materials
 - 60200-60206 Elementary school materials
 - 60240-60252 State Instructional Materials Fund
 - 60400-60411 High school textbooks
 - 60420-60424 Instructional Materials Funding Realignment Program
- ##### CODE OF REGULATIONS, TITLE 5
- 9505-9532 Instructional materials
 - 9531-9532 Instructional Materials Funding Realignment Program

Management Resources:

WEB SITES

CDE, Curriculum Frameworks and Instructional Resources Division: <http://www.cde.ca.gov/cfir>

Policy SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
adopted: April 10, 2007 Sierraville, California



Sierra County/Sierra-Plumas Joint USD

Proposed

Board Policy

Career Technical Education

BP 6178

Instruction

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect these requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also, see BP 2210-Administrative Discretion Regarding Board Policy.

The Governing Board desires to provide a comprehensive career technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

(cf. 6143 - Courses of Study)

(cf. 6200 - Adult Education)

The district's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through linked learning programs, regional occupational centers or programs, tech prep programs, small learning communities, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

(cf. 0420.4 - Charter School Authorization)

(cf. 6178.2 - Regional Occupational Center/Program)

The Board shall review and approve all district plans and applications for the use of state and/or federal funds supporting CTE.

The Board shall adopt district standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master. The course curriculum shall be aligned with district-adopted standards and the state's curriculum framework.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

At least every three years, the Board shall compare the district's curriculum, course content, and course sequence of CTE with the model state curriculum standards. (Education Code 52376)

The Superintendent or designee shall systematically review the district's CTE classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Board shall ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)
 (cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

The Superintendent or designee may develop partnerships with local businesses and industries to ensure that course sequences, career technical and integrated curriculum, classroom instruction and projects, and assessments have real-world relevance and reflect labor market needs and priorities. He/she also shall work to develop connections with businesses, postsecondary institutions, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities.

(cf. 1700 - Relations Between Private Industry and the Schools)
 (cf. 5113.2 - Work Permits)
 (cf. 6178.1 - Work-Based Learning)

The Superintendent or designee may collaborate with postsecondary institutions to ensure that the district's program is articulated with postsecondary programs in order to provide a sequential course of study. Articulation opportunities may include dual or concurrent enrollment in community college courses.

(cf. 6172.1 - Concurrent Enrollment in College Classes)

The Superintendent or designee may inform all secondary students and their parents/guardians about the CTE experiences available in the district, CTE courses that satisfy college admission criteria, and, if applicable, CTE courses that satisfy high school graduation requirements.

(cf. 5145.6 - Parental Notifications)
 (cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. He/she also shall provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned CTE and shall provide opportunities for CTE teachers to collaborate with teachers of academic courses in the development and implementation of integrated curriculum models.

(cf. 4112.2 - Certification)
 (cf. 4131 - Staff Development)
 (cf. 4331 - Staff Development)

The Superintendent or designee shall regularly assess district needs for facilities, technologies, and equipment to increase students' access to the district's CTE program.

(cf. 0440 - District Technology Plan)
 (cf. 3440 - Inventories)
 (cf. 3512 - Equipment)
 (cf. 7110 - Facilities Master Plan)

Nondiscrimination

The district's program shall provide equal access to and shall not unlawfully discriminate against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; single parents and single pregnant females; displaced homemakers; students with limited English proficiency; and students preparing for nontraditional fields. Nontraditional fields include occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work. (20 USC 2302, 2354, 2373)

Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law. (34 CFR 100.B, 104.8, 106.9)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
 (cf. 1312.3 - Uniform Complaint Procedures)

The above notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the district's CTE program. (20 USC 2354; 34 CFR 100.B)

School and Community Involvement

The Board shall appoint a CTE advisory committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of at least one student, teacher, business representative, industry representative, school administrator, member of the general public knowledgeable about the disadvantaged, and representative of the field office of the California Employment Development Department. (Education Code 8070)
(cf. 1220 - Citizen Advisory Committees)

The district also may involve parents/guardians; students; academic and CTE teachers; administrators; career guidance and academic counselors; representatives of tech prep consortia if applicable, business and industry, labor organizations, and special populations; and other interested individuals in the development, implementation, and evaluation of CTE programs. (20 USC 2354)

Program Evaluation

The Board shall monitor the achievement of students participating in the district's CTE program in order to determine the need for program improvements. The Superintendent or designee shall annually report to the Board and the California Department of Education on program enrollment and completion rates, including enrollment and completion of programs in nontraditional fields as defined in 20 USC 2302; student academic assessment results; attainment of career and technical skill proficiencies; attainment of a high school diploma or equivalent; graduation rates; and subsequent placement in postsecondary education or advanced training, military service, or employment. Data shall be disaggregated, in accordance with 20 USC 2323, by race, ethnicity, gender, disability status, migrant status, English proficiency, and economic disadvantage status and for each special population as defined in 20 USC 2302 and listed in the section "Nondiscrimination" above.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

1205 Classification of counties

8006-8156 Career technical education

17078.70-17078.72 Career technical education facilities

33430-33432 Health science and medical technology grants

35168 Inventory of equipment

41505-41508 Pupil Retention Block Grant

41540-41544 Targeted instructional improvement block grant

44257.3 CTC recognition of study in linked learning teaching methods

44260-44260.1 Designated subjects career technical education credential

44260.9 Designated subjects career technical education credential

48430 Legislative intent; continuation education schools and classes

48980 Parental notifications

51220-51229 Courses of study, grades 7-12

51760-51769.5 Work experience education

52300-52499.66 Career technical education

52519-52520 Adult education, occupational training

53080-53084 School-to-career initiatives

53086 California Career Resource Network

54690-54699.1 California Partnership Academies

54750-54760 California Partnership Academies, green technology and goods movement occupations

56363 Related services for students with disabilities; specially designed career technical education
 66205.5-66205.9 Approval of career technical education courses for admission to California colleges
 88500-88551 Community college economic and workforce development program

GOVERNMENT CODE

54950-54963 Brown Act

LABOR CODE

3070-3099.5 Apprenticeships

CODE OF REGULATIONS, TITLE 5

1635 Credit for work experience education

3051.14 Specially designed career technical education for students with disabilities

10070-10075 Work experience education

10080-10092 Community classrooms

10100-10111 Cooperative vocational education

11500-11508 Regional occupational centers and programs

11535-11538 Career technical education contracts with private postsecondary schools

11610-11611 Regional adult and vocational education councils

CODE OF REGULATIONS, TITLE 8

200-240 Apprenticeships

UNITED STATES CODE, TITLE 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006

6301-6578 Improving the Academic Achievement of the Disadvantaged

CODE OF FEDERAL REGULATIONS, TITLE 34

76.730-76.731 Records related to federal grant programs

80.32 Equipment acquired with federal funds

80.42 Record retention

100.B Appendix B Guidelines for eliminating discrimination in career technical education programs

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS

Orientation to Apprenticeship Overview, Construction Management Task Force Fact Sheet, November 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008-2012 State Plan for Career Technical Education

Multiple Pathways to Student Success: Envisioning the New California High School, 2010

Regional Occupational Centers and Programs Operations Handbook March 2008

Model Programs and Practices: Setting Standards for Regional Occupational Centers and Programs (ROCPs), rev. October 2007

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007

California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005

Management of Vocational Education Equipment, April 2000

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS, DIVISION OF APPRENTICESHIP STANDARDS PUBLICATIONS

Orientation to Apprenticeships: A Guide for Educators, January 2001

WEB SITES

CSBA: <http://www.csba.org>

Association for Career and Technical Education: <http://www.acteonline.org>

California Association of Regional Occupational Centers and Programs: <http://www.carocp.org>

California Career Resource Network: <http://www.californiacareers.info>

California Department of Education, Career Technical Education: <http://www.cde.ca.gov/ci/ct>

California Department of Employment Development: <http://www.edd.ca.gov>

California Department of Industrial Relations: <http://www.dir.ca.gov>

California Workforce Investment Board: <http://www.calwia.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

University of California, a-g Course Submissions: [http://www.ucop.edu/a-gGuide/ag/](http://www.ucop.edu/a-gGuide/ag/course_submissions)

U.S. Department of Education, Office of Vocational and Adult Education: <http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html>

U.S. Department of Labor, Bureau of Labor Statistics: <http://www.bls.gov>

SIERRA COUNTY OFFICE OF EDUCATION

Policy adopted: April 10, 2007 SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

revised: November 13, 2012 Sierraville, California

Sierra County/Sierra-Plumas Joint USD

Proposed

Administrative Regulation

New

Career Technical Education

AR 6178

Instruction

Perkins Basic Grants for Career Technical Education

For any district program of career technical education (CTE) funded through a basic grant of the federal Carl D. Perkins Career and Technical Education Act, the district shall submit to the California Department of Education a districtwide plan addressing the components specified in 20 USC 2354 and any additional requirements specified in the state plan developed pursuant to 20 USC 2342. The multi-year district plan shall cover the same time period covered by the state plan. (20 USC 2354)

The district shall offer at least one CTE program of study which shall: (20 USC 2342, 2354, 2355)

1. Improve the academic and career technical skills of participating students by integrating coherent and rigorous academic content and relevant CTE programs

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

2. Link CTE at the secondary and postsecondary levels through at least one of the strategies specified in 20 USC 2342

(cf. 6172.1 - Concurrent Enrollment in College Classes)

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences

(cf. 5113.2 - Work Permits)

(cf. 6178.1 - Work-Based Learning)

4. Develop, improve, or expand the use of technology in CTE

(cf. 0440 - District Technology Plan)

5. Provide professional development to teachers, administrators, and career guidance and academic counselors who are involved with integrated CTE programs

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6164.2 - Guidance/Counseling Services)

6. Develop and implement program evaluations, including an assessment of how the needs of special populations, as defined in 20 USC 2302 and Board policy, are being met

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

7. Initiate, improve, expand, and modernize quality CTE programs, including relevant technology

8. Provide services and activities that are of sufficient size, scope, and quality to be effective

9. Provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency

The district's program shall consist of at least two full-year CTE courses with a combined duration of at least 300 hours, or a single multiple-hour course which provides sequential units of instruction and has a duration of at least 300 hours. At least 50 percent of course curriculum and content shall be directly related to the development of career knowledge and skills.

Tech Prep Programs

The district shall, under an articulation agreement with an institution of postsecondary education and other consortium partners as appropriate, offer a technical preparation (tech prep) program in accordance with 20 USC 2371-2376. The program shall: (20 USC 2373)

1. Consist of a program of study that:

a. Combines at least two years of tech prep at the secondary level which is linked to at least two years of either postsecondary education in a sequential, nonduplicative course of study or an apprenticeship program

b. Integrates academic and career technical instruction and utilizes work-based and work site learning experiences as appropriate and available

c. Provides technical preparation in a career field, including high-skill, high-wage, or high-demand occupations

d. Builds student competence in technical skills and in core academic subjects, as appropriate, through applied, contextual, and integrated instruction in a coherent sequence of courses

e. Leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree in a specific career field

f. Leads to placement in high-skill or high-wage employment or to further education

g. Utilizes CTE programs of study, to the extent practicable

- h. Meets state academic standards
- i. Investigates opportunities for tech prep students to enroll concurrently in secondary education and postsecondary education courses
 - 2. Uses educational technology and distance learning, as appropriate, to involve consortium partners more fully in the development and operation of programs
 - 3. Includes inservice professional development for teachers, administrators, and counselors that addresses the goals identified in 20 USC 2373
 - 4. Provides equal access to the full range of tech prep programs to individuals who are members of special populations, as defined in 20 USC 2302 and Board policy, including the development of tech prep program services appropriate to the needs of special populations
 - 5. Provides for preparatory services that assist participating students
 - 6. Coordinates with activities conducted under Title I of the No Child Left Behind Act

(cf. 6171 - Title I Programs)

Linked Learning Programs

The district shall offer one or more comprehensive, multi-year linked learning programs in grades 9-12 that are organized around a broad theme, interest area, or industry sector including, but not limited to, the industry sectors identified in model standards adopted by the State Board of Education pursuant to Education Code 51226. The program shall provide all participating students with curriculum choices that prepare them for career entry and a full range of postsecondary options, including two-year and four-year college, apprenticeship, and formal employment training.

At a minimum, the district's linked learning program shall include:

- 1. An integrated core curriculum that meets the eligibility requirements for admission to the University of California and the California State University and is delivered through project-based learning and other engaging instructional strategies that bring real-world context and relevance to the curriculum where broad themes, interest areas, and CTE are emphasized
- 2. An integrated technical core of a sequence of at least four related courses that may reflect CTE standards-based courses and that provide students with career skills, are aligned to academic principles, and fulfill academic core requirements described in item #1 above to the extent possible
- 3. A series of work-based learning opportunities that begin with mentoring and job shadowing and evolve into intensive internships, school-based enterprises, or virtual apprenticeships
- 4. Support services, including supplemental instruction in reading and mathematics, that help students master the advanced academic and technical content that is necessary for success in college and career

Partnership Academies

The district shall operate one or more partnership academies as a school-within-a-school focused on a broad career theme. The program shall be available to students in grades 10-12, at least half of whom shall be students who are at risk of dropping out of school as indicated by three or more of the following criteria: (Education Code 54690-54692)

1. Past record of irregular attendance, with absence from school 20 percent or more of the school year (cf. 5113.1 - Chronic Absence and Truancy)
2. Past record of underachievement in which the student is at least one-third of a year behind the coursework for the respective grade level, or as demonstrated by credits achieved
3. Past record of low motivation or disinterest in the regular school program
4. Economic disadvantage
5. Scores below basic or far below basic on the mathematics or English language arts test of the Standardized Testing and Reporting program
6. A grade point average of 2.2 or below or the equivalent of a C minus

The district's program shall provide: (Education Code 54692)

1. During each regular school term, instruction in at least three academic subjects that:
 - a. Prepares students for a regular high school diploma
 - b. Where possible and appropriate, prepares students to meet subject requirements for admission to the California State University and University of California
 - c. Contributes to an understanding of the occupational field of the academy
2. CTE courses offered at each grade level at the academy that are part of an occupational course sequence that targets comprehensive skills and meets the criteria specified in Education Code 54692
3. Classes that are block scheduled in a cluster whenever possible to provide flexibility to academy teachers and which may vary in number during grade 12
4. A mentor from the business community for students during grade 11
5. An employer-based internship or work experience that occurs during the summer following grade 11 or during grade 12
6. Additional motivational activities with private sector involvement to encourage academic and occupational preparation

Attendance in academy classes shall be limited to students enrolled in the academy. (Education Code 54692)

The Superintendent or designee shall establish an advisory committee consisting of individuals involved in academy operations, including district and school administrators, lead teachers, and representatives of the private sector. (Education Code 54692)

Apprenticeship Programs

The district shall offer high school and/or adult education students a program of orientation to apprenticeships that acquaints students with a broad range of career options, provides information regarding available apprenticeship programs, and provides classroom instructional job training which guides students to a registered apprenticeable occupation.

(cf. 6200 - Adult Education)

The district's program shall:

1. Introduce students to what they need to know in order to apply, test, and interview for acceptance into an apprenticeship program
2. Demonstrate the need for proficiency in reading and comprehension, mathematics, science, and technology
3. Emphasize the necessity to have the ability to communicate in reading, writing, speaking, listening, and numeration skills
4. Identify the knowledge, skills, and attitudes needed to enter and successfully complete an apprenticeship program
5. Provide an orientation to a specific craft or trade or to an industry

The district may enter into an agreement with a local business, labor or management apprenticeship committee, and/or joint labor-management apprenticeship committee that has been approved by the Department of Industrial Relations' Division of Apprenticeship Standards to sponsor an apprenticeship program in order to develop and deliver related and supplemental instruction to students participating in a registered apprenticeship program. (Education Code 8150-8156; Labor Code 3074, 3075, 3078)

Regional Occupational Center/Program

The district shall operate and/or partner with a regional occupational center or program (ROC/P), established pursuant to Education Code 52300-52335.6, which offers CTE courses independently or in support of tech prep programs, linked learning programs, partnership academies, and/or pre-apprenticeship and apprenticeship programs as appropriate.

Occupational course sequences offered by the ROC/P shall provide prerequisite courses needed to enter apprenticeship or postsecondary vocational certificate or degree programs, focus on occupations requiring comprehensive skills leading to high entry-level wages and/or the possibility of significant wage increases after a few years on the job, offer as many courses as possible that meet college admission requirements, and lead to attainment of an occupational skill certificate. (Education Code 52302)

Student Organizations

The district may provide support, including supplies, materials, activities, and advisor expenses, to student organizations which engage in activities that are integral to the CTE program and provide for the development of student leadership skills. However, no state or federal funds shall be used to pay students' membership dues, food or lodging expenses, out-of-state travel, or the cost of a social activity or assemblage.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.5 - Student Organizations and Equal Access)

Policy

adopted: November 13, 2012

Sierra County Office of Education
Sierra-Plumas Joint Unified School District
Sierraville CA 96126

Sierra County/Sierra-Plumas Joint USD

Board Bylaw

Meetings And Notices

BB 9320

Board Bylaws

Meetings of the Board of Education are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

A Board meeting exists whenever a majority of Board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the Board or district.

(Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members.

(Government Code 54952.2)

(cf. 9012 - Board Member Electronic Communications)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

Regular Meetings

The Board shall hold one regular meeting each month. The Sierra County Board of Education regular meetings shall be held at 6 p.m. on the second Tuesday of every month with the exception of the June meeting, which will be held on the third Tuesday to accommodate compilation of data for the County and District budgets. The Sierra-Plumas Joint Unified School District regular meetings shall be held

immediately following the Sierra County Office of Education meeting. Meetings shall be held at Downieville School, Downieville, CA and Loyalton Middle School, Loyalton, CA alternating months.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code 54954.2) (cf. 1113 - District and School Web Sites)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. (Government Code 54957.5)

(cf. 1340 - Access to District Records)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956) (cf. 2121 - Superintendent's Contract)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's Internet web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

A majority vote by the Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 - Concepts and Roles)

(cf. 2111 - Superintendent Governance Standards)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9400 - Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act

and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers
(cf. 9130 - Board Committees)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, including, but not limited to, religion, sex, or sexual orientation. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)
(cf. 0410 - Nondiscrimination in District Programs and Activities)

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law

4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board linking various locations by electronic means through audio and/or video for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law.

All of the Board shall participate from the primary board meeting location. Inability to attend the meeting at the primary location is considered an absence.

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

Legal Reference:

EDUCATION CODE

- 35140 Time and place of meetings
- 35143 Annual organizational meeting, date, and notice
- 35144 Special meeting
- 35145 Public meetings
- 35145.5 Agenda; public participation; regulations
- 35146 Closed sessions
- 35147 Open meeting law exceptions and applications

GOVERNMENT CODE

- 3511.1 Local agency executives
- 11135 State programs and activities, discrimination
- 54950-54963 The Ralph M. Brown Act, especially:
 - 54953 Meetings to be open and public; attendance
 - 54954 Time and place of regular meetings
 - 54954.2 Agenda posting requirements, board actions
 - 54956 Special meetings; call; notice
 - 54956.5 Emergency meetings

UNITED STATES CODE, TITLE 42

- 12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

- 35.160 Effective communications
- 36.303 Auxiliary aids and services

COURT DECISIONS

- Wolfe v. City of Fremont, (2006) 144 Cal.App. 544

ATTORNEY GENERAL OPINIONS

- 88 Ops.Cal.Atty.Gen. 218 (2005)
- 84 Ops.Cal.Atty.Gen. 181 (2001)
- 84 Ops.Cal.Atty.Gen. 30 (2001)
- 79 Ops.Cal.Atty.Gen. 69 (1996)
- 78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2009

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

The ABCs of Open Government Laws

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, 2nd Ed., 2010

WEB SITES

CSBA: <http://www.csba.org>

CSBA, Agenda Online: <http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>

California Attorney General's Office: <http://www.ag.ca.gov>

Institute for Local Government: <http://www.ca-ilg.org>

League of California Cities: <http://www.cacities.org>

SIERRA COUNTY OFFICE OF EDUCATION

Policy

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

adopted: November 13, 2007

Sierraville, California

revised January 13, 2009

revised December 13, 2011

revised: February 14, 2012

revised: November 13, 2012

Sierra County/Sierra-Plumas Joint USD

Proposed

Board Bylaw

Closed Session Purposes And Agendas

BB 9321

Board Bylaws

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold closed sessions only for purposes authorized by law. A closed session may be held during a regular, special, or emergency meeting in accordance with law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting, as required by law. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The Board shall disclose in open session the items to be discussed in closed session. In the closed session, the Board may consider only those matters covered in its statement. After the closed session, the Board shall reconvene in open session before adjourning the meeting, and when applicable, shall disclose any action taken in the closed session, in the manner prescribed by Government Code 54957.1. (Government Code 54957.7)

(cf. 9321.1 - Closed Session Actions and Reports)

The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

(cf. 1340 - Access to District Records)

A Board member shall not disclose confidential information received in a closed session unless the Board authorizes the disclosure of that information. (Government Code 54963)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

Personnel Matters

The Board may hold a closed session to consider the appointment, employment, evaluation of performance, discipline, or dismissal of an employee. Such a closed session shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 4115 - Evaluation/Supervision)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4215 - Evaluation/Supervision)
 (cf. 4218 - Dismissal/Suspension/Disciplinary Action)
 (cf. 4315 - Evaluation/Supervision)

The Board may also hold a closed session to hear complaints or charges brought against an employee by another person or employee, unless the employee requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the employee shall receive written notice of his/her right to have the complaints or charges heard in open session if desired. This notice shall be delivered personally or by mail at least 24 hours before the time of the session. (Government Code 54957)

(cf. 1312.1 - Complaints Concerning District Employees)
 (cf. 4112.9/4212.9/4312.9 - Employee Notifications)

The Board may hold a closed session to discuss a county and/or district employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Agenda items related to county and/or district employee appointments and employment shall describe the position to be filled. Agenda items related to performance evaluations shall specify the title of the employee being reviewed. Agenda items related to employee discipline, dismissal, or release require no additional information. (Government Code 54954.5)

Negotiations/Collective Bargaining

Unless otherwise agreed upon by the parties involved, the following shall not be subject to the Brown Act: (Government Code 3549.1)

1. Any meeting and negotiating discussion between the district and a recognized or certified employee organization
2. Any meeting of a mediator with either party or both parties to the meeting and negotiating process
3. Any hearing, meeting, or investigation conducted by a factfinder or arbitrator
4. Any executive (closed) session of the county and/or district or between the county and/or district and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives

(cf. 4140/4240/4340 - Bargaining Units)
 (cf. 4143/4243 - Negotiations/Consultation)
 (cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

The Board may meet in closed session to review the Board's position and/or instruct its designated representative regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees. Any closed session held for this purpose may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. (Government Code 54957.6)

For represented employees, the Board may also meet in closed session regarding any other matter within the statutorily provided scope of representation. (Government Code 54957.6)

Closed sessions may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees. For unrepresented employees, closed sessions held pursuant to Government Code 54957.6 shall not include final action on the proposed compensation of one or more unrepresented employees. (Government Code 54957.6)

The Board also may meet in closed session with a state conciliator or mediator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

Agenda items related to negotiations shall specify the name of the county and/or district's designated representative(s) attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the organization representing the employee(s) or the position title of the unrepresented employee who is the subject of the negotiations. (Government Code 54954.5)

Matters Related to Students

The Board shall meet in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

The Board shall meet in closed session to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student except expulsion. If a written request for open session is received from the parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. (Education Code 35146, 48912, 49070)

(cf. 5117 - Interdistrict Attendance)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125.3 - Challenging Student Records)

(cf. 5144 - Discipline)

Agenda items related to student matters shall briefly describe the reason for the closed session, such as "student expulsion hearing" or "grade change appeal," without violating the confidentiality rights of individual students. The student shall not be named on the agenda, but a number may be assigned to the student in order to facilitate record keeping. The agenda shall also state that the Education Code requires closed sessions in these cases in order to prevent the disclosure of confidential student record information.

(cf. 5125 - Student Records)

Security Matters

The Board may meet in closed session with the Attorney General, district attorney, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. (Government Code 54957)

(cf. 0450 - Comprehensive Safety Plan)
 (cf. 3515 - Campus Security)
 (cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Board may meet in closed session during an emergency meeting held pursuant to Gov Code 54956.5 to meet with law enforcement officials for the emergency purposes specified in Gov Code 54957 if agreed to by a two-thirds vote of the Board members present. If less than two-thirds of the members are present, then the Board must agree by a unanimous vote of the members present. (Gov Code 54956.5)

Agenda items related to security matters shall specify the name of the law enforcement agency and the title of the officer, or name of applicable agency representative and title, with whom the Board will consult. (Government Code 54954.5)

Conference with Real Property Negotiator

****Note: An Attorney General opinion (94 Ops. Cal. Atty. Gen. 82 (2011)) has concluded that only three subjects related to real property negotiations may be considered in closed session: (1) the amount of consideration the local agency is willing to pay or accept in exchange for the real property rights to be acquired or transferred; (2) the form, manner, and timing of how that consideration will be paid; and (3) items that are essential to arriving at the authorized price and payment terms. Although Attorney General opinions are not binding, they are accorded deference by the courts.****

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Before holding the closed session, the Board shall hold an open and public session to identify its negotiator(s) and the property under negotiation and to specify the person(s) with whom the negotiator may negotiate. (Government Code 54956.8)

For purposes of real property transactions, negotiators may include members of the Board. (Gov. Code 54956.8)

Agenda items related to real property negotiations shall specify the district negotiator attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the negotiating parties and the street address of the real property under negotiation. If there is no street address, the agenda item shall specify the parcel number or another unique reference of the property. The agenda item shall also specify whether instruction to the negotiator will concern price, terms of payment, or both. (Government Code 54954.5)

Pending Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding a pending litigation when a discussion of the matter in open session would prejudice the district's position in the litigation. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Gov Code 54956.9)

Litigation is considered "pending" in any of the following circumstances: (Gov Code 54956.9)

1. Litigation to which the district is a "party" has been initiated formally. (Gov Code 54956.9(a))
2. A point has been reached where, in the Board's opinion based on the advice of its legal counsel regarding the "existing facts and circumstances," there is a "significant exposure to litigation" against the county and/or district, or the Board is meeting solely to determine whether, based on existing facts or circumstances, a closed session is authorized. (Government Code 54956.9(b))

Existing facts and circumstances for these purposes are limited to the following: (Gov Code 54956.9)

- a. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiffs and which do not need to be disclosed.
- b. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiffs and which must be publicly disclosed before the closed session or specified on the agenda.
- c. The receipt of a claim pursuant to the Tort Claims Act or a written threat of litigation from a potential plaintiff. The claim or written communication must be available for public inspection.

(cf. 3320 - Claims and Actions Against the District)

- d. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.
- e. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting and the record is available for public inspection. Such record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat on his/her behalf or identify an employee who is the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.

3. Based on existing facts and circumstances, the Board has decided to initiate or is deciding whether to initiate litigation. (Government Code 54956.9(c))

Before holding a closed session pursuant to the pending litigation exception, the Board shall state on the agenda or publicly announce the subdivision of Government Code 54956.9 under which the closed session is being held. If authority is based on Government Code 54956.9(a), the Board shall either state the title or specifically identify the litigation to be discussed or state that doing so would jeopardize the district's ability to effectuate service of process upon unserved parties or to conclude existing settlement negotiations to its advantage. (Government Code 54956.9)

Agenda items related to pending litigation shall be described as a conference with legal counsel regarding either "existing litigation" or "anticipated litigation." (Government Code 54954.5)

"Existing litigation" items shall identify the name of the case specified by either the claimant's name, names of parties, or case or claim number, unless the Board states that to identify the case would jeopardize service of process or existing settlement negotiations. (Government Code 54954.5)

"Anticipated litigation" items shall state that there is significant exposure to litigation pursuant to Government Code 54956.9(b) and shall specify the potential number of cases. When the district expects to initiate a suit, items related to anticipated litigation shall state that the discussion relates to the initiation of litigation pursuant to Government Code 54956.9(c) and shall specify the potential number of cases. The agenda or an oral statement before the closed session may be required to provide additional information regarding existing facts and circumstances described in item #2 b through e above. (Gov Code 54954.5)

Joint Powers Agency Issues

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

Closed session agenda items related to liability claims shall specify the claimant's name and the name of the agency against which the claim is made. (Government Code 54954.5)

(cf. 3530 - Risk Management/Insurance)

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may meet in closed session in order to receive, discuss, and take action concerning information obtained in a closed session of the JPA. During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96)

The Board member may also disclose the confidential JPA information to district legal counsel in order to obtain advice on whether the matter has direct financial or liability implications for the district. (Government Code 54956.96)

Closed session agenda items related to conferences involving a JPA shall specify the closed session description used by the JPA and the name of the Board member representing the district on the JPA board. Additional information listing the names of agencies or titles of representatives attending the closed session as consultants or other representatives shall also be included. (Government Code 54954.5)

Review of Audit Report from Bureau of State Audits

Upon receipt of a confidential final draft audit report from the Bureau of State Audits, the Board may meet in closed session to discuss its response to that report. After public release of the report from the Bureau of State Audits, any Board meeting to discuss the report must be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Closed session agenda items related to an audit by the Bureau of State Audits shall state "Audit by Bureau of State Audits." (Government Code 54954.5)

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

(cf. 6162.5 - Student Assessment)

Agenda items related to the review of student assessment instruments shall state that the Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program and that Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.

Legal Reference:

EDUCATION CODE

35145 Public meetings
 35146 Closed session (re student suspension)
 44929.21 Districts with ADA of 250 or more
 48912 Governing board suspension
 48918 Rules governing expulsion procedures; hearings and notice
 49070 Challenging content of students records
 60617 Meetings of governing board

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act
 6252-6270 California Public Records Act
 54950-54963 The Ralph M. Brown Act

COURT DECISIONS

Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners, (2003) 107 Cal.App.4th 860
 Bell v. Vista Unified School District, (2001) 82 Cal.App. 4th 672
 Fischer v. Los Angeles Unified School District, (1999) 70 Cal.App. 4th 87
 Furtado v. Sierra Community College District (1998) 68 Cal.App. 4th 876
 Roberts v. City of Palmdale, (1993) 5 Cal.App. 4th 363
 Sacramento Newspaper Guild v. Sacramento County Board of Supervisors, (1968) 263 Cal.App. 2d 41

ATTORNEY GENERAL OPINIONS

94 Ops.Cal.Atty.Gen. 82 (2011)
 86 Ops.Cal.Atty.Gen. 210 (2003)
 78 Ops.Cal.Atty.Gen. 218 (1995)
 59 Ops.Cal.Atty.Gen. 532 (1976)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 2009

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, 2002

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

League of California Cities: <http://www.cacities.org>

Regulation

approved: April 10, 2007

revised: November 13, 2012

SIERRA COUNTY OFFICE OF EDUCATION
 SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
 Sierraville, California

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