

AGENDA FOR THE REGULAR MEETING OF THE
SIERRA COUNTY BOARD OF EDUCATION

April 8, 2014

6:00 pm

Downieville School, Downieville, California

**This meeting will be available for videoconferencing at
Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118**

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, 109 Beckwith Road, Room 3, Loyalton, CA, 96118, and posted with the online agenda at <http://www.sierracountyofficeofeducation.org> (Government Code 54957.5)

- A. CALL TO ORDER
(Please be advised that this meeting will be recorded.)
- B. ROLL CALL
- C. APPROVAL OF THE AGENDA
- D. INFORMATION/DISCUSSION ITEMS
 - 1. Superintendent's Report
 - a. Presentation by Janet McHenry, Loyalton High School teacher, Western Association of Schools and Colleges (WASC) Report** (placed on County agenda out of courtesy to presenter)
 - b. Increase of 5 hrs per week for Career Center Technician position, Loyalton High School, for a total of 10 hrs per week
 - c. Letter of Resignation from Melissa Bayly, Instructional Aide, Loyalton Elementary School, effective June 6, 2014**(under separate cover)
 - d. Resolution No. 13-008, Reduction and Elimination of Particular Kinds of Service, Classified Employees**
 - e. Local Control Accountability Plan (LCAP)
 - 2. Business Report
 - a. Board Report-Expenditures by Object 07/01/13 to 3/31/14**
 - 3. Staff Reports (5 minutes)
 - 4. SPTA Report (5 minutes)
 - 5. Board Members' Report (5 minutes)
 - 6. Public Comment – This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board whether or not it is listed on the agenda. 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
- E. CONSENT CALENDAR
 - 1. Approval of minutes of the Regular Board meeting held March 11, 2014**
 - 2. Approval of bill warrants for month of March 2014**

Sierra County Board of Education
Regular Meeting Agenda
April 8, 2014

3. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending March 2014. It is required per Ed Code 35186 section (d) that a school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. No complaints regarding textbooks and instructional materials, teacher vacancy or misassignment or conditions of facilities were filed with Sierra County Office of Education during the quarter ending March 2014.

F. ACTION ITEMS

1. Unfinished Business and General Orders

1314-109 Public Notification and Approval of Board Policy 6146.1, High School Graduation Requirements, revision**(Grant)

2. New Business

1314-110 Presentation of the Sierra-Plumas Joint Unified School District Teachers Association Initial Proposal for the 2014-2015 school year* (Doyle)

1314-111 Approval of 1st Reading, 2014-15 School Calendar**(Grant)

BOARD POLICIES AND ADMINISTRATIVE REGULATIONS (President)

1314-112 Approval of Board Policy 6164.2, Guidance/Counseling Services, revision**

1314-113 Approval of Board Policy and Administrative Regulation 6173.1, Education for Foster Youth, revision**

1314-114 Approval of Board Policy 6177, Summer Learning Programs, revision**

1314-115 Approval of Board Policy 7214, General Obligation Bonds**

1314-116 Approval of Board Policy and Administrative Regulation 6179, Supplemental Instruction, revision**

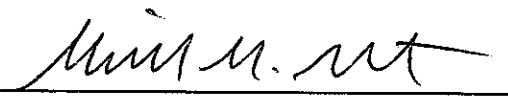
G. ADVANCED PLANNING

1. Next Regular Board Meeting will be held on May 13, 2014, at Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118, beginning with Closed Session, as needed, at 5 pm and the Regular Board Meeting at 6:00 pm.

2. Suggested Agenda Items

a. _____

H. ADJOURNMENT


Dr. Merrill M. Grant, Superintendent

*** prior month handout

** enclosed

* handout

LOYALTON HIGH SCHOOL
SELF-STUDY INTERIM REPORT
2013-2014

1. DESCRIPTION OF SIGNIFICANT DEVELOPMENTS SINCE LAST FULL VISIT

Since the 2012-2013 Self-Study Interim Report was prepared and submitted, the following changes have occurred within the community, school district, and school:

- Loyaltan Middle School staff and students were moved to the Loyaltan High campus with the advent of the 2013-2014 school year. The school is now combined, with all students, grades seven through twelve, attending Loyaltan High School.
- The population of Sierra County decreased from 3,113 (last year's estimate for 2012) to 3,086, according to the U.S. Census Bureau.
- Total student population in the Sierra-Plumas Joint Unified School District has decreased from 402 in 2012-2013 to 373 as of March 10, 2014.
- Total student population at Loyaltan High School—to include grades 7 to 12—increased to 139 for the six grades.
- The newly combined LHS staff increased from 9-1/2 FTE to 12-1/2 FTE from last year.
- Average class size last year was 11.9; that decreased slightly for this current year to 11.12.
- Numerous teachers are teaching both middle and high school students.
- A GATE program is still not being funded by the district.
- LHS's graduation rate continued at 100 percent for the 2011-2012 school year—the last year reported on the SARC—and all seniors are on track to graduate this year.
- Nineteen of the current 27 graduates completed the CSU/UC a-g requirements—70 percent, up from 66.7 percent in 2012-2013.
- Twelve of the 27 2014 seniors have been accepted into four-year universities—a 44 percent acceptance rate, continuing the trend of excellent college placement for Loyaltan High graduates. This percentage is about twice the state average.
- Loyaltan High School's API was 787 for 2012-2013, decreasing 19 points from 806 in 2011-2012.

A significant change to Loyaltan High School occurred during the summer of 2013, when the middle school teachers and students were moved from portable buildings adjacent to Loyaltan Elementary School to the LHS campus. The middle school program had been previously supported with just three teachers: one teaching science and math, one teaching English and history, and one teaching students placed in an Opportunity program; all taught elective classes as well. The Opportunity program was abandoned; that teacher is now teaching

regular English 7 and various electives. The math/science teacher has continued with middle school science and physical education but is also teaching biology and earth science. The English/history teacher continues with English 8, as well as government and theater arts. Some high school staff have also been teaching some middle school classes. The administrator has worked hard to take advantage of teachers' academic strengths in the new combined schedule.

2. SCHOOL'S PROCEDURES FOR IMPLEMENTATION AND MONITORING OF THE ACTION PLAN

The Loyalton High School faculty met after school on several occasions to discuss the School-wide Action Plan: February 19, 2014; March 5, 2014; and March 21, 2014. The WASC Lead Teacher presented one or more of the four Action Plans at each of those meetings, and a discussion ensued for at least a half hour each time. Teachers discussed evidence for progress on each of the goals. An explanation of who has been responsible for implementation of the four Action Plans follows later in this report with each Action Plan. The Action Plans have also been incorporated into the Site Council report for the last three years. The WASC Lead Teacher wrote this annual report, using the faculty's input at staff meetings, with review and approval by the school's administrator. The Interim Report will be shared with the LHS Site Council and district leadership and submitted to the Sierra-Plumas Joint Unified School District Board of Trustees for review and acceptance.

3. PROGRESS ON CRITICAL AREAS

LITERACY

Action Plan: Loylton High School will increase the number of students who are proficient or above on appropriate high school standards relating to literacy to include ELA vocabulary, ELA reading comprehension, history, and science.

Rationale: To provide students with stronger literacy skills to meet their present and future academic, vocational, and personal needs.

Growth: Ten percent of students will improve on ELA vocabulary, ELA reading comprehension, history, or science standardized exams by achieving a higher proficiency level or increased raw data scores compared to the previous year.
Target

ESLRs: Knowledgeable, Critical Thinkers and Effective Communicators

Means of Achievement:

a. Progress

- Adoption of school-wide note-taking strategies, vocabulary worksheets, and concept organizers.
 - Implementer: LHS administrator and senior English teacher
 - The faculty continues to use Cornell notes, vocabulary worksheets, and concept organizers on a school-wide basis.
 - The faculty adopted the use of the Organized Binder program, which incorporates an Academic Toolkit section, which includes vocabulary handouts and student-generated vocabulary related to curricular areas.
 - Some teachers report that they are consistently teaching root development of words for their academic vocabulary.
- Placement of students into intervention programs based upon standardized test scores, individual screenings, and recommendations of previous teachers.
 - Implementers: LHS administrator and RSP teacher
 - Based on CST scores of Below Basic or Far Below Basic, students were given Language! Assessment and then placed into one of two Language! Classes.

- Junior or senior students who did not pass the CAHSEE are now placed into a CAHSEE English Prep class in addition to their regular English class—which was taught this school year by the senior English teacher for the first time. Additionally, sophomores who placed at below basic or far below basic on CST ELA were placed into the CAHSEE Prep English class in addition to their regular English 10 class.
- Ongoing professional development
 - Implementers: LHS administrator and all faculty members
 - Three teachers attended the De-Mystifying the Common Core training in Sacramento, focusing on academic engagement.
 - The two English teachers attended Common Core literacy training with Kevin Feldman at Placer County Office of Education.
 - Literacy expert Julie Adams trained staff in late spring 2013.
 - Several faculty attended the Learning and the Brain Conference, which included instruction about how academic learning takes place.
 - One teacher completed a webinar-taught course on Integrating the Common Core—with a focus on ELA.
- Motivating students to increase time spent reading
 - Implementer: LHS administrator, RSP teacher, RSP aide, librarian, and all faculty members
 - All 9th-12th grade students, including leadership students, were placed into a grade level Reading class daily for 25 minutes. All of these students were tested for their reading level through the Accelerated Reader program and given a goal number of points to reach for the quarter. (All of these students were also re-tested at the semester.) Students choose books of their own choice to read within a reading level range. Grades for Reading are based on AR points achieved through their reading. Students' reading levels generally increased from last year to this year, although it has been observed that some students are deliberately not testing well, so that their required points are lower. Teachers are trying to monitor testing and making students re-test.
 - Eleventh and 12th grade English students are reading at least one outside reading book—a novel or a play—per quarter.

b. Additional Comments

- Motivational awards and rewards have been given quarterly at awards assemblies for students achieving beyond their AR goals.

c. Impact on Student Learning

- There has been a decline in Advanced/Proficient achievement in testing from 2011. The current seniors have gone from 73 percent in 2011 to 60 percent in 2012 to 53 percent in 2013. The current juniors have gone from 58 percent in 2011 to 55 percent in 2012. Teachers have adjusted their curriculum to include more nonfiction and technical literature, so as to increase reading, analysis and vocabulary-development skills.
- One measurement of growth, however, has been the CSU's Early Assessment Program. In 2011 it was determined that 7 of 25 juniors (28 percent) were ready for college-level work in English. This percentage increased in 2013, with 12 of 32 juniors (37.5 percent) testing ready for college-level English.
- Teacher and administrator observation has concluded that students are now reading independently at a significantly greater level during the 2013-2014 school year.

MATHEMATICS

Action Plan: Loylton High School will increase the number of students who are proficient or above on appropriate high school mathematics standards.

Rationale: To address historic weaknesses in assessment performance.

Growth Target: Ten percent of aggregated students will improve one level of proficiency on appropriate grade level mathematics CST each school year for 2012-13 and will be reassessed with the upcoming Common Core standards. (Revised March 7, 2013)

ESLRs: Knowledgeable, Critical Thinkers

Means of Achievement:

a. Progress

- Develop course flow chart and placement protocol documents in order to better align course sequence and placement to address students' needs.
 - Implementers: Math teachers and administrator
 - The flow chart was created last year; a copy is attached. This is used at Four-Year Planning.

- Increase professional development opportunities for math department.
 - Implementers: administration and math teachers
 - Full-time math teacher attended a 2013 ASCD summer course of 20 hours on Teaching Mathematics with the Common Core.
 - Two math teachers attended a DataWORKS course, Demystifying Common Core Assessment.
 - All math teachers and administrator attended a STEM conference at SCOE, put on by the California Department of Education.
 - The ag teacher attended the California Agriculture Teachers Association summer conference, which had sessions linking agriculture to Common Core standards.
 - A math teacher had personalized training from Texas Instruments on-site for a day.

- Develop and/or adopt curriculum for supplemental class(es) to address intervention needs or students that are more than one grade level behind or scored Far Below Basic on previous year's mathematics CST.
 - Implementers: Administrator, RSP teacher, math teachers
 - Students who placed low on the Accelerated Math test and who, therefore, might not pass (or had not passed) the math portion of the CAHSEE were placed into a Math CAHSEE Prep course. That teacher uses Accelerated Math software and algebra and Math 7 resources for curriculum.
- Develop or acquire and utilize CAHSEE standards test preparation bell work materials, observation of bell work use. (Revised at March 7, 2013 meeting.)
 - Implementers: math teachers
 - Teachers implemented the use of Organized Binders so as to review the standards taught on the previous math day.
- Continue developing and/or acquiring quality benchmark exams.
 - Teachers are scheduling students for STAR Math testing for purposes of establishing benchmarks.

b. Additional Comments

- In the March 21, 2014, PLC meeting faculty determined to test all students in September, January and May for benchmark purposes.
- With the addition of former middle school students to the LHS campus, teachers placed eighth graders in Algebra A, B or 1.

c. Impact on Student Learning

- Data from the 2013 STAR Test show that there was a general increase of 13 percent in student performance in Proficient and Advanced. This exceeds the school's goal of 10 percent in Proficient and Advanced. Specifically, Algebra I students increased from 37 percent in 2011 to 38 percent in 2012 to 52% in 2013. Geometry students increased from 19 percent in 2011 to 21 percent in 2012 to 33 percent in 2013. Algebra II students went from 29 percent in 2011 to 23 percent in 2013 (there were not enough students for scores in 2012). Summative Math students tested at 31 percent in 2012 (not enough for 2011 or 2013). General Math students went from zero in 2011 to 64% in 2013. Significant strides in testing achievement have been made from 2011 to 2013.

ATTENDANCE

Action Plan: Loyalton High School will implement policies and practices that maximize time and increase student attendance.

Rationale: Daily attendance and adequate instruction time are necessary components for student achievement of the ESLRs.

Growth Target: ~~The truancy rate will be at or below the state average. Attendance will average at 90 percent or above for the school year. (Revised at April 11, 2013 meeting.)~~

ESLRs: All ESLRs

Means of Achievement:

a. Progress

- Hiring an attendance clerk who checks attendance daily, works with parents and students, and supports the SARB process.
 - Implementers: Principal and school secretary
 - Currently, the school secretary is performing the functions of online daily attendance, calls to the parents, and the paperwork for SARB on a consistent basis.
 - Additionally, a newly hired instructional aide took on the responsibility for monitoring and conducting detention for tardies (and other behavior problems). She is issuing reminders, making phone calls home, and providing a systematic process for handling these attendance- and behavior-related problems.
 - The principal reported March 5, 2014, that school attendance is consistently between 92 percent and 94 percent on a monthly basis for the school year thus far.
- Promoting attendance through a system of recognition and rewards for good attendance.
 - Implementer: Principal
 - The principal has continued to organize quarterly awards assemblies, when awards for perfect attendance are given to students. Those with perfect attendance also draw for special

rewards: Amazon gift cards and iPod. The principal has been funding these rewards herself.

- ~~Providing attendance report by giving the attendance percentage in our daily announcements.~~
 - Implementers: School secretary, student announcers
 - This practice was discontinued.

- ~~Promote attendance through the use of a bulletin board display that shows daily attendance.~~ Encouraging attendance by referring students when appropriate to the Student Attendance Review Board process. (Revised April 11, 2013, as follows.)
 - Implementers: Administrator, school secretary
 - Means: Required letter notification(s) to parents, notification to superintendent for SARB agenda.
 - Resources:
 - Funding Source: SPJUSD
 - Estimated cost: negligible
 - Timeline: Ongoing, beginning Fall 2011
 - Means to Report: Report to staff at staff meetings

- The administrator and office administrative assistant continue to refer students to SARB, according to scheduled guidelines.

b. Additional Comments

- New schedule: Starting with the current year, a new modified block schedule was instituted, as follows:
 - Mondays, Wednesdays: A Days – four 85-minute periods, with the 25-minute Reading period in the middle of the day
 - Tuesdays, Thursdays: B Days – four 85-minute periods, with the 25-minute Reading period
 - Fridays: eight classes of 40 minutes, with the 25-minute Reading period
 - Friday minimum days: For shortened Fridays due to holidays or PLC dates, students attend hour-long A Day classes only – so as to make up for a large number of Monday holidays. This was to equalize time lost from A days on Mondays.
 - Every other week: The order of the classes is reversed or “flipped,” so as to minimize the effect of athletes leaving early on game days and missing significant amounts of time from the same classes

c. Impact on Student Learning

- Students continue to graduate from Loyaltan High School at a 100 percent rate.
- Seniors are being accepted at four-year universities at high levels.
- Students' overall performance on state standardized tests and grades also remain strong.
- Teachers report that the flipped schedule every other week has more equalized the impact of missing students due to their leaving early for athletic events in the afternoon.

SCHOOL CULTURE

Action Plan:	Loyalton High School will increase communication to enhance stakeholder involvement in order to create a positive culture between the school and community and to nurture healthy relationships among staff, students, parents, and community stakeholders.
Rationale:	A positive school culture enhances productivity; builds healthy relationships; and promotes positive, ethical, and productive citizenship for life-long learners.
Growth Target:	By June 2012 LHS will fully implement the existing programs dedicated to outreach and community building by improving communication to increase stakeholder involvement.
ESLRs:	Effective Communicators and Healthy Individuals

Means of Achievement:

- The existing intra- and extra-curricular activities will be further *promoted* and *developed* during the spring 2011-2012 school year.
 - Implementers: Program advisors; leadership class; Sierra County Health and Human Services; LHS principal, staff and students
 - Numerous efforts have been made to improve school culture on the Loyalton High campus:
 - A second “Bear Cave” hangout was created for the 7th and 8th grade students on the west side of the campus—reconstruction of this area is still in progress.
 - Tables and chairs were purchased for both Bear Cave areas, so students have a more comfortable place to have lunch and socialize.
 - The senior class is planning a renovation project, starting May 14, for the Bear Caves—new paint and Grizzly design details to spruce up the dark, dated areas. This will be their community service project for the year.
 - County public health and Sierra SAFE speakers have contributed in the classroom and in assemblies.

- ASB/leadership students continued to organize community blood drives every other month with United Blood Services
- PeaceMediators students have periodically held mediation sessions between students with personal conflicts.
- Student Council and Leadership class adopted the B.I.O.N.I.C. (Believe It Or Not, I Care) program so as to grow awareness and empathy among students on campus.
- Art galleries posting student work in the hallway
- Future Farmers of America activities, including Farm Days and FFA Week
- Student blogs in English 9 and 10 classes
- Scholarship website updated regularly
- Daily bulletin read by students daily
- Principal's notes of encouragement over the intercom at the beginning of each day
- Online edition of the student newspaper
- School-parent newsletter sent home nine times yearly
- Theater production
- Friday Night Live movie nights, inviting all to also hear important prevention messages
- Seventh Grade Day Retreat: Staff members took all the seventh graders to Project Discovery, a ropes course on Mt. Rose. The focus was on team building, relationships, and confidence building.
- Seventh/eighth grade Flex activities: Midyear it was decided that the seventh and eighth graders needed more hands-on, physical activities so as to build leadership and communication, as well as positive school culture and sense of community. They are doing this in lieu of the daily, half-hour Reading class.
- Eighth Grade Day Retreat: This special event was a one-day retreat held off-campus and coordinated/developed by school psychologist Heidi Bethke and a county marriage-family therapist. A special lunch and activities were offered so as to build better relationships, a positive school culture, and a sense of community. More of this sort of event may be offered in the future.
- Ninth Grade Retreat: All ninth graders did an overnight retreat at Grizzly Ranch Resort, funded by Feather River College's TRiO. Workshops and activities were focused on building community and personal relationships, with a thrust toward career and college readiness.
- Freshman Focus class: This class for all freshman focuses on high school resiliency and success, anger management, and mindfulness training, as well as coping skills for better personal relationships.

- Language! class: In addition to building ELA skills, the teacher started teaching important social skills.
 - REACH Leadership Conference—offered and available to all Club Live and Friday Night Live member students for building positive culture, relationships, and community. Eight FNL students will attend the March event, with a Club Live event scheduled later.
 - Buddy activities: At the beginning of the school year, the senior class organized all students into “buddies”—seniors with freshmen, juniors with eighth graders, and sophomores with seventh graders. Additionally, the Leadership class organized at least one activity session for all students to get to know one another better.
- Staff, students, and stakeholders will continue to collaborate and communicate all aspects of school and community culture through Professional Learning Communities, advisory committees, student leadership organizations, clubs, and athletics.
 - Implementers: All community stakeholders
 - Quarterly assemblies have continued during the 2013-20134 school year for student achievement awards.
 - The school newspaper, *The Roar*, published every two weeks, provides an objective lens for school activities. This publication is also posted online: lhsroar.wordpress.com.
 - The Sierra Schools Foundation Facebook page posts news and activities of the school.
 - Announcements of school activities are posted on the merchant marquee in downtown Loyalton.
 - Articles and photos about athletics and school events are published regularly in *The Sierra Booster*.
 - The district’s Facebook page and website keep the parents and community aware of special events; these are maintained by an LHS staff member.
 - Several teachers have updated online blogs for assignments.
 - The academic advisor publishes a blog for seniors that keeps them informed about college-related concerns: SeniorYear101blog.wordpress.com.
 - A new Film Club, started by a faculty member and students, has put up You Tube news programs about Loyalton High events: <http://www.youtube.com/user/LHSDigital>.
 - Teachers dedicated the February 28 PLC to mindfulness training—for their benefit and for the benefit of their students.

- Grades will be updated bi-weekly to effectively communicate achievement to stakeholders, parents, and students.
 - Implementers: Staff and administration
 - The administrator has consistently directed faculty at staff meetings and in email posts to post weekly grades online.
 - This is a goal that the staff is working on.

b. Additional Comments

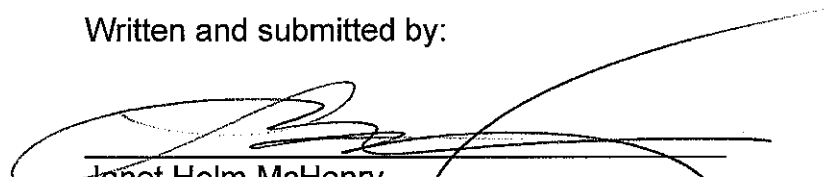
- RTI meetings with staff, students and parents are occurring on an “as needed” basis.
- Organized Binders: It was noted by numerous faculty members that the new Organized Binder program was an effective method for improving the academic culture at Loyalton High—teaching students how to improve their academics and study habits by getting their curricular materials organized.
- Student handbook: A student handbook was not purchased for the current academic year. A reassessment of this decision was made after the midyear, with the decision made to go back to providing one for students, as it helped many keep track of assignments and other events and deadlines.

c. Impact on Student Learning

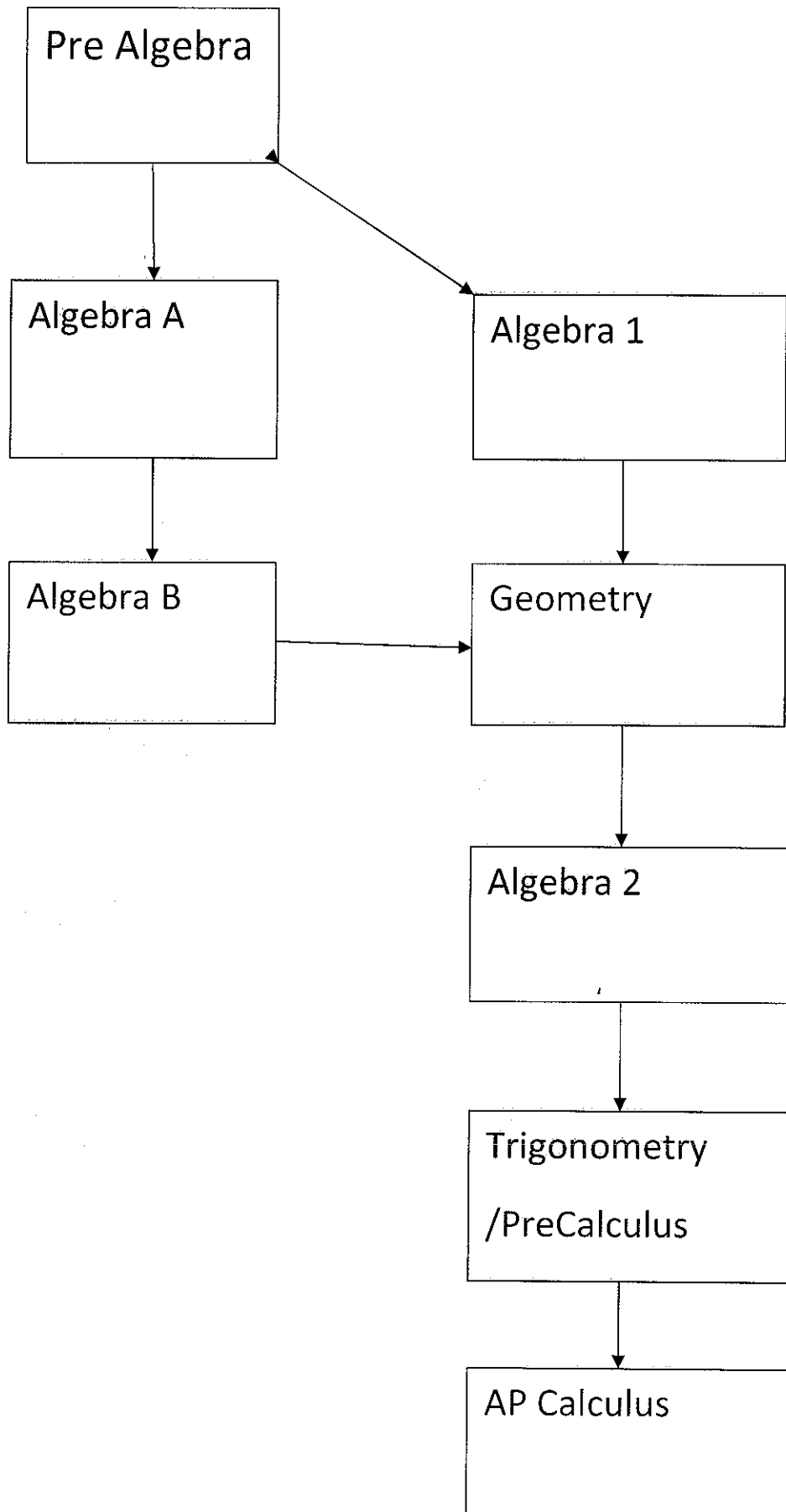
- With the addition of about 50 new students to the Loyalton High campus, namely, the seventh and eighth graders, many challenges occurred in that adjustment—mostly relating to younger students having to sit through 85-minute periods. There have been a number of ongoing discipline referrals all year—almost exclusively with the middle school students. Consequently, many of the above programs – especially the special activities for the younger students – were created so as to build a more positive environment for them and the school as a whole.
- Several means can be used to assess the impact of these programs on student learning: 100 percent graduation rate, high rate of college acceptance, and continued high numbers of students on honor rolls.

Dated: March 26, 2014

Written and submitted by:



Janet Holm McHenry
LHS WASC 2013-2014 Interim Coordinator



SIERRA COUNTY OFFICE OF EDUCATION

RESOLUTION NO. 13-008

**REDUCTION AND ELIMINATION OF PARTICULAR KINDS OF SERVICE
2014-2015 CLASSIFIED EMPLOYEES**

WHEREAS, due to State and Federal budgetary shortfalls and cutbacks, declining enrollment and expirations in program funding, the Sierra County Superintendent of Schools finds it necessary to reduce up to the number of certain Classified positions as set forth below;

WHEREAS, due to the need to reduce such positions and the resulting lack of funds and/or work, the County Superintendent of Schools hereby finds it is in the best interest of the Sierra County Office of Education that as of June 30, 2014, certain positions with the Sierra County Office of Education will be reduced:

Custodian, reduction of .25 F.T.E.

NOW, THEREFORE, BE IT RESOLVED, that no less than sixty (60) days after notice is given to affected employees, .25 FTE Classified position of the Sierra-County Office of Education will be reduced.

BE IT FURTHER RESOLVED, that the Sierra County Superintendent will give notices of reduction of employment to the Classified employees of Sierra County Office of Education pursuant to the County office of education rules and regulations and applicable provisions of date of layoff as set forth above.

Signed and approved by me after its passage.

Merrill M. Grant, Ed. D.
County Superintendent of Schools

Dated: _____

Balances through March						Fiscal Year 2013/14
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - Gen Fund						
1100	Teachers Salaries	160,144.00	174,232.00	44,252.28	121,686.54	8,293.18
1120	Certificated Substitutes	4,833.00	7,705.00		10,023.50	2,318.50-
1200	Certificated Pupil Support Ser	58,392.00	61,020.00	18,305.91	42,713.79	.30
1300	Certificated Supervisor Admini	65,192.00	89,284.00	23,230.23	66,054.32	.55-
Total for Object 1000		288,561.00	332,241.00	85,788.42	240,478.15	5,974.43
2100	Instructional Aides' Salaries	107,184.00	91,495.00	29,208.20	68,071.07	5,784.27-
2200	Classified Support Salaries	13,238.00	13,850.00	3,915.77	10,764.78	830.55-
2300	Classified Supervisors' Admini	90,812.00	95,843.00	23,490.00	70,755.00	1,598.00
2400	Clerical Technical Office Staf	113,140.00	122,601.00	31,033.03	91,311.59	256.38
2900	Other Classified Salaries	6,144.00	4,000.00		6,218.00	2,218.00-
Total for Object 2000		330,518.00	327,789.00	87,647.00	247,120.44	6,978.44-
3101	STRS Certificated Positions	22,319.00	26,608.00	7,077.48	19,120.45	410.07
3102	STRS Classified Positions		433.00	104.49	332.70	4.19-
3201	PERS Certificated Positions		302.00		392.85	90.85-
3202	PERS Classified Positions	52,074.00	47,907.00	12,433.20	35,713.20	239.40-
3301	OASDI Certificated Positions	1,118.00			271.16	271.16-
3302	OASDI Classified Positions	19,869.00	19,419.00	5,192.34	14,635.01	408.35-
3311	Medicare Certificated Position	4,482.00	5,093.00	1,214.91	3,596.71	281.38
3312	Medicare Classified Positions	4,653.00	4,616.00	1,231.85	3,483.62	99.47-
3401	Health & Welfare Benefits Cert	70,692.00	77,406.00	22,503.84	54,899.92	2.24
3402	Health & Welfare Benefits Clas	84,530.00	79,608.00	19,603.14	57,719.29	2,285.57
3501	SUI Certificated	1,358.00	180.00	42.93	126.85	10.22
3502	SUI Classified	165.00	165.00	43.89	120.56	.55
3601	Workers' Compensation Certific	8,916.00	10,074.00	2,494.71	6,999.75	579.54
3602	Workers' Compensation Classifi	10,239.00	9,480.00	2,529.50	7,153.43	202.93-
3701	OPEB, Allocated Certificated	27,730.00				.00
3901	Golden Handshake		26,768.00		12,958.44	13,809.56
Total for Object 3000		308,145.00	308,059.00	74,472.28	217,523.94	16,062.78
4100	Approved Textbooks Core Curric		400.00			400.00
4200	Library and Reference Material	6,613.00	1,582.00		1,297.20	284.80
4300	Materials and Supplies	18,975.00	16,892.00	2,437.09	6,343.48	8,111.43
4320	Custodial Supplies	1,300.00	1,300.00		570.45	729.55
4330	Office Supplies	2,000.00	2,000.00		898.14	1,101.86
4340	COUNTY OFFICE MOVING EXP				206.89-	206.89
4350	Vehicle Upkeep	6,500.00	6,500.00	1,688.55	1,488.12	3,323.33

Balances through March						Fiscal Year 2013/14
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - Gen Fund (continued)						
4400	Noncapitalized Equipment		900.00	3,242.25	12,752.77	15,095.02-
	Total for Object 4000	35,388.00	29,574.00	7,367.89	23,143.27	937.16-
5100	Subagreements for Services	33,544.00	33,544.00		35,120.00	1,576.00-
5200	Travel and Conference	23,985.00	15,708.00	4,547.14	12,256.78	1,095.92-
5300	Dues and Membership	17,470.00	49,570.00		40,202.83	9,367.17
5400	Insurance	10,200.00	10,450.00		10,149.00	301.00
5500	Operation Housekeeping Service	8,000.00	8,000.00	575.17	7,967.72	542.89-
5600	Rentals, Leases, Repairs, Nonc	2,700.00	2,200.00	205.70	1,389.31	604.99
5800	Professional Consulting	9,000.00	8,400.00	1,200.00	8,000.00	800.00-
5801	Legal Services	29,205.00	25,205.00	500.00		24,705.00
5803	Legal Publications	500.00	500.00	200.00	40.00-	340.00
5805	Personnel Expense	593.00	593.00	258.00	113.00	222.00
5806	Negotiations	2,000.00	2,000.00			2,000.00
5808	Other Services & Fees	1,500.00	1,500.00	244.90	955.10	300.00
5810	Contracted Services	195,310.00	303,399.00	80,113.00	111,517.72	111,768.28
5899	SPJUSD to Reimburse			2,064.46	427.93	2,492.39-
5900	Communications	2,000.00	2,000.00		642.74	1,357.26
	Total for Object 5000	336,007.00	463,069.00	89,908.37	228,702.13	144,458.50
6200	Building and Improvement of Bu		30,032.00			30,032.00
6400	Equipment		28,525.00		18,581.87	9,943.13
	Total for Object 6000	.00	58,557.00	.00	18,581.87	39,975.13
7110	County Tuition Inter Dist Agre	143,407.00	143,500.00	143,442.44	13,894.10-	13,951.66
7141	Tuition, excess cost etc betwe	213,187.00	17,750.00	8,148.92	10,314.02	712.94-
7281	All Other Transfers to Distric		100,000.00			100,000.00
7310	Direct Support/Indirect Costs					.00
	Total for Object 7000	356,594.00	261,250.00	151,591.36	3,580.08-	113,238.72
	Total for Expense accounts	1,655,213.00	1,780,539.00	496,775.32	971,969.72	311,793.96
	Total for Org 001, Fund 01 and Expense accounts	1,655,213.00	1,780,539.00	496,775.32	971,969.72	311,793.96

MINUTES OF THE REGULAR MEEETING OF THE
SIERRA COUNTY BOARD OF EDUCATION

March 11, 2014

Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118, California
5 pm for Closed Session

This meeting was videoconferenced to Downieville, CA.

A. CALL TO ORDER

Vice President SHARON DRYDEN called the meeting to order at 5:05 pm.

B. ROLL CALL

PRESENT: Ms. Sharon Dryden, Vice President
Ms. Patty Hall, Clerk
Mr. Tim Driscoll, Member
Mr. Mike Moore, Member

ABSENT: Mr. Allen Wright, President

VACANT: None

C. FLAG SALUTE

D. APPROVAL OF THE AGENDA
DRYDEN/HALL

AYE: DRISCOLL, DRYDEN, HALL, MOORE NO: 0 ABSENT: WRIGHT

E. PUBLIC COMMENT FOR CLOSED SESSION

At this time, the meeting opened for any public comments regarding the Closed Session items. There were no comments.

F. CLOSED SESSION – 5:07 pm.

The Board of Trustees and Superintendent Dr. Merrill M. Grant moved into Closed Session to discuss the following item:

1. Government Code § 54957, Employee Discipline/Dismissal/Release

G. RETURN TO OPEN SESSION

REPORT OUT

ADJOURN TO SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD
MEETING, CLOSED SESSION, at 5:20 pm.

RECONVENE at 6:03 pm

H. INFORMATION/DISCUSSION ITEMS

1. SUPERINTENDENT'S REPORT

- a. Presentation by Mayor Brooks Mitchell regarding the use of the former Loyalton Middle School as a new location for the City of Loyalton Museum. He requested that the Board donate the property to the City. The Board responded by determining to research the value of the existing building and adjacent lots, evaluating costs already incurred to have lines designated and lot lines laid out. Mayor Mitchell proposed working out an agreement with compensation for water and sewage.
- b. The Superintendent reported on his recommendations to reduce Particular Kinds of Service for 2014-2015 school year per Resolution No. 13-006 and Resolution No. 13-007 as follows:

Classroom Teacher	.6 F.T.E.
SELPA Director	.6 F.T.E.

These recommendations were necessary in order to redefine administration all facilities for the 2014-2015 year.

2. BUSINESS REPORT

- a. Ms. Asquith presented the Board Report-Expenditures by Object 07/01/13 to 2/28/14. There were no questions.
- b. Letter from California Department of Education, 2013-14 First Interim Reports, Positive Certification

3. STAFF REPORT

Marlene Mongolo reviewed the Smarter Balanced testing procedure.

4. SPTA REPORT

There was no report.

5. BOARD MEMBER'S REPORT

There was no report.

6. PUBLIC COMMENT

President WRIGHT opened the meeting for public comment at 6:30 pm.

There was no comment from the teleconferenced location.

President WRIGHT closed the meeting for public comment at 6:30 pm.

I. CONSENT CALENDAR

The following items were included in the consent calendar:

- 1. Approval of minutes of the Regular Board meeting held February 11, 2014
- 2. Approval of bill warrants for month of February 2014

MOORE/DRISCOLL

AYE: DRISCOLL, DRYDEN, HALL, MOORE NO: 0 ABSENT: WRIGHT

Sierra County Board of Education
Regular Meeting Minutes
March 11, 2014

J. ACTION ITEMS

1. NEW BUSINESS

1314-96 Adoption of Revised 2013-14 Board of Education Meeting Calendar (changes for July and November meetings)
MOORE/HALL
AYE: DRISCOLL, DRYDEN, HALL, MOORE NO: 0 ABSENT: WRIGHT

1314-97 Adoption 2013-2014 Second Interim, Actuals as of January 31, 2014(Asquith)
DRISCOLL moved to adopt the 2013 2013-2014 Second Interim, Actuals as of January 31, 2014. MOORE seconded.
AYE: DRISCOLL, DRYDEN, HALL, MOORE NO: 0 ABSENT: WRIGHT

BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

MOORE motioned to adopt Items 1314-98 through 1314-105 and 106 & 107.
HALL seconded.

AYE: DRISCOLL, DRYDEN, HALL, MOORE NO: 0 ABSENT: WRIGHT

1314-98 Approval of Board Policy and Administrative Regulation 5123, Promotion/
Acceleration/Retention, revision

1314-99 Approval of Board Policy and Administrative Regulation, 5141.21, Administering Medication
and Monitoring Health Conditions, revision

1314-100 Approval of Board Policy, 5145.3, Nondiscrimination/Harassment, revision

1314-101 Approval of Board Policy 5146, Married/Pregnant/Parenting Students, revision

1314-102 Approval to DELETE Administrative Regulation 5146, Married/Pregnant/Parenting Students,
revision

1314-103 Approval to DELETE Board Policy 5148, Child Care and Development, revision

1314-104 Approval of Board Policy 6142.91, Reading/Language Arts Instruction, revision

1314-105 Approval to DELETE Administrative Regulation 6142.91, Reading/Language Arts
Instruction, revision

~~1314-106 Approval of Board Policy 6146.1, High School Graduation Requirements, revision~~
This item was pulled from the agenda

1314-107 Approval of Administrative Regulation 6159.4, Behavioral Interventions for Special
Education Students, revision

1314-108 Approval of Board Policy and Administrative Regulation 6162.51, State Academic
Achievement Tests, revision

Sierra County Board of Education
Regular Meeting Minutes
March 11, 2014

H. ADVANCED PLANNING

Next Regular Board Meeting will be held on April 8, 2014, at Downieville School, Downieville, CA, beginning with Closed Session, as needed, at 5 pm and the Regular Board Meeting at 6:00 pm

Suggested Agenda Items

There were no suggested agenda items.

I. ADJOURNMENT

Adjourned at 6:45pm.

MOORE/DRISCOLL

AYE: DRISCOLL, DRYDEN, HALL, MOORE NO: 0 ABSENT: WRIGHT

Patty Hall, Clerk

Dr. Merrill M. Grant, Superintendent

Checks Dated 03/01/2014 through 03/31/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00013906	03/05/2014	CDE CASHIER'S OFFICE	01-8590	137.80	
			01-9590	13,875.00	14,012.80
00013907	03/05/2014	BARBARA JAQUEZ	01-5200		170.84
00013908	03/05/2014	LIBERTY UTILITIES CPEC	01-5500		192.44
00013909	03/05/2014	BARBARA MCKURTIS	01-5100	1,280.00	
			01-5810	320.00	1,600.00
00013910	03/05/2014	MARLENE MONGOLO	01-5200		161.72
00013911	03/05/2014	SCHOOL SERV OF CALIFORNIA INC	01-5200		350.00
00013912	03/05/2014	VOYAGER	01-4350	516.44	
			01-5899	266.77	783.21
00013913	03/19/2014	ROSE ASQUITH	01-5200	53.72	
			01-5899	161.16	214.88
00013914	03/19/2014	HEIDI BETHKE	01-5200		98.75
00013915	03/19/2014	CONTEMPORY FORUMS	01-5200		445.00
00013916	03/19/2014	EMBASSY SUITES	01-5200		389.50
00013917	03/19/2014	MCGRAW - HILL SCH ED LLC	01-4300		458.03
00013918	03/19/2014	BARBARA MCKURTIS	01-5100	2,522.00	
			01-5810	678.00	3,200.00
00013919	03/19/2014	MARLENE MONGOLO	01-5200		49.00
00013920	03/19/2014	NORTHEASTERN JOINT POWERS AUTHORITY	76-9571		4,652.25
00013921	03/19/2014	SIERRA COUNTY OFFICE OF EDUCATION	01-5808		238.29
00013922	03/19/2014	SIERRA COUNTY HEALTH DEPARTMENT	01-5805		12.00
00013923	03/19/2014	WASHOE COUNTY SCHOOL DISTRICT	01-9500		119,459.00
00013924	03/19/2014	WORKABILITY REGION 4 PACHECO	01-5200		100.00
Total Number of Checks				19	146,587.71

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	County School Service Fund	18	141,935.46
76	Payroll Clearing	1	4,652.25
Total Number of Checks		19	146,587.71
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			146,587.71

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

Page 1 of 1

Sierra County/Sierra-Plumas Joint USD

Board Policy

High School Graduation Requirements

BP 6146.1

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. The Sierra-Plumas Joint Unified School District/Sierra COE has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Three courses in mathematics (Education Code 51225.3)

Beginning in the 2011-12 school year, all high school students beginning in the ninth grade will take three consecutive years of math classes. At least one mathematics course shall meet or exceed state academic content standards for Algebra I. (Education Code 51224.5)

Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall not exempt a student from the requirement to complete three mathematics courses in grades 9-12. (Education Code 51224.5)

(cf. 6011 - Academic Standards)
 (cf. 6142.92 - Mathematics Instruction)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)
 (cf. 6142.93 - History-Social Science Instruction)

5. One course in visual or performing arts, foreign language, including American Sign Language, or *career technical education* (Education Code 51225.3)

(cf. 6142.2 - World/Foreign Language Instruction)
 (cf. 6142.6 - Visual and Performing Arts Education)
 (cf. 6178 - Career Technical Education)
 (cf. 6178.2 - Regional Occupational Center/Program)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education and Activity)

7. One course in state requirements

8. Completion, in grade 12 or academic equivalent, one senior project, the requirements of which are determined and outlined by the high school faculty and administration, to include a research paper, project activity and formal presentation.

With the inception of an eight period block schedule, the unit requirements are:

* Class of 2012 - 270 Credits

* Class of 2013 - 285 Credits

* Class of 2014 - 300 Credits

(cf. 6142.4 - Service Learning/Community Service Classes)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

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

The Superintendent or designee shall exempt or waive specific course requirements for foster youth or children of military families in accordance with Education Code 51225.3 and 49701.

(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education for Children of Military Families)

High School Exit Examination

As a condition of high school graduation, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics unless he/she receives a waiver or exemption. (Education Code 60851, 60859)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6159 - Individualized Education Program)
(cf. 6162.52 - High School Exit Examination)

Supplemental instruction shall be offered to any student in grade 7-12 who does not demonstrate "sufficient progress," as defined in BP 6179 - Supplemental Instruction, toward passing the exit exam. (Education Code 37252, 60851)

(cf. 5148.2 - Before/After School Programs)
~~(cf. 6176 - Weekend/Saturday Classes)~~
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

Students who have ~~not~~ passed all state and local graduation requirements except one or both parts of the exit exam by the end of grade 12 shall be informed of educational options available within the district and/or the community to enable them to continue their progress toward a high school diploma or the equivalent of a diploma. have the opportunity to receive intensive- ~~instruction and services for up to two consecutive academic years after completion of grade 12 or until they have passed both parts of the exam, whichever comes first. (Education Code 37254)~~

(cf. 6158 - Independent Study)
(cf. 6184 - Continuation Education)
~~(cf. 1312.4 - Williams Uniform Complaint Procedures)~~
~~(cf. 6164.2 - Guidance/Counseling Services)~~

~~In addition to intensive remedial instruction, the district shall offer students who have passed all state and local graduation requirements except one or both parts of the exit exam the following-~~

LCFF

Changes

~~options for two years beyond their regular senior year or until they pass the exam, whichever occurs first:~~

- ~~1. — If space is available, enrollment for an additional year at a comprehensive high school if the student has been continuously enrolled;~~
- ~~2. — Enrollment in an alternative education program;~~
- ~~3. — Reclassification as a junior;~~
- ~~4. — Maintaining continuous enrollment in an independent study program or charter school, (cf. 0420.4 — Charter Schools)
(cf. 6158 — Independent Study)
(cf. 6184 — Continuation Education)~~

The Superintendent or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except for the passage of the exit exam and the resources that have been offered to such students.

Certificates of Completion

Students who have passed all the district's course requirements by the end of their senior year but are unable to pass the high school exit exam shall receive a certificate of completion.

The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a certificate of completion and the resources that have been offered to such students.

Retroactive Diplomas

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. (Education Code 51430)

The district also may retroactively grant a diploma to a deceased former student who satisfies the above conditions. The diploma shall be received by the deceased student's next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Legal Reference:

EDUCATION CODE

35186 Williams Uniform Complaint Procedures

37252 Supplemental instructional programs

37254 Supplemental instruction based on failure to pass exit exam by end of grade 12

37254.1 Required student participation in supplemental instruction
 47612 Enrollment in charter school
 48200 Compulsory attendance
 48412 Certificate of proficiency
 48430 Continuation education schools and classes
 48645.5 Acceptance of coursework
 48980 Required notification at beginning of term
 49701 Interstate Compact on Educational Opportunity for Military Children
 51224 Skills and knowledge required for adult life
 51224.5 Algebra instruction
 51225.3 Requirements for graduation
 51225.5 Honorary diplomas; foreign exchange students
 51228 Graduation requirements
 51240-51246 Exemptions from requirements
 51250-51251 Assistance to military dependents
 51410-51412 Diplomas
 51420-51427 High school equivalency certificates
 51450-51455 Golden State Seal Merit Diploma
 51745 Independent study restrictions
 52378 Supplemental school counseling program
 56390-56392 Recognition for educational achievement, special education
 60850-60859 High school exit examination
 66204 Certification of high school courses as meeting university admissions criteria
 CODE OF REGULATIONS, TITLE 5
 1600-1651 Graduation of students from grade 12 and credit toward graduation
 COURT DECISIONS
 O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

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

California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>

University of California, List of Approved a-g Courses:

<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

Regulation

approved: April 10, 2007

revised: September 14, 2010

revised: April 12, 2011

revised: May 8, 2012

revised: April 8, 2014

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

Loyalton, California

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
2014 – 2015 Proposed School Calendar

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Special Days	Teacher Days	School Days
AUG	10	11	12	13	14	15	16		7	
	17	18	19	20	21	22	23	21-22 Staff Development		
	24	25	26	27	28	29	30	25 First Day of School		
SEP	31	1	2	3	4	5	6	1 Labor Day Holiday	21	19
	7	8	9	10	11	12	13			
	14	15	16	17	18	19	20	19 End of 1 st Month		
	21	22	23	24	25	26	27	26 Min. Day – PLC		
	28	29	30							
OCT				1	2	3	4		23	20
	5	6	7	8	9	10	11	10 Min. Day – PLC		
	12	13	14	15	16	17	18	17 End of 2 nd Month		
	19	20	21	22	23	24	25			
	26	27	28	29	30	31	1	30-31 Min. Day – End of 1 st Quarter		
NOV	2	3	4	5	6	7	8		17	19
	9	10	11	12	13	14	15	11 Veteran's Day Holiday 14 End of 3 rd Month		
	16	17	18	19	20	21	22	21 Min. Day – PLC		
	23	24	25	26	27	28	29	26 Min. Day 27-28 Thanksgiving Holiday		
DEC	30	1	2	3	4	5	6		15	18
	7	8	9	10	11	12	13	12 End of 4 th Month		
	14	15	16	17	18	19	20	19 Min. Day		
	21	22	23	24	25	26	27	22-2 Winter Break		
	28	29	30	31						
JAN					1	2	3		19	19
	4	5	6	7	8	9	10			
	11	12	13	14	15	16	17	16 Min. Day – End of 2 nd Quarter		
	18	19	20	21	22	23	24	19 Martin Luther King Holiday 23 End of 5 th Month		
	25	26	27	28	29	30	31	30 Min. Day – PLC		
FEB	1	2	3	4	5	6	7		18	18
	8	9	10	11	12	13	14	9 Lincoln's Birthday Holiday		
	15	16	17	18	19	20	21	16 President's Day Holiday 20 End of 6 th Month		
	22	23	24	25	26	27	28	27 Min. Day – PLC		
MAR	1	2	3	4	5	6	7		22	20
	8	9	10	11	12	13	14			
	15	16	17	18	19	20	21	20 Min. Day – PLC 20 End of 7 th Month		
	22	23	24	25	26	27	28			
	29	30	31							
APR				1	2	3	4	3 Snow Day	16	14
	5	6	7	8	9	10	11	6-10 Spring Break		
	12	13	14	15	16	17	18	17 Min. Day – PLC 17 End of 8 th Month		
	19	20	21	22	23	24	25			
	26	27	28	29	30					
MAY						1	2		19	20
	3	4	5	6	7	8	9			
	10	11	12	13	14	15	16	15 Min. Day – PLC 15 End of 9 th Month		
	17	18	19	20	21	22	23	22 Snow Day		
	24	25	26	27	28	29	30	25 Memorial Day Holiday		
JUN	31	1	2	3	4	5	6	5 Last Day of School (Min. Day)	5	13
	7	8	9	10	11	12	13			
	14	15	16	17	18	19	20			
Total Required Days									182	180

Sierra County/Sierra-Plumas Joint USD

Board Policy

Guidance/Counseling Services

BP 6164.2

Instruction

The Governing Board recognizes that a comprehensive counseling program promotes academic achievement and serves the diverse needs of all county/district students. Counseling staff shall be available to meet with students regarding their educational progress toward academic and/or career goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning.

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall ensure that all persons employed to provide school counseling, school psychology, and/or school social work services shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities of each position shall be clearly defined in a job description.

(cf. 4112.2 - Certification)

Academic and Career Counseling

The county/district's academic counseling program shall be designed to assist students to establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities, and interests. Insofar as possible, parents/guardians shall be included when making educational plans.

(cf. 6011 - Academic Standards)

(cf. 6020 - Parent Involvement)

(cf. 6174 - Education for English Language Learners)

Beginning in grade 7, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)

(cf. 5145.6 - Parental Notifications)

The counseling program for high school students may include, at appropriate grade levels:

1. Information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships

(cf. 6141.5 - Advanced Placement)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

2. An opportunity for each student and, if practicable, his/her parent/guardian to meet with a counselor to discuss the student's career goals, available educational and career technical education options, and community and workplace experiences to support the student's goals

(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)

3. Monitoring of each student's fulfillment of required coursework and progress toward promotion and graduation, and notification of the student and his/her parent/guardian of remaining academic requirements

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6162.52 - High School Exit Examination)

4. Additional specialized counseling services for students identified as at risk of not graduating with their class

(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)
(cf. 6179 - Supplemental Instruction)

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education. (Education Code 48431)

(cf. 6184 - Continuation Education)

No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 - Nondiscrimination in county/district Programs and Activities.

(cf. 0410 - Nondiscrimination in county/district Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)

In addition, counselors shall affirmatively explore with students the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. (Education Code 221.5)

For assessing or counseling students, the county/district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes. (Education Code 49603; 10 USC 503; 20 USC 7908)

(cf. 5125.1 - Release of Directory Information)

Personal or Mental Health Counseling

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by his/her credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall may be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

(cf. 1020 - Youth Services)
(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5141.6 - School Health Services)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6164.5 - Student Success Teams)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by his/her parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602)

(cf. 5022 - Student and Family Privacy Rights)
(cf. 5125 - Student Records)

A counselor shall consult with the Superintendent or designee and, as appropriate, with the county/ district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall may assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

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

In addition, the Superintendent or designee shall identify crisis counseling resources to train county/district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

- (cf. 5131 - Conduct)
- (cf. 5131.2 - Bullying)
- (cf. 5136 - Gangs)
- (cf. 5141.52 - Suicide Prevention)

Legal Reference:

EDUCATION CODE

- 221.5 Prohibited sex discrimination
- 41505-41508 Pupil Retention Block Grant
- 44266 Pupil personnel services credential
- 48431 Establishing and maintaining high school guidance and placement program
- 49600-49604 Educational counseling
- 51250-51251 School age military dependents
- 51513 Personal beliefs
- 52378-52380 Supplemental School Counseling Program

FAMILY CODE

- 6920-6929 Consent by minor for treatment or counseling

HEALTH AND SAFETY CODE

- 124260 Mental health services; consent by minors age 12 and older

PENAL CODE

- 11166-11170 Reporting known or suspected cases of child abuse

WELFARE AND INSTITUTIONS CODE

- 5850-5883 Mental Health Services Act

CODE OF REGULATIONS, TITLE 5

- 4930-4931 Counseling
- 80049-80049.1 Pupil personnel services credential
- 80632-80632.5 Preparation programs for pupil personnel services

UNITED STATES CODE, TITLE 10

- 503 Military recruiter access to directory information

UNITED STATES CODE, TITLE 20

- 1232g Family Educational Rights and Privacy Act
- 7908 Armed forces recruiter access to students and student recruiting information

CODE OF FEDERAL REGULATIONS, TITLE 34

- 99.1-99.67 Family educational rights and privacy

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Results-Based School Counseling and Student Support Guidelines, 2007

WEB SITES

- American School Counselor Association: <http://www.schoolcounselor.org>
- California Association of School Counselors: <http://www.schoolcounselor-ca.org>
- California Department of Education: <http://www.cde.ca.gov>
- Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
- U.S. Department of Education, access to military recruiters: <http://www.ed.gov/policy/gen/guid/fpco/hottopics/ht10-09-02.html>

Policy
revised: April 8, 2014

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

Sierra County/Sierra-Plumas Joint USD

Board Policy

Education For Foster Youth

BP 6173.1

Instruction

Revised
The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).

- (cf. 0460 - Local Control and Accountability Plan)
- (cf. 3100 - Budget)
- (cf. 5131.6 - Alcohol and Other Drugs)
- (cf. 5147 - Dropout Prevention)
- (cf. 5149 - At-Risk Students)
- (cf. 6011- Academic Standards)
- (cf. 6145 - Extracurricular and Cocurricular Activities)
- (cf. 6145.2 - Athletic Competition)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6173 - Education for Homeless Children)
- (cf. 6179 - Supplemental Instruction)

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate ~~a staff~~ the applicable site administrator ~~person~~ as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

New
The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights *when Foster Youth are enrolled in the district.*

- (cf. 4131 - Staff Development)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)

New
The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The Superintendent or designee shall may develop strategies to build a foster youth's feeling of connectedness with his/her school, including, but not limited to, strategies that

promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
 (cf. 0450 - Comprehensive Safety Plan)
 (cf. 5131 - Conduct)
 (cf. 5131.2 - Bullying)
 (cf. 5137 - Positive School Climate)
 (cf. 5138 - Conflict Resolution/Peer Mediation)
 (cf. 5145.3 - Nondiscrimination/Harassment)
 (cf. 5145.9 - Hate-Motivated Behavior)
 (cf. 6020 - Parent Involvement)

New
 To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee ~~shall~~ may collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee ~~shall~~ may explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

(cf. 1020 - Youth Services)

Legal Reference:

EDUCATION CODE

32228-32228.5 Student safety and violence prevention
 42238.01-42238.07 Local control funding formula
 42920-42925 Foster children educational services
 48645-48646 Juvenile court schools
 48850-48859 Educational placement of students residing in licensed children's institutions
 48915.5 Suspension and expulsion; students with disabilities, including foster youth
 48918.1 Notice of expulsion hearing for foster youth
 49061 Student records
 49069.5 Foster care students, transfer of records
 49076 Access to student records
 51225.1 Exemption from district graduation requirements
 51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
 51225.3 High school graduation
 52060-52077 Local control and accountability plan
 56055 Rights of foster parents in special education
 60851 High school exit examination

HEALTH AND SAFETY CODE

1522.41 Training and certification of group home administrators
 1529.2 Training of licensed foster parents
 120341 Foster youth: school placement: immunization records

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction
 309 Investigation and release of child
 317 Appointment of legal counsel
 361 Limitations on parental or guardian control
 366.27 Educational decision by relative providing living arrangements

602 Minors violating law; ward of court
 726 Limitations on parental or guardian control
 727 Order of care, ward of court
 16000-16014 Foster care placement
 UNITED STATES CODE, TITLE 20
 1415 Procedural safeguards; placement in alternative educational setting
 UNITED STATES CODE, TITLE 29
 794 Rehabilitation Act of 1973, Section 504
 UNITED STATES CODE, TITLE 42
 670-679b Federal assistance for foster care programs
 11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

CSBA PUBLICATIONS

Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008

AMERICAN BAR ASSOCIATION PUBLICATIONS

Mythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the Education Needs of Children in Foster Care, 2005

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS

Our Children: Emancipating Foster Youth, A Community Action Guide

WEB SITES

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

American Bar Association: <http://www.americanbar.org>

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CAChildWelfareCouncil.aspx>

California Department of Education, Foster Youth Services: <http://www.cde.ca.gov/ls/pf/fy>

California Department of Social Services, Foster Youth Ombudsman Office: <http://www.fosteryouthhelp.ca.gov>

California Youth Connection: <http://www.cal youthconn.org/site/cyc>

Cities, Counties and Schools Partnership: <http://www.ccspartnership.org>

Policy

adopted: April 10,

revised: April 8, 2014

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
 SIERRA COUNTY OFFICE OF EDUCATION

Sierraville, California

Loyalton, California

Sierra County/Sierra-Plumas Joint USD

Administrative Regulation

Education For Foster Youth

AR 6173.1

Instruction

Definitions

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 **or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01.** (Education Code 42238.01, 48853.5)

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

District Liaison

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Sierra-Plumas Joint Unified School District
Site Administrator of (Student's) School
P. O. Box 955, 109 Beckwith Rd.
Loyalton CA 96118

(530 993-1660)

(cf. 6173 - Education for Homeless Children)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)

2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

(cf. 5125 - Student Records)

(cf. 6146.3 - Reciprocity of Academic Credit)

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)

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

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

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

(cf. 5141.6 - School Health Services)

(cf. 5148.2 - Before/After School Programs)

(cf. 5149 - At-Risk Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

7. Collaborate with the county placing agency, social services, probation officers, juvenile court

officers, and other appropriate agencies to help coordinate services for the district's foster youth

(cf. 1020 - Youth Services)

(cf. 5113.1 - Chronic Absence and Truancy)

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board **based on indicators identified in the district's local control and accountability plan**

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

Enrollment

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that he/she is aware of the following:

a. The student has a right to attend a regular public school in the least restrictive environment.

b. The alternate educational program is a special education program, if applicable.

c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.

d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.

a. The student may continue in the school of origin for the duration of the court's jurisdiction.

- b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.
- c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
- d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

If the foster youth or a person with the right to make educational decisions for the foster youth disagrees

with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

(cf. 9320 - Meetings and Notices)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Transportation

The district shall not be responsible for providing transportation to and from the school of origin.

(cf. 3540 - Transportation)

(cf. 3541 - Transportation Routes and Services)

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity

(cf. 5121 - Grades/Evaluation of Student Achievement)

Transfer of Coursework and Credits

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of

the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

To obtain a high school diploma, a foster youth shall pass the high school exit examination in English language and mathematics, complete all courses required by Education Code 51225.3, and fulfill any additional graduation requirement prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. (Education Code 51225.1, 60851)

To determine whether a foster youth is in his/her third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the foster youth about transfer opportunities available through the

California Community Colleges

3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Policy

adopted: April 10, 2007

revised: November 8, 2011

revised: February 12, 2013

revised: April 8, 2014

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

SIERRA COUNTY OFFICE OF EDUCATION

Sierraville, California

Loyalton, California

Sierra County/Sierra-Plumas Joint USD

Board Policy

Summer Learning Programs

BP 6177

Instruction

The Governing Board recognizes that an extended break from the instructional program may result in significant learning loss, especially among disadvantaged and low-achieving students, and desires to provide opportunities during the summer for students to practice essential skills and make academic progress. When the need is demonstrated and funds are available, the Superintendent or designee, with Board approval, shall establish summer school day and/or evening classes for purposes of remediation, enrichment, and /or acceleration.

Summer programs offered by the county/district shall be aligned with the district's local control and accountability plan (LCAP), other applicable county/district and school plans, and the educational program provided during the school year. When feasible, summer programs shall blend high-quality academic instruction in core curricular and/or elective subjects with recreation, nutrition programs, social and emotional development, and support services that encourage attendance, student engagement in learning, and student wellness.

- (cf. 0200 - Goals for the School County/district)
- (cf. 0460 - Local Control and Accountability Plan)
- (cf. 3552 - Summer Meal Program)
- (cf. 5030 - Student Wellness)
- (cf. 5141.6 - School Health Services)
- (cf. 5148 - Child Care and Development Program)
- (cf. 6011 - Academic Standards)
- (cf. 6142.7 - Physical Education and Activity)
- (cf. 6143 - Courses of Study)

Summer School

The Superintendent or designee, with Board approval, may establish summer school day and/or evening classes.

- (cf. 5148.2 - Before/After School Program)
- (cf. 6171 - Title I Programs)
- (cf. 6175 - Migrant Education Program)

The county/district's summer school program may be used to provide supplemental instruction to students needing remediation and/or enrichment in core academic subjects.

(cf. 6176 - Weekend/Saturday Classes)
 (cf. 6179 - Supplemental Instruction)

As appropriate, priority for enrollment in summer school programs shall be given to county/district students who:

1. Need course credits in order to graduate from high school before the beginning of the next school year

(cf. 5147 - Dropout Prevention)
 (cf. 6146.1 - High School Graduation Requirements)

2. Have not made sufficient progress toward passing the state exit examination required for high school graduation

(cf. 6162.52 - High School Exit Examination)

3. Have been retained or are at risk of being retained at their grade level

(cf. 5123 - Promotion/Acceleration/Retention)

4. Demonstrate academic deficiencies in core curriculum areas

(cf. 0460 - Local Control and Accountability Plan)

5. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program

The remaining openings shall be offered to other county/district students on a first-come first-served basis.

Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for summer session class(es) unless they make-up missed work in accordance with law, Board policy, and administrative regulation.

(cf. 5113 - Absences and Excuses)
 (cf. 6154 - Homework/Makeup Work)

Sites for summer school programs may be rotated in an effort to make summer school programs more accessible to all students, regardless of residence or regular attendance area, and to accommodate the maintenance needs of county/district schools.

The Superintendent or designee shall annually report to the Board on summer school enrollment in the current year and previous year for the program as a whole and disaggregated by grade

level, school that the students attend during the regular school year, and student population. In addition, he/she may report on the extent to which students successfully achieved the outcomes established for the program.

Legal Reference:

EDUCATION CODE

8482-8484.6 After School Education and Safety Program
 8484.7-8484.9 21st Century Community Learning Centers
 37252-37254.1 Supplemental instruction
 39837 Transportation to summer employment programs
 41505-41508 Pupil Retention Block Grant
 41976.5 Summer school programs, substantially disabled persons or graduating high school seniors
 42238.01-42238.07 Local control funding formula
 42238.8 Revenue limit per unit of average daily attendance
 48070-48070.5 Promotion and retention
 51210 Areas of study for elementary schools
 51220 Areas of study for grades 1-6
 51730-51732 Powers of governing boards (authorization for elementary summer school classes)
 52060-52077 Local control and accountability plan
 54444.3 Summer program for migrant students
 56345 Extended-year program for special education students
 58700-58702 Credit towards summer school apportionments for tutoring and homework assistance
 58806 Summer school apportionments
 60851 Supplemental instruction toward exit examination
 CODE OF REGULATIONS, TITLE 5
 3043 Extended school year, special education students
 11470-11472 Summer school
 UNITED STATES CODE, TITLE 20
 6311-6322 Improving basic programs for disadvantaged students
 7171-7176 21st Century Community Learning Centers

Management Resources:

CSBA PUBLICATIONS

Summer Learning and Wellness Resource Guide
 School's Out, Now What? How Summer Programs Are Improving Student Learning and Wellness, Policy Brief, April 2013

NATIONAL SUMMER LEARNING ASSOCIATION PUBLICATIONS

Healthy Summers for Kids: Turning Risk into Opportunity, May 2012

New Vision for Summer School, 2010

RAND CORPORATION PUBLICATIONS

Making Summer Count: How Summer Programs Can Boost Children's Learning, 2011

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

National Summer Learning Association: <http://www.summerlearning.org>

Partnership for Children and Youth: <http://partnerforchildren.org>

RAND Corporation: <http://www.rand.org>

Summer Matters: <http://summermatters2you.net>

Policy

adopted: April 10, 2007

revised: April 18, 2014

SIERRA-PLUMAS JOINT UNIFIED SCHOOL COUNTY
 SIERRA COUNTY OFFICE OF EDUCATION

Sierraville, California

Loyalton, California

Sierra County/Sierra-Plumas Joint USD

Board Policy

Supplemental Instruction

BP 6179

Instruction

The Governing Board recognizes that high-quality supplemental instructional programs can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. **The county/district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs.**

- (cf. 5113.1 - Chronic Absence and Truancy)
- (cf. 5147 - Dropout Prevention)
- (cf. 5148.2 - Before/After School Programs)
- (cf. 5149 - At-Risk Students)
- (cf. 6011 - Academic Standards)
- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 6146.5 - Elementary/Middle School Graduation Requirements)
- (cf. 6164.5 - Student Success Teams)

From
AR

Supplemental instruction may be offered outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. It may also be provided during the regular school day provided it does not supplant the student's instruction in the core curriculum areas or physical education.

- (cf. 5148.2 - Before/After School Programs)
- (cf. 6111 - School Calendar)
- (cf. 6112 - School Day)
- (cf. 6176 - Weekend/Saturday Classes)
- (cf. 6177 - Summer Learning Programs)

Supplemental instruction shall be offered to:

1. Eligible students from low-income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more consecutive years (20 USC 6316)

- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 0520.3 - Title I Program Improvement Districts)

2. Students who have been recommended for retention at their current grade level or are at risk of retention (Education Code 48070.5)

(cf. 5123 - Promotion/Acceleration/Retention)

3. Students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation (Education Code 60851)

(cf. 6162.52 - High School Exit Examination)

"Sufficient progress" shall be determined based on a student's results on state assessments administered pursuant to Education Code 60640-60649 and the minimum levels of proficiency recommended by the State Board of Education.

(cf. 6162.51 - State Academic Achievement Tests)

The curriculum of the supplemental instructional program shall reflect state academic content standards to the extent that the county/district curriculum is aligned with those state standards, and shall be designed to assist students to succeed on the exit exam. (Education Code 60851)

In addition, contingent on the district budget and local control and accountability plan (LCAP), supplemental instruction may be offered to students who:

1. Based on state assessment results, grades, or other indicators, demonstrate academic deficiencies in core curriculum areas that may jeopardize their attainment of academic standards

2. Have not passed one or both parts of the high school exit exam by the end of grade 12

3. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

(cf. 3553 - Free and Reduced-Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

4. Desire enrichment in core academic areas, visual and performing arts, physical education, or other subjects as approved by the Board

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6143 - Courses of Study)

(cf. 6172 - Gifted and Talented Student Program)

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

(cf. 1020 - Youth Services)

When determined to be necessary by the principal or designee, a student may be required to participate in a supplemental instruction. In such cases, written parent/guardian consent shall be obtained for the student's participation.

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37223 Weekend classes

37252-37254.1 Supplemental instruction, summer school

41505-41508 Pupil Retention Block Grant

42238.01-42238.07 Local control funding formula

46100 Length of school day

48070-48070.5 Promotion and retention

48200 Compulsory education

48985 Translation of notices

51210-51212 Courses of study, elementary schools

51220-51228 Courses of study, secondary schools

52060-52077 Local control and accountability plan

60603 Definitions, core curriculum areas

60640-60649 California Assessment of Student Performance and Progress

60850-60859 High school exit examination

CODE OF REGULATIONS, TITLE 5

11470-11472 Summer school

UNITED STATES CODE, TITLE 20

6316 Program improvement schools and districts

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Supplemental Educational Services, January 14, 2009

Creating Strong Supplemental Educational Services Programs, May 2004

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

Policy

adopted: April 10, 2007

revised: April 18, 2014

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

SIERRA COUNTY OFFICE OF EDUCATION

Sierraville, California

Loyalton, California

Sierra County/Sierra-Plumas Joint USD

Board Policy

General Obligation Bonds

BP 7214

Facilities

The Governing Board recognizes that school facilities are an essential component of the educational program and that the Board has a responsibility to ensure that the district's facilities needs are met in the most cost-effective manner possible. When the Board determines that it is in the best interest of district students, it may order an election on the question of whether bonds shall be issued to pay for school facilities.

(cf. 1160 - Political Processes)

(cf. 7110 - Facilities Master Plan)

(cf. 7210 - Facilities Financing)

The Board shall determine the appropriate amount of the bonds in accordance with law.

When any project to be funded by bonds will require state matching funds for any phase of the project, the ballot for the bond measure shall include a statement as specified in Education Code 15122.5, advising voters that, because the project is subject to approval of state matching funds, passage of the bond measure is not a guarantee that the project will be completed. (Education Code 15122.5)

Bonds Requiring 55 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 55 percent majority of the voters pursuant to Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution. If two-thirds of the Board agrees to such an election, the Board shall vote to adopt a resolution to incur bonded indebtedness if approved by a 55 percent majority of the voters. (Education Code 15266)

(cf. 9323.2 - Actions by the Board)

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the district are entitled to vote. (Education Code 15266)

Bonded indebtedness incurred by the district shall be used only for the following purposes: (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

1. The construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities
2. The acquisition or lease of real property for school facilities

3. The refunding of any outstanding debt issuance used for the purposes specified in items #1-2 above

The proposition approved by the voters shall include the following accountability requirements: (California Constitution Article 13A, Section 1(b)(3))

1. A requirement that proceeds from the sale of the bonds be used only for the purposes specified in items #1-2 above, and not for any other purposes including teacher and administrative salaries and other school operating expenses

2. A list of specific school facilities projects to be funded and certification that the

Board has evaluated safety, class size reduction, and information technology needs in developing that list

(cf. 0440 - District Technology Plan)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 6151 - Class Size)

3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed

4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects

If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' oversight committee to inform the public concerning the expenditure of bond revenues as specified in Education Code 15278 and the accompanying administrative regulation. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

(cf. 1220 - Citizen Advisory Committees)

(cf. 9324 - Minutes and Recordings)

The Superintendent or designee shall ensure that the annual, independent performance and financial audits required pursuant to items #3-4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards and submitted to the citizens' oversight committee at the same time they are submitted to him/her and no later than March 31 of each year. (Education Code 15286)

The Board shall provide the citizens' oversight committee with responses to all findings, recommendations, and concerns addressed in the performance and financial audits within three months of receiving the audits. (Education Code 15280)

The Board may disband the citizens' oversight committee when the committee has completed its review of the final performance and financial audits.

Bonds Requiring 66.67 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 66.67 percent majority of the voters pursuant to Education Code 15100 and Article 13A, Section 1(b)(2) of the California Constitution. If a majority of the Board agrees to such an election, or upon a petition of the majority of the qualified electors residing in the district, the Board shall adopt a resolution ordering an election on the question of whether to incur bonded indebtedness if approved by a 66.67 percent majority of the voters. (Education Code 15100)

The bond election may be ordered to occur on any Tuesday, except a Tuesday that is a state holiday or the day before or after a state holiday, is within 45 days before or after a statewide election unless conducted at the same time as the statewide election, or is an established election date pursuant to Elections Code 1000 or 1500. (Education Code 15101)

Bonds shall be sold to raise money for any of the following purposes: (Education Code 15100)

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity
5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds
7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans
8. Carrying out sewer or drain projects or purposes authorized in Education Code 17577
9. Purchasing school buses with a useful life of at least 20 years
10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and

voted upon as a single proposition by order of the Board and entered into the minutes. (Education Code 15100)

The Board may appoint a citizens' oversight committee to review and report to the Board and the public as to whether the expenditure of bond revenues complies with the intended purposes of the bond.

Certificate of Results

If the certificate of election results received by the Board shows that the appropriate majority of the voters is in favor of issuing the bonds, the Board shall record that fact in its minutes. The Board shall then certify to the County Board of Supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274)

Resolutions Regarding Sale of Bonds

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass a resolution directing the issuance and sale of bonds. In accordance with law, the resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable. (Education Code 15140; Government Code 53508.6)

In passing the resolution, the Board shall consider each available funding instrument, including, but not limited to, the costs associated with each and their relative suitability for the project to be financed.

Prior to the sale of bonds, the Board shall disclose, as an agenda item at a public meeting, either in the bond issuance resolution or a separate resolution, **available funding instruments, the costs and suitability of each**, and all of the following information: (Education Code 15146; Government Code 53508.9)

1. Express approval of the method of sale (i.e., competitive, negotiated, or hybrid)
2. Statement of the reasons for the method of sale selected
3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected
4. Estimates of the costs associated with the bond issuance, including, but not limited to, bond counsel and financial advisor fees, printing costs, rating agency fees, underwriting fees, and other miscellaneous costs and expenses of issuing the bonds

When the sale involves bonds that allow for the compounding of interest, such as a capital

appreciation bond (CAB), items #1-4 above and the financing term and time of maturity, repayment ratio, and the estimated change in the assessed value of taxable property within the county/district over the term of the bonds shall be included in the resolution to be adopted by the Board. The resolution shall be publicly noticed on at least two consecutive meeting agendas, first as an information item and second as an action item. The agendas shall identify that bonds that allow for the compounding of interest are proposed. (Education Code 15146)

Prior to adopting a resolution for the sale of bonds that allow for the compounding of interest, the Board shall be presented with the following: (Education Code 15146)

- 1. An analysis containing the total overall cost of the bonds that allow for the compounding of interest**
- 2. A comparison to the overall cost of current interest bonds**
- 3. The reason bonds that allow for the compounding of interest are being recommended**
- 4. A copy of the disclosure made by the underwriter in compliance with Rule G-17 adopted by the federal Municipal Securities Rulemaking Board**

After the sale, the Board shall be presented with the actual issuance cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146; Government Code 53509.5)

Bond Anticipation Notes

Whenever the Board determines that it is in the best interest of the county/district, it may, by resolution, issue a bond anticipation note, on a negotiated or competitive-bid basis, to raise funds that shall be used only for a purpose authorized by a bond that has been approved by the voters of the county/district in accordance with law. (Education Code 15150)

Payment of principal and interest on any bond anticipation note shall be made at note maturity, not to exceed five years, from the proceeds derived from the sale of the bond in anticipation of which that note was originally issued or from any other source lawfully available for that purpose, including state grants. Interest payments may also be made from such sources. However, interest payments may be made periodically and prior to note maturity from an increased property tax if the following conditions are met: (Education Code 15150)

1. A resolution of the Board authorizes the property tax for that purpose.
2. The principal amount of the bond anticipation note does not exceed the remaining principal amount of the authorized but unissued bonds.

A bond anticipation note may be issued only if the tax rate levied to pay interest on the note would not cause the county/district to exceed the tax rate limitation set forth in Education Code 15268 or 15270, as applicable.

Legal Reference:

EDUCATION CODE

7054 Use of district property, campaign purposes
 15100-15254 Bonds for school districts and community college districts
 15264-15288 Strict Accountability in Local School Construction Bonds Act of 2000
 17577 Sewers and drains
 47614 Charter school facilities

ELECTIONS CODE

324 General election
 328 Local election
 341 Primary election
 348 Regular election
 356 Special election
 357 Statewide election
 1302 School district election
 15372 Elections official certificate

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers
 1125-1129 Incompatible activities
 8855 California Debt and Investment Advisory Commission
 53506-53509.5 General obligation bonds
 53580-53595.5 Bonds
 54952 Definition of legislative body, Brown Act

CALIFORNIA CONSTITUTION

Article 13A, Section 1 Tax limitation
 Article 16, Section 18 Debt limit

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District
 (2006) 139 Cal.App.4th 1356

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 46 (2005)
 87 Ops.Cal.Atty.Gen. 157 (2004)

Management Resources:

CSBA PUBLICATIONS

Bond Sales - Questions and Considerations for Districts, Governance Brief, December 2012
 Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011

WEB SITES

CSBA: <http://www.csba.org>
 California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>
 California Department of Education: <http://www.cde.ca.gov>
 California Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

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

Policy

adopted: April 10, 2007
 revised: August 14, 2012
 revised: May 13, 2013
 revised: April 18, 2014

Loyalton, California