

# BLACK OAK MINE UNIFIED SCHOOL DISTRICT



April 20, 2017

## MEETING OF THE BOARD OF TRUSTEES

Black Oak Mine Unified School District will provide a safe learning environment that challenges all students to achieve academic, excellence, develop their creative potential, and acquire marketable, career, technical, and personal skills.

### Superintendent

Jeremy Meyers, Superintendent

### Board of Trustees

Jeff Burch  
Bill Drescher  
Darcy Knight  
Joe Scroggins  
Ronnie Ebitson

### Student Representative to the Board

Kealey Widmann

**BLACK OAK MINE UNIFIED SCHOOL DISTRICT  
6540 WENTWORTH SPRINGS ROAD  
GEORGETOWN, CALIFORNIA**

**Black Oak Mine Unified School District will provide a safe learning environment that challenges all students to achieve academic excellence, develop their creative potential, and acquire marketable, career, technical, and personal skills.**

**REGULAR MEETING OF THE BOARD OF TRUSTEES**

**DATE:** April 20, 2017  
**TIME:** 5:30 P.M. (Closed)  
7:00 P.M. (Open)  
**LOCATION:** 6540 Wentworth Springs Road  
Georgetown, CA

Visitors are always welcome at meetings of the Board of Trustees and their suggestions and comments are encouraged. Those wishing to address the Board may do so when the item on the agenda is taken up, prior to action being taken by the Board, or under "Communications". Pursuant to Board Bylaw 9323, at the time of Oral Communications, the Board President will enforce a three minute time limit and will advise the public. With Board consent, the President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. The agenda packet for this public meeting, as well as agenda documents distributed less than 72 hours prior to this meeting, are available for review at the Black Oak Mine Unified School District Office at the above address. If you are an individual with a disability and need an accommodation, please contact the District Office at 333-8300 at least 48 hours in advance. The Board meetings are taped by the District Office and the tape recordings are destroyed after 30 days. Black Oak Mine Unified School District adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent, (530)333-8300. All efforts will be made for reasonable accommodations.

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**AGENDA**

- 1.0 CALL TO ORDER - OPEN SESSION -5:30 P.M.
- 2.0 PUBLIC COMMENT ON CLOSED SESSION AGENDA
- 3.0 CLOSED SESSION TOPICS
  - The Board of Trustees will review matters pertaining to the following topics as necessary and will announce in public prior to going into Closed Session which topics will be considered in that Closed Session.
  - 3.1 Confidential Student Matter - Interdistrict Appeal Hearing Students #003-17 & #004-17
  - 3.2 Confidential Student Matter - Interdistrict Appeal Hearing Students #005-17 & #006-17
  - 3.3 Confidential Student Matter - Interdistrict Appeal Hearing Student #007-17
  - 3.4 Confidential Student Matter - Interdistrict Appeal Hearing Student #008-17
  - 3.5 Confidential Student Matter - Stipulated Expulsion Student #2-17
  - 3.6 Personnel Matter-Letters of Resignation for Retirement, American River Charter School, Instructional Aide and Golden Sierra, Workability Clerk
  - 3.7 Personnel Matter-Letter of Resignation for Retirement, American River Charter School, Teacher
  - 3.8 Personnel Matter-Letter of Resignation, Special Education Teacher
  - 3.9 Public Employment- Northside School, Instructional Aide
  - 3.10 Conference with Labor Negotiators, Mr. Jeremy Meyers, Superintendent and Mrs. Shelly King, Personnel Services Coordinator, Regarding Labor Negotiations with

the Black Oak Mine Teachers Association, the California School Employees Association, Gold Chain Chapter #660, Administration, Classified Management and Confidential Employees

- 3.11 Public Employee Performance Evaluation – Superintendent
- 4.0 OPEN SESSION - 7:00 P.M.  
The Board of Trustees will reconvene in open session.
- 5.0 DISCLOSURE OF ACTION TAKEN, IF ANY, IN CLOSED SESSION
- 6.0 PLEDGE OF ALLEGIANCE
- 7.0 ADOPTION OF THE AGENDA  
The Board may act upon an item of business not appearing on the posted agenda if, first, the Board publicly identifies the item, and second, one of the following occurs:
- 7.1 The Board, by majority vote of the full Board, decides that an emergency exists, as defined in Govt. Code Section 54956.5;
- 7.2 Upon a decision by a 2/3 vote of the Board members present at the meeting, or if less than 2/3 of the Board members are present, a unanimous vote of those present decides, that there is a need to act immediately and that the need to take action came to the District's attention after the agenda was posted; or
- 7.3 The item was on the agenda of a prior meeting of the Board occurring not more than five calendar days prior to the date of this meeting, and at the prior meeting the item was continued to this meeting.
- M \_\_\_\_\_ S \_\_\_\_\_ V \_\_\_\_\_
- 8.0 BOARD RECOGNITIONS-7:05 P. M.  
Northside School  
Facilities, Maintenance, Operations & Transportation
- 9.0 COMMUNICATIONS – 7:20 P.M.
- 9.1 Written Communications
- 9.2 Oral Communications – Members of the public may address the Board on any items of interest to the public that are within the subject matter jurisdiction of the Board, but are not on the agenda or are on the consent agenda. Each person who addresses the Board must first be recognized by the presiding officer and then give his/her name. Comments must be directed to the Board as a whole and not to individual members or District employees. Individual speakers will be allowed three (3) minutes to address the Board. However, the Board shall not act upon, respond to, or comment on the merits of any item presented during the Oral Communications, although the Board may ask clarifying questions of the presenter or refer the presenter to a District procedure if appropriate. (Government Code Sections 54954.2 and 54954.3) This is also the time to address any items on the consent agenda.
- 10.0 EXCELLENCE IN EDUCATION – 7:30 P.M.  
Eagle Scout
- 11.0 STUDENT REPRESENTATIVE TO THE BOARD REPORT – 7:35 P.M.
- 12.0 B.O.M.T.A. REPORT – 7:40 P.M.
- 13.0 C.S.E.A. REPORT – 7:45 P.M.
- 14.0 FMOTC REPORT – 7:50 P.M.

15.0 CBO REPORT – 8:00 P.M.

16.0 SITE ADMINISTRATORS REPORT – 8:05 P.M.

17.0 SUPERINTENDENT’S REPORT – 8:15 P.M.

18.0 INFORMATION & DISCUSSION – 8:25 P.M.

18.1 District Priorities (One Time Expenditure Plan) (Page 1)

EXPLANATION: Mr. Jeremy Meyers will provide the Board of Trustees with a look at a possible one time expenditure plan for advancement in Technology for all sites in the District.

18.2 Drug Free Communities Support Program (Page 3)

EXPLANATION: Ms. Lucy Oliveira, Ms. Carolyn Barla and Ms. Kim Taylor will give an annual update to the Board of Trustees on Drug Free Divide (Drug Free Communities Support Program).

18.3 CSBA Board Policy Updates (Pages 5-54)

EXPLANATION: The Board of Trustees will review the following CSBA updated/revised Board Policies.

18.4 Williams Uniform Complaint Quarterly Report (Pages 55-56)

EXPLANATION: As required by Education Code 35186, the quarterly report of complaints received pursuant to the Williams Uniform Complaint Quarterly Report is provided to the Board of Trustees.

19.0 NEW BUSINESS – 8:35 P. M.

19.1 7-10 English Language Arts Material (Pages 57-58)

RECOMMENDATION: It is recommended that the Board of Trustees consider adopting the 7-10 English Language Arts Materials as recommended by the Curriculum Council and the District Leadership Team.

M \_\_\_\_\_ S \_\_\_\_\_ V \_\_\_\_\_

19.2 Board Meeting Minutes (Page 59)

RECOMMENDATION: It is recommended that the Board of Trustees consider approving the minutes from the Special Board Meeting on April 6, 2017.

M \_\_\_\_\_ S \_\_\_\_\_ V \_\_\_\_\_

20.0 CONSENT AGENDA – 8:45 P.M.

M \_\_\_\_\_ S \_\_\_\_\_ V \_\_\_\_\_

20.1 Health Specialist Revised Job Description and Salary Schedule (Pages 61-63)

RECOMMENDATION: It is recommended that the Board of Trustees consider approving the revised job description and salary schedule for the Health Specialist.

- 20.2 Board Meeting Minutes (Pages 65-66)
- RECOMMENDATION: It is recommended that the Board of Trustees consider taking action to approve the minutes from the Regular Board Meeting on March 9, 2017.
- 20.3 Purchase Orders, Warrants, Bids and Quotes (Page 67)
- RECOMMENDATION: It is recommended that 2016-17 fiscal year Batch numbers 7063-7070 dated March 9 to March 29, 2017, General Fund, Charter School Fund, Cafeteria Fund, Building Fund, and School Facilities Fund, for a total of \$257,414.12 be approved.
- 20.4 Field Trip (Pages 69-72)
- RECOMMENDATION: It is recommended that the Board of Trustees consider taking action to approve the overnight Field Trip(s).
- 20.5 Gifts (Pages 73-80)
- RECOMMENDATION: It is recommended that the Board of Trustees consider taking action to accept the gifts donated to Black Oak Mine Unified School District.
- 20.6 Gifts-Rhonda Phillips Scholarship Funds (Page 81)
- RECOMMENDATION: It is recommended that the Board of Trustees consider taking action to accept the gifts donated to Rhonda Phillips Scholarship Fund.
- 21.0 REPORTS OF THE BOARD OF TRUSTEES – 8:55 P.M.
- 22.0 FUTURE MEETINGS  
Special meeting of the Board is Thursday, May 11, 2017 at 6:00 P.M. @ ARCS  
Regular meeting of the Board is Thursday, May 18, 2017 at 7:00 P.M.
- 23.0 CLOSED SESSION  
The Board will continue review of matters specified under agenda item 3.0 as required.
- 24.0 ADJOURNMENT

## BLACK OAK MINE UNIFIED SCHOOL DISTRICT

AGENDA ITEM: 18.1 District Priorities (One time Expenditure Plan)

MEETING DATE: April 20, 2017

FROM: Mr. Jeremy Meyers, Superintendent

EXPLANATION: Per Board Request, Mr. Jeremy Meyers will provide the Board of Trustees with a look at a possible one time expenditure plan for advancements in instructional materials and instructional technology for all sites in the District.

BACKGROUND: At the March 9, 2017 Board Meeting, the Board of Trustees ask for a one time expenditure plan for the advancement in technology for Black Oak Mine Unified School District.



## BLACK OAK MINE UNIFIED SCHOOL DISTRICT

AGENDA ITEM: 18.2 Drug Free Communities Support Program

MEETING DATE: April 20, 2017

FROM: Mr. Jeremy Meyers, Superintendent

EXPLANATION: Ms. Lucy Oliveira, Ms. Carolyn Barla, and Ms. Kim Taylor will give an annual update to the Board of Trustees on the Drug Free Communities Support Program (Drug Free Divide).

BACKGROUND: On September 10, 2009 the Board of Trustees accepted a five year grant in the amount of \$125,000.00 from the Drug Free Communities Support Program. This grant provides resources to deal with the continuing issues some of our students have with alcohol, tobacco, and other drug use. This grant allows the district to provide accessible, quality youth opportunities, strengthen school and community norms around underage use, and increase both the skills and commitment of community organizations and individuals to address youth substance use issues.





# BLACK OAK MINE UNIFIED SCHOOL DISTRICT

AGENDA ITEM: 18.3 CSBA Board Policy and Bylaw Updates/Revisions

MEETING DATE: April 20, 2017

FROM: Mr. Jeremy Meyers, Superintendent

EXPLANATION: The Board of Trustees will review the following CSBA updated/revised Board Policies and/or Bylaws:

BACKGROUND: BP 0460 Local Control and Accountability Plan Policy updated to reflect NEW LAW (Proposition 58, 2016) which requires the local control and accountability plan (LCAP) development process to include solicitation of parent/guardian and community input on effective and appropriate instructional methods, including language acquisition programs. Policy also reflects the State Board of Education's (SBE) adoption of evaluation rubrics (the "California School Dashboard") that will assist districts in evaluating progress toward their LCAP goals.

BP 3260 Fees and Charges Policy reorganized and updated to reflect a California Department of Education (CDE) management advisory regarding the prohibition against requiring parent/guardian volunteer hours or payment as a condition of the student's enrollment or participation in educational activities. Regulation updated to reflect NEW LAW (AB 2615, 2016) which permits districts to charge a fee for participation in After School Education and Safety (ASES) programs, 21st Century Community Learning Center (21st CCLC) programs, and 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program, as long as the fee is waived or reduced for low-income families and, effective July 1, 2017, the fee is not charged for a homeless or foster youth. Regulation also clarifies the permissibility of charging a fee for in-state field trips in accordance with CDE's interpretation of law, provided that no student is prevented from participating based on a lack of funds.

BP 5111 Admission Policy updated and released on GAMUT in February, in conjunction with new CSBA Legal Guidance, to clarify that, under state compulsory education laws and the U.S. Supreme Court decision in Plyler v. Doe, students cannot be denied a free public education on the basis of their citizenship or immigration status, including their status as undocumented children. Policy includes direction not to inquire into a student's citizenship or immigration status nor deny enrollment on the basis of citizenship or immigration status. Policy also reflects NEW LAW (AB 2308, 2016) which extends the requirement that the district's enrollment forms include an informational item about affordable health care options and available enrollment assistance through the 2020-21

school year.

BP 5111.1 District Residency Policy updated and released on GAMUT in February, in conjunction with new CSBA Legal Guidance, to clarify that, under state compulsory education laws and the U.S. Supreme Court decision in *Plyler v. Doe*, districts cannot deny enrollment on the basis of citizenship or immigration status and therefore should not request visas, passports, or other documentation that would discourage undocumented children from enrolling in school.

BP 5113 Absences and Excuses Policy updated to reflect the requirement for a board resolution approving reasonable methods by which students can verify absences due to illness or quarantine. Policy also deletes section on "Effect of Absence on Grades/Credits," as that material is covered in BP/AR 5121 - Grades/Evaluation of Student Achievement and BP 6154 - Homework/Makeup Work. Regulation updated to reflect NEW LAW (AB 1593, 2016) which provides that a student's attendance at his/her own naturalization ceremony constitutes an excused absence. Regulation also includes parent notification requirement formerly in BP, and adds notifications that a student may be excused for religious exercises or instruction and that a student's grade will not be lowered following an excused absence provided that missed schoolwork is completed within a reasonable period of time.

BP 5148.2 Before/After School Programs Policy updated to reflect NEW LAW (AB 2615, 2016) which permits districts to charge a family fee for participation in an ASES, 21st CCLC, or ASSETs program, as long as the fee is waived or reduced for low-income families and, effective July 1, 2017, the fee is not charged for a homeless or foster youth. Policy also links program content with goals in the district's LCAP, and includes material formerly in AR related to priorities for establishing district programs consistent with state and federal priorities for funding programs. Regulation also reflects provisions of AB 2615 which require first priority for enrollment, beginning July 1, 2017, to be given to students identified as homeless or foster youth and require ASSETs programs to provide for access to computers and technology.

BP 6111 School Calendar Policy updated to clarify that a district must offer a minimum of 175 instructional days per school year until it meets or exceeds its funding target under the local control funding formula, at which time the minimum required number of instructional days is 180. Policy also adds reference to the requirement for a minimum of 163 instructional days per year for multitrack year-round schools.

BP 6142.2 World/Foreign Language Instruction Policy and regulation updated to reflect NEW LAW (Proposition 58, 2016) which authorizes the establishment of dual-language immersion programs that provide integrated language learning and academic instruction for English learners and native speakers of English. Policy also reflects NEW LAW (AB 2290, 2016) which requires the SBE to consider revisions to the state content standards for world languages by March 31, 2019. Regulation reflects provisions of Proposition 58 which (1) delete the requirement that a parent/guardian request a waiver of structured English immersion instruction so that an English learner may participate in a dual-language immersion program, (2) require dual-language immersion programs in grades K-3 to meet class size requirements, and (3) require a parental notice with information on the district's dual-language and other language acquisition programs.

BP 6144 Controversial Issues Policy updated to provide that parents/guardians may be given an opportunity to opt out of instruction on controversial issues only when required by law, not at the discretion of a teacher or administrator. Policy also clarifies the district's right to limit teacher expressions of personal opinion when teachers are in the classroom and therefore acting on behalf of the district.

BP 6174 Education for English Language Learners Policy revised to reflect NEW LAW (Proposition 58) which authorizes parents/guardians to select a language acquisition program that best suits their child and eliminates the requirement for parents/guardians to request a waiver from the district if they want to enroll their child in a program other than a structured English immersion program. Policy reflects provisions of Proposition 58 that require districts to (1) offer, at a minimum, a structured English immersion program; (2) seek parent/guardian and community input on language acquisition programs during development of the district's LCAP; and (3) to the extent possible, offer a language acquisition program requested by parents/guardians of 30 or more students at a school or 20 or more students in any grade level at the school. Policy and regulation also reflect revisions in Title III English learner programs, including renumbering of accountability requirements and changes in the required parental notification, pursuant to the Every Student Succeeds Act. Title of policy and regulation updated to reflect current terminology. Exhibit deleted as districts no longer need a sample form for the parental exception waiver.

BP 6176 Weekend/Saturday Classes Policy updated to reflect NEW LAW (AB 2659, 2016) which authorizes makeup classes for any type of absence, including excused absences, to be offered during the weekend. Policy also adds material regarding the circumstances under which teachers cannot be assigned to work on a weekend.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of district practices.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

The Board shall adopt a district wide local control and accountability plan (LCAP), following the template provided in 5CCR 15497.5, that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060; 5 CCR 15497.5)

*(cf. 3100 – Budget)*

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" and other underperforming students.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth and are counted only once for purposes of the local control funding formula. (Education Code 42238.02)

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

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6174 - Education for English Language Learners)*

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

*(cf. 0420 - School Plans/Site Councils)*

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

*(cf. 0400 - Comprehensive Plans)*

*(cf. 0440 - District Technology Plan)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5030 - Student Wellness)*

*(cf. 6171 - Title I Programs)*

*(cf. 7110 - Facilities Master Plan)*

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN**

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

*(cf. 1312.3 - Uniform Complaint Procedures)*

### **Plan Development**

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the numbers of students in various student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 4140/4240/4340 - Bargaining Units)*

*(cf. 6020 - Parent Involvement)*

### **Public Review and Input**

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include at least one parent/guardian of unduplicated students as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP ~~or the annual update~~ to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN**

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

*(cf. 5145.6 – Parental Notifications)*

**[As part of the parent and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)]**

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

*(cf. 9320 - Meetings and Notices)*

### **Adoption of the Plan**

Prior to adopting the district budget, but at the same public meeting, the Board shall adopt the LCAP. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

### **Submission of Plan to County Superintendent of Schools**

Not later than five days after adoption of the LCAP, the Board shall file the LCAP with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

### **Monitoring Progress**

## LOCAL CONTROL AND ACCOUNTABILITY PLAN

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. **[Evaluation shall include, but not be limited to, an assessment of district and school performance based on evaluation rubrics adopted by the State Board of Education pursuant to Education Code 52064.5.]** Evaluation data shall be used to recommend any necessary revisions to the LCAP.

*(cf. 0500 - Accountability)*

### Technical Assistance/Intervention

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the district's goals
2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP
2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement



## LOCAL CONTROL AND ACCOUNTABILITY PLAN

### *Legal Reference:*

#### EDUCATION CODE

305-306 English language education  
17002 State School Building Lease-Purchase Law, including definition of good repair  
[33430-33436 Learning Communities for School Success Program; grants for LCAP implementation]  
41020 Audits  
42127 Public hearing on budget adoption  
42238.01-42238.07 Local control funding formula  
44258.9 County superintendent review of teacher assignment  
48985 Parental notices in languages other than English  
51210 Course of study for grades 1-6  
51220 Course of study for grades 7-12  
52052 Academic Performance Index; numerically significant student subgroups  
52060-52077 Local control and accountability plan  
52302 Regional occupational centers and programs  
52372.5 Linked learning pilot program  
54692 Partnership academies  
60119 Sufficiency of textbooks and instructional materials; hearing and resolution  
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission  
60811.3 Assessment of language development  
64001 Single plan for student achievement  
99300-99301 Early Assessment Program  
CODE OF REGULATIONS, TITLE 5  
15494-15497.5 Local control and accountability plan and spending requirements  
UNITED STATES CODE, TITLE 20  
6312 Local educational agency plan  
6826 Title III funds, local plans

### *Management Resources:*

#### CSBA PUBLICATIONS

[Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016]  
[LCFF Rubrics, Issue 1: What boards Need to Know About the New Rubrics, Governance Brief rev. October 2016]  
~~Impact of Local Control Funding Formula on Board Policies, November 2013~~  
~~Local Control Funding Formula 2013, Governance Brief, August 2013~~  
~~State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013~~  
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual  
[Every Student Succeeds Act – Update #6, January 18, 2017]  
[LCFF Frequently Asked Questions]

#### WEB SITES

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

Policy  
adopted:

**BLACK OAK MINE UNIFIED SCHOOL DISTRICT**  
Georgetown, California

## FEES AND CHARGES

The Board of Trustees recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the district's educational program are made available to them at no cost.

No student shall be required to pay a fee, deposit, or other charge for his/her participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. (Education Code 49010, 49011; 5 CCR 350)

*(cf. 3100 – Budget)*

*(cf. 6145 – Extracurricular and Cocurricular Activities)*

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. When approving such fees, deposits, or charges, establishing fee schedules, or determining whether waivers or exceptions should be granted, the Board shall consider relevant data, including the socio-economic conditions of district students' families and their ability to pay.

*(cf. 3250 - Transportation Fees)*

*(cf. 3515.4 - Recovery for Property Loss or Damage)*

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

*(cf. 5143 - Insurance)*

*(cf. 9323.2 - Actions by the Board)*

The prohibition against student fees shall not restrict the district from soliciting for ~~voluntary~~ donations, participating in fundraising activities, and providing prizes or other recognition for participants in such activities and events. **[The Superintendent or designee shall emphasize that participation of students, parents/guardians, district employees, volunteers, or educational or civic organizations in such activities and events is voluntary.]** However, ~~[T]he~~ district shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student and shall not remove, or threaten to remove, from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

*(cf. 1321 - Solicitation of Funds from and by Students)*

*(cf. 3290 - Gifts, Grants and Bequests)*

Whenever district employees, volunteers, students, parents/guardians, or educational or civic organizations participate in such events or activities, the Superintendent or designee shall emphasize that participation in the event or activity is voluntary.

## Complaints

A complaint alleging district noncompliance with prohibition against requiring student fees, deposits, or other charges shall be filed in accordance with the district's procedures in BP/AP 1312.3 – Uniform Complaint Procedures. (Education Code 49013)

*(cf. 1312.3 – Uniform Complaint Procedures)*

**FEES AND CHARGES (continued)**

If, upon investigation, the district finds merit in the complaint, the Superintendent or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all affected students and parents/guardian in accordance with 5 CCR 4600.

Information related to the prohibition against requiring students to pay fees for participation in an educational activity shall be included in the district's annual notification required to be provided to all students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 49013)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)  
(cf. 5145.6 - Parental Notifications)

The Superintendent or designee may provide additional information or professional development opportunities to administrators, teachers, and other personnel regarding permissible fees.

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

**Legal Reference:****EDUCATION CODE**

8239 Preschool and wraparound child care services  
8250 Child care and development services for children with disabilities  
8263 Child care eligibility  
**[8422 21<sup>st</sup> Century High School after School Safety and Enrichment for Teens programs]**  
8482.6 After School Education and Safety programs  
8760-8774 Outdoor science and conservation programs  
17453.1 District sale or lease of Internet appliances or personal computers to students or parents  
17551 Property fabricated by students  
19910-19911 Offenses against libraries  
32033 Eye protective devices  
32221 Insurance for athletic team member  
32390 Fingerprinting program  
35330-35332 Excursions and field trips  
35335 School camp programs  
38080-38085 Cafeteria establishment and use  
38119 Lease of personal property; caps and gowns  
38120 Use of school band equipment on excursions to foreign countries  
39801.5 Transportation for adults  
39807.5 Payment of transportation costs  
39837 Transportation of students to places of summer employment  
48050 Residents of adjoining states  
48052 Tuition for foreign residents  
48904 Liability of parent or guardian  
49010-49013 Student fees  
49065 Charge for copies  
49066 Grades, effect of physical education class apparel  
49091.14 Prospectus of school curriculum  
51810-51815 Community service classes  
52612 Tuition for adult classes

**FEES AND CHARGES (continued)**

52613 Nonimmigrant aliens  
 56504 School records; students with disabilities  
 60410 Students in classes for adults

GOVERNMENT CODE

6253 Request for copy; fee

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 8

1184 Foreign Students

COURT DECISIONS

Driving School Assn of CA v. San Mateo Union HSD (1993) 11 Cal. App. 4th 1513

Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251

Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739

Hartzell v. Connell (1984) 35 Cal. 3d 899

CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738

Management Resources:CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

**[Pupil Fees: Damage to School Property, Fiscal Management Advisory 16-01, September 16, 2016]**

**[Pupil Fees: Parent Service Hours, Fiscal Management Advisory 15-01, January 20, 2015]**

*Pupil Fees: Deposits, and Other Charges: Cap and Gown for High School Graduation Ceremony, Addendum to Fiscal Management Advisory 12-02, October 4, 2013*

*Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013*

WEB SITES

**[CSBA: <http://www.csba.org>]**

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

CDE: <http://www.cde.ca.gov>

Policy  
 adopted:

**BLACK OAK MINE UNIFIED SCHOOL DISTRICT**  
 Georgetown, California

**ADMISSION**

The **[Governing]** Board of ~~Trustees~~ encourages the enrollment and appropriate placement of all school-aged children in school. The Superintendent or designee shall inform parents/guardians of students entering a district school at any grade level about admission requirements and shall assist them with enrollment procedures.

Before enrolling any child in a district school, the Superintendent or designee shall verify the child's age, residency, immunization, and other applicable eligibility criteria specified in law, the accompanying administrative regulation, or other applicable Board policies or administrative regulation.

*(cf. 5111.1 - District Residency)*

*(cf. ~~5111.12 - Residency Based on Parent/Guardian Employment~~)*

*(cf. 5125 - Student Records)*

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.31 - Immunizations)*

*(cf. 5141.32 - Health Screening for School Entry)*

The Superintendent or designee shall ensure that the enrollment of a homeless or foster child or a child of a military family is not delayed because of outstanding fees or fines owed to the child's last school or for his/her inability to produce previous academic, medical, or other records normally required for enrollment.

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education of Children of Military Families)*

In addition, no child shall be denied enrollment in a district school solely on the basis of his/her arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other contact with the juvenile justice system. (Education Code 48645.5)

*(cf. 5119 - Students Expelled from Other Districts)*

*[cf. 6173.3- Education for Juvenile Court School Students)]*

**[The Superintendent or designee shall not inquire into or request documentation of a student's citizenship or immigration status, and shall not deny a student enrollment in a district school on the basis of the citizenship or immigration status of the student or his/her parent/guardians. Any information obtained about a student's or parent/guardian's citizenship or immigration status shall not be shared without parent/guardian consent or a lawful judicial order, in accordance with laws pertaining to the confidentiality of student records.]**

*Cf. 0410 – Nondiscrimination in District Programs and Activities)*

*Cf. 5145.3 – Nondiscrimination/Harassment)]*

**ADMISSION** (continued)

**[A student shall not be denied enrollment based on the parent/guardian's refusal to provide the student's or parent/guardian's social security number. During the enrollment process, students and parents/guardians shall be informed that disclosure of their social security number is voluntary. (5 USC 552a Note)]**

When enrolling in any district school, including a school in their attendance area children whose parents/guardians reside within district boundaries shall be subject to the timelines established by the Board for open enrollment. Children whose parents/guardians do not reside within the district or who are not otherwise eligible for enrollment in the district may apply for interdistrict attendance in accordance with the timelines specified in applicable Board policies and administrative regulations.

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5118 - Open Enrollment Act Transfers)*

The district's enrollment application shall include information about the health care options and enrollment assistance available to families within the district. The district shall not discriminate against any child for not having health care coverage and shall not use any information relating to a child's health care coverage or his/her interest in learning about health care coverage in any manner that would harm the child or his/her family. (Education Code 49452.9)

~~*(cf. 0410—Nondiscrimination in District Programs and Activities)*~~

*Legal Reference: see next page*

**ADMISSION (continued)***Legal Reference:*EDUCATION CODE

46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten

46600 Agreements for admission of students desiring interdistrict attendance

48000 Minimum age of admission (kindergarten)

48002 Evidence of minimum age required to enter kindergarten or first grade

48010 Minimum age of admission (first grade)

48011 Admission from kindergarten or other school; minimum age

48050-48053 Nonresidents

48200 Children between ages of 6 and 18 years (compulsory full-time education)

48350-48361 Open Enrollment Act

48850-48859 Educational placement of foster youth

**[48645.5 Enrollment of former juvenile court school students]**

49076 Access to records by persons without written consent or under judicial order

49408 Information of use in emergencies

49452.9 Health care coverage options and enrollment assistance

49700-49704 Education of children of military families

HEALTH AND SAFETY CODE

120325-120380 Education and child care facility immunization requirements

121475-121520 Tuberculosis tests for students

CODE OF REGULATIONS, TITLE 5

200 Promotion from kindergarten to first grade

201 Admission to high school

CODE OF REGULATIONS, TITLE 17

6000-6075 School attendance immunization requirements

**[552a Note Refusal to disclose social security number]**

UNITED STATES CODE, TITLE 42

11431-11435 McKinney Homeless Assistance Act

[COURT DECISIONS]

**[Plyler v. Doe, 457 U.S. 202 (1982)]**

*Management Resources:***[CSBA PUBLICATIONS]**

**[Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017]**

**[U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS JOINT PUBLICATIONS]**

**[Fact Sheet: Information on the Rights of All Children to Enroll in School]**

**[Dear Colleague Letter: School Enrollment Procedures, May 8, 2014]**

**OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

~~Dear Colleague Letter, May 6, 2011~~

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights,: <http://www2.ed.gov/about/offices/list/ocr>

**[U.S. Department of Justice: <http://www.justice.gov>]**

Policy  
adopted:

**BLACK OAK MINE UNIFIED SCHOOL DISTRICT**  
Georgetown, California

**DISTRICT RESIDENCY**

The **[Governing]** Board ~~of Trustees~~ desires to admit all students who reside within district boundaries or who fulfill the district residency requirements through other means as allowed by law. The Superintendent or designee shall develop procedures to facilitate the receipt and verification of students' proof of residency.

*(cf. 5116 - School Attendance Boundaries)*

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5145.6 - Parental Notifications)*

The Superintendent or designee shall require parents/guardians to provide documentation of the student's residency upon admission to a district school. A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record. (5 CCR 432)

*(cf. 5111 - Admission)*

*(cf. 5125 - Student Records)*

When establishing a student's residency for enrollment purposes, the Superintendent or designee shall not inquire into a student's citizenship or immigration status.

A student's enrollment may be denied when the submitted documentation is insufficient to establish district residency. In any such case, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

**Investigation of Residency**

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. (Education Code 48204.1, 48204.2)

The Superintendent or designee may assign a trained district employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.



**DISTRICT RESIDENCY (continued)**

If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the district. (Education Code 48204.2)

The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view. (Education Code 48204.2)

Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation. (Education Code 48204.2)

**Appeal of Enrollment Denial**

If the Superintendent or designee, upon investigation, determines that a student does not meet district residency requirements and denies the student's enrollment in the district, he/she shall provide the student's parent/guardian an opportunity to appeal that determination. (Education Code 48204.2)

The Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for the district's determination. This notice shall also inform the parent/guardian that he/she may, within 10 school days, appeal the decision and provide new evidence of residency.

The burden shall be on the parent/guardian to show why the district's determination to deny enrollment should be overruled. (Education Code 48204.2)

A student who is currently enrolled in the district shall be allowed to remain in attendance at his/her school pending the results of the appeal. A student who is not currently enrolled in the district shall not be permitted to attend any district school unless his/her appeal is successful.

In an appeal to the Superintendent of a determination that district residency requirements were not met, the Superintendent shall review any evidence provided by the parent/guardian or obtained during the district's investigation and shall make a decision within 10 school days of receipt of the parent/guardian's request for the appeal. The Superintendent's decision shall be final.

**DISTRICT RESIDENCY (continued)**

**Enrollment Not Requiring District Residency**

When approved by the Board and the appropriate agency, the district may enroll students from other countries who are in the United States on an F-1 visa or are participating in an international exchange program under the sponsorship of a government-approved agency.

*(cf. 5111.2 - Nonresident Foreign Students)*

*(cf. 6145.6 - International Exchange)*

The district may enroll a nonresident student living in an adjoining state or foreign country in accordance with Education Code 48050-48052.

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

*(cf. 6178.2 - Regional Occupational Center/Program)*

*Legal Reference: See next page*

## DISTRICT RESIDENCY (continued)

### *Legal Reference:*

#### EDUCATION CODE

220 Prohibition of discrimination  
35160.5 Intradistrict open enrollment  
35351 Assignment of students to particular schools  
46600-46611 Interdistrict attendance permits  
48050-48054 Nonresidents  
48200-48208 Compulsory education law, especially:  
48204 Residency requirements  
48204.1-48204.2 Evidence of residency  
48300-48316 Student attendance alternatives, school district of choice program  
48350-48361 Open Enrollment Act transfers  
48852.7 Education of homeless students; immediate enrollment  
48853.5 Education of foster youth; immediate enrollment  
48980 Notifications at beginning of term  
52317 Regional occupational program, admission of persons including nonresidents

#### FAMILY CODE

6550-6552 Caregivers

#### GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

#### CODE OF REGULATIONS, TITLE 5

432 Retention of student records

#### UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

#### COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

### *Management Resources:*

#### CSBA PUBLICATIONS

[Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017]

Legal Guidance Regarding International Student Exchange Placement Organizations, April 2014

[U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION [OFFICE FOR CIVIL RIGHTS JOINT] PUBLICATIONS

[Fact Sheet:] Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents, 2012

[Dear Colleague Letter: School Enrollment Procedures, May 8, 2014]

#### WEB SITES

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

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

California Secretary of State, Safe at Home Program: <http://www.sos.ca.gov/safeathome>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

[U.S. Department of Justice: <http://www.justice.gov>]

Policy  
adopted:

**BLACK OAK MINE UNIFIED SCHOOL DISTRICT**  
Georgetown, California

**ABSENCES AND EXCUSES**

The **[Governing]** Board of Trustees believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws, and may use appropriate legal means to correct problems of chronic absence or truancy.

*(cf. 5112.1 - Exemptions from Attendance)*

*(cf. 5112.2 - Exclusions from Attendance)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

**[(cf.5121 – Grades/Evaluation of Student Achievement)]**

**[(cf. 6154 Homework/Makeup Work)]**

**Excused Absences**

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, Board policy, and administrative regulations. (Education Code 48205)

~~Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during nonschool hours.~~

~~At the beginning of each school year, the Superintendent or designee shall send a notification to the parents/guardians of all students, and to all students in grades 7-12, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)~~

~~*(cf. 5145.6 – Parental Notifications)*~~

~~Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment.~~

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations. (Education Code 46014)

**[Inasmuch as school attendance and class participation are integral to students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours.]**

**Students shall not be absent from school without their parents/guardians' knowledge or consent, except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.**

**The Board shall, by resolution entered into its minutes, approve reasonable methods that may be used to verify student absences due to illness or quarantine. (5CCR 421)]**

## ABSENCES AND EXCUSES (continued)

### ~~Effect of Absence on Grades/Credits~~

~~If a student's absence is excused under Education Code 48205, he/she shall be allowed to complete any missed assignment or test that can be reasonably given, as determined by the teacher of that class. The student shall be given full credit for the assignment or test if he/she satisfactorily completes the assignment or test within a reasonable period of time. (Education Code 48205)~~

~~A student's grades may be affected by excessive unexcused absences in accordance with Board policy.~~

~~(cf. 5121—Grades/Evaluation of Student Achievement)~~

~~(cf. 6154—Homework/Makeup Work)~~

## ABSENCES AND EXCUSES (continued)

### *Legal Reference:*

#### EDUCATION CODE

1740 *Employment of personnel to supervise attendance (county superintendent)*

~~2550-2558.6 Computation of revenue limits~~

37201 *School month*

37223 *Weekend classes*

41601 *Reports of average daily attendance*

42238-42250.1 *Apportionments*

46000 *Records (attendance)*

46010-46014 *Absences*

46100-46119 *Attendance in kindergarten and elementary schools*

46140-46147 *Attendance in junior high and high schools*

48200-48208 *Children ages 6-18 (compulsory full-time attendance)*

48210-48216 *Exclusions from attendance*

48240-48246 *Supervisors of attendance*

48260-48273 *Truants*

48292 *Filing complaint against parent*

48320-48324 *School attendance review boards*

48340-48341 *Improvement of student attendance*

**[48980 Parental notifications]**

49067 *Unexcused absences as cause of failing grade*

49701 *Provisions of the interstate compact on educational opportunities for military children*

#### ELECTIONS CODE

12302 *Student participation on precinct boards*

#### FAMILY CODE

6920-6929 *Consent by minor*

#### VEHICLE CODE

13202.7 *Driving privileges; minors; suspension or delay for habitual truancy*

#### WELFARE AND INSTITUTIONS CODE

601-601.4 *Habitually truant minors*

11253.5 *Compulsory school attendance*

#### CODE OF REGULATIONS, TITLE 5

306 *Explanation of absence*

420-421 *Record of verification of absence due to illness and other causes*

#### ATTORNEY GENERAL OPINIONS

87 *Ops. Cal. Atty. Gen. 168 (2004)*

66 *Ops. Cal. Atty. Gen. 244 (1983)*

#### COURT DECISIONS

*American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307*

### *Management Resources:*

#### CSBA PUBLICATIONS

*Improving Student Achievement by Addressing Chronic Absence, Policy Brief, December 2010*

#### WEB SITES

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

Policy  
adopted:

**BLACK OAK MINE UNIFIED SCHOOL DISTRICT**  
Georgetown, California

## BEFORE/AFTER SCHOOL PROGRAMS

The ~~[Governing]~~ Board of Trustees desires to provide before-school and/or after-school enrichment programs that support the regular education program **[in a supervised environment.]** ~~and provide safe alternatives for students.~~ In order to increase academic achievement of participating students, the content of such programs shall be aligned **[coordinated]** with the district's vision and goals for student learning, **[local control and accountability plan,]** its curriculum, and ~~district and state~~ academic standards.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

***[(cf. 0460 – Local Control and Accountability Plan)]***

*(cf. 5147 - Dropout Prevention)*

*(cf. 5148 - Child Care and Development)*

*(cf. 6011 - Academic Standards)*

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6177 - Summer School[Learning Program])*

*(cf. 6179 - Supplemental Instruction)*

The district's program shall be planned through a collaborative process that includes parents/guardians, students, representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422, 8482.5)

**[To the extent feasible, the district shall give priority to establishing before-school and/or after-school programs in low-performing schools and/or programs that serve low-income and other at-risk students.]**

*(cf. 1020 - Youth Services)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

*(cf. 6020 - Parent Involvement)*

~~The [Any program to be establish[ed]ment of any program~~ shall be approved by the Board and the principal of each participating school. (Education Code 8421, 8482.3)

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's before-school and/or after-school program possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities. ~~(Education Code 8483.4)~~

*(cf. 1240 – Volunteer Assistance)*

*(cf. 4131 – Staff Development)*

*(cf. 4222 – Teacher Aides/Paraprofessional)*

*(cf. 4231 – Staff Development)*

*(cf. 4331 – Staff Development)*

## BEFORE/AFTER SCHOOL PROGRAMS (continued)

The **[Each]** program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, the program may include support services that reinforce the educational component and promote student health and well-being.

*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 5030 - Student Wellness)*  
*(cf. 5131.6 - Alcohol and Other Drugs)*  
*(cf. 6142.7 Physical Education and Activity)*

A **[family]** fee may be charged to participating families based on the actual cost of services~~], as long as the fee is waived or reduced for families with students who are eligible for free or reduced-price meals. The fee may be waived or subsidized based on economic disadvantage or other critical needs. [(Education Code 8422, 8482.6)]~~

**[In regard to the After School Education and Safety program and/or 21<sup>st</sup> Century Community Learning Center program, no fee shall be charged for a student identified as a homeless or foster youth. (Education Code 8482.6)]**

*[(cf. 3260 - Fees and Charges)*  
*(cf. 3553 - Free and Reduced Price Meals)*  
*(cf. 6173 - Education for Homeless Children)*  
*(cf. 6173.1 - Education for Foster Youth)]*

Eligible students ages 11-12 years shall be placed in a before-school or after-school program, if and when available, rather than subsidized child care and development services. During the time that the before-school or after-school program, does not operate, **[such]** students ~~ages 11-12 years~~ may be provided the option of enrolling in child care and development services in accordance with the priorities established in AR 5148 - Child Care and Development. (Education Code 8263.4)

The Board and the Superintendent or designee shall monitor student participation rates and shall identify measures that shall be used to ~~determine~~ **[evaluate]** program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observation of program activities.

*(cf. 0500 - Accountability)*

Every three years, **[the Superintendent or designee]** ~~the program~~ shall review its **[the]** after-school program~~plan~~, including~~], but not limited to]~~ program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years. ~~(Education Code 8482.3)~~

*(cf. 3580 - district records)*



**BEFORE/AFTER SCHOOL PROGRAMS (continued)**

*Legal Reference:*

EDUCATION CODE

8263 Eligibility and priorities for subsidized child development services

8263.4 Enrollment of students ages 11-12 years

8273.1 Family fees, exemptions

8350-8359.1 Programs for CalWORKS recipients

8360-8370 Personnel qualifications

8420-8428 21st Century After-School Program for Teens

8482-8484.65 After School Education and Safety Program

8484.7-8484.9 21st Century Community Learning Centers

8490-8490.7 Distinguished After School Health Recognition Program

17264 New construction; accommodation of before- and after-school programs

35021.3 After-school physical recreation instructors

45125 Criminal record check

45330 Paraprofessionals; instructional aides

35340-45349 Paraprofessionals; instructional aides

49024 Criminal background check; Activity Supervisor Clearance Certificate

49430-49436 [4] Nutrition standards

**[49540-49546 Child Care Food Program]**

49553 Free or reduced-price meals

**[60851.1 Suspension of high school exit examination]**

69530-69547.9 Cal Grant program

UNITED STATES CODE, TITLE 20

**[6311 State plans]**

6314 Title I schoolwide programs

6319 Program improvement

7171-7176 21st Century community learning centers

UNITED STATES CODE, TITLE 42

1766-1766a Child and Adult Care Food Program

**[11434a Education for homeless children and youths]**

CODE OF FEDERAL REGULATIONS, TITLE 7

226.17 **[Child care center] [n]Nutrition standards**

*Management Resources: see next page*

## BEFORE/AFTER SCHOOL PROGRAMS (continued)

### *Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

[Quality Program Improvement Plan for Expanded Learning Programs in California 2016-17, November 2016]

Request for Application for Programs Proposing to Serve High School Students, September 2016

A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014

Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, 2014

21<sup>st</sup> Century High school After School Safety and Enrichment for Teens Program Frequently Asked Questions, March 2012

California After School Physical Activity Guidelines, 2009

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

21<sup>st</sup> Century Community Learning Centers, Nonregulatory Guidance, February 2003

### WEB SITES

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

California Department of Education, Before and After School

<http://www.cde.ca.gov/ls/ba>

California Healthy Kids Survey: <https://chks.wested.org>

California School-Age Consortium: <http://calsac.org>

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

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

U.S. Department of Agriculture: <http://www.fns.usda.gov/cnd/care/afterschool.htm>

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

## SCHOOL CALENDAR

For each district school, the **[Governing]** Board of ~~Trustees~~ shall adopt a school calendar that meets the requirements of law as well as the needs of the community, students, and the work year as negotiated with the district's employee organization(s). As appropriate, the Superintendent or designee shall ensure that the proposed calendar is aligned with assessment and accountability schedules in order to support the district's goals for student achievement.

*(cf. 0200 - Goals for the School District)*

*(cf. 4143/4243 - Negotiations/Consultation)*

*(cf. 6162.51 - ~~Standardized Testing and Reporting Program~~**[State Academic Achievement Tests]**)*

*(cf. 6162.52 - High School Exit Examination)*

Each school calendar shall show the beginning and ending school dates, legal and local holidays, staff development days, orientation days, minimum days, vacation periods, and other pertinent dates.

*(cf. 6112 - School Day)*

*(cf. 6115 - Ceremonies and Observances)*

*(cf. 6117 - Year-Round Schedules)*

*(cf. 6177 - Summer School**[Learning Programs]**)*

The district shall offer **[a minimum of] 180[75]** days of instruction per school year, ~~except for any school year in which the district and employee organization(s) agree to have fewer days of instruction pursuant to the authorization in Education Code 46201.2.~~**[until it equals or exceeds the local control funding formula target established for it pursuant to Education Code 42238.02, at which time it shall offer 180 days or more of instruction per school year. (Education Code 41420, 46208)]**

*(cf. 1431 - Waivers)*

Staff development days shall not be counted as instructional days.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

Notification of the schedule of minimum days **[and student-free staff development days]** shall be sent to all parents/guardians at the beginning of the school year. If any minimum days **[or student-free staff development days]** are added to the schedule, the Superintendent or designee shall notify parents/guardians of the affected students as soon as possible and at least one month before the scheduled minimum day. (Education Code 48980)

*(cf. 5145.6 - Parental Notifications)*

If a school will be used as a polling place on an election day, the Board shall determine whether to continue school in session, designate the day for staff training and development, or close the school to students and nonclassified staff. (Elections Code 12283)

*(cf. 1400 - Relations Between Governmental Agencies and the Schools)*

*(cf. 5113 - Absences and Excuses)*

**SCHOOL CALENDAR (continued)***Legal Reference:*EDUCATION CODE

37200-37202 School calendar

37220-37223 Holidays

~~37252-37254.1 Summer school~~~~37300-37307 Year Round School Demonstration Project~~

37600-37672 Continuous school programs: year-round schools, especially:

37618 School calendar

37700-37711 Four-day week

***[(41420 Apportionment withholding, school not maintained for 175 days)]***

41422 Schools not maintained for 175 days

***[(42238.02 Local control funding formula)]***~~41530-41532 Professional Development Block Grant~~

46200-46206 Incentives for longer instructional day and year

46300 Method of computing ADA

48980 Notice at beginning of term

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS~~44579-44579.6 Instructional Time and Staff Development Reform Program~~ELECTIONS CODE

12283 School closures, election days

COURT DECISIONS*Butt v. State of California, (1992) 4 Cal 4th 668*PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS*Davis Joint Unified School District, (1984) PERB Decision No. 474**Management Resources:*WEB SITESCSBA: <http://www.csba.org>California Department of Education: <http://www.cde.ca.gov>California Public Employment Relations Board: <http://www.perb.ca.gov>Secretary of State's Office: <http://www.ss.ca.gov>

**WORLD/FOREIGN LANGUAGE INSTRUCTION**

In order to prepare students for global citizenship and to broaden their intercultural understanding and career opportunities, the **[Governing]** Board of Trustees shall provide students with opportunities to develop linguistic proficiency and cultural literacy in one or more world languages in addition to English.

The Superintendent or designee shall recommend world languages to be taught in the district's educational program based on student interest, community needs, and available resources. He/she shall also consider providing English learners the opportunity to study their heritage language, when such a course is available, in order to continue developing skills in that language. American Sign Language courses shall be open to all students regardless of hearing status.

*(cf. 6174 - Education for English Language Learners)*

The district shall offer a sequential curriculum aligned with the state content standards, state curriculum framework, and, as applicable, California university admission requirements for languages other than English.

*(cf. 6011 - Academic Standards)*

*(cf. 6141 - Curriculum Development and Evaluation)*

Instruction in world languages shall be offered to secondary school students beginning no later than grade 7 and shall be designed to develop students' skills in understanding, speaking, reading, and writing the language. (Education Code 51220)

*(cf. 6143 - Courses of Study)*

Students shall obtain credit toward high school graduation requirements for completion of a one-year course during grades 9-12 in a world language or American Sign Language.

*(cf. 5126 - Awards for Achievement)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.11 - Alternative Credits Toward Graduation)*

~~In order to encourage higher levels of language proficiency throughout a student's education, the district may offer age-appropriate language programs in elementary schools. Beginning in the primary grades, the district may deliver language studies through a two-way immersion program in which instruction is delivered in both English and another language to both English-only students and English learners.~~

**[The district may establish a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (Education Code 305-306)]**

## **WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)**

The Board shall ensure that students have access to high-quality instructional materials in world languages. In accordance with Board policy, teachers shall also be encouraged to identify and use supplemental resources, such as literature, technology, newspapers and other media, dictionaries, and volunteers from the community to enhance the world language instructional program.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

*(cf. 6161.11 - Supplementary Instructional Materials)*

*(cf. 6163.1- Library Media Centers)*

The Superintendent or designee shall provide professional development as necessary to ensure that teachers of world languages have the knowledge and skills they need to implement an effective instructional program that helps students attain academic standards.

*(cf. 4131 - Staff Development)*

The Superintendent or designee shall provide periodic reports to the Board regarding the effectiveness of the district's world language program which may include, but not be limited to, a description of the district's curriculum and the extent to which it is aligned with the state's content standards and curriculum framework, student achievement of district standards for world language instruction, and student participation rates in each language course. Program evaluation shall be used to identify needed improvements and may be considered in determining the languages to be taught in the district.

*(cf. 0500 - Accountability)*

*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal Reference: (see next page)*

**WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)***Legal Reference:*EDUCATION CODE

300-311 Education for English learners

**[42238.02 Local control funding formula; class size requirements]****[44253.1-44253.11 Qualifications of teachers of English learners]**

44256-44257 Credential requirements, including teachers of foreign language

**[48980 Parental notifications]**

51212 Legislative intent to encourage foreign language instruction in grades 1-6

51220 Courses of study, grades 7-12

51225.3 High school graduation requirements

51243-51245 Alternative credits toward graduation for foreign language instruction in private school

~~60117-60119 Pupil Textbook and Instructional Materials Incentive Program Act~~**[Public hearings, instructional materials]**

60605.3 Content standards for foreign language instruction

**[60605.5 Revision of state standards for world language instruction]**CODE OF REGULATIONS, TITLE 5

1632 Alternative credits toward graduation for foreign language instruction in private school

~~11309 English immersion programs, parental exception waivers~~*Management Resources:***[CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS]****[English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014]****CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS****[Two-Way Language Immersion Program FAQ]**World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve, adopted January 7, 2009Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003**CENTER FOR APPLIED LINGUISTICS PUBLICATIONS**Guiding Principles for Dual Language Education, Second Edition, 2007**[COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS]****[CL-622 Serving English Learners]****COLLEGE BOARD PUBLICATIONS**~~A Challenge to Change: The Language Learning Continuum, 1999~~**[UNIVERSITY OF CALIFORNIA PUBLICATION]****[A-G Guide]****WEB SITES**CSBA: <http://www.csba.org>American Council on the Teaching of Foreign Languages: <http://www.actfl.org>California Association of Bilingual Education: <http://www.bilingualeducation.org>California Department of Education, Foreign Language: <http://www.cde.ca.gov/ci/fl>California Foreign Language Project: <http://www.stanford.edu/group/CFLP>California Language Teachers' Association: <http://www.clta.net>Center for Applied Linguistics: <http://www.cal.org>College Board: <http://www.collegeboard.org>University of California, a-g Course Approval: <http://www.ucop.edu/a-gGuide/ag>Policy  
adopted:**BLACK OAK MINE UNIFIED SCHOOL DISTRICT**  
Georgetown, California

**CONTROVERSIAL ISSUES**

The Governing Board recognizes that the district's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

*(cf. 6141.2 – Recognition of Religious Beliefs and Customs)*  
*(6142.1 – Sexual Health and HIV/AIDS Prevention Instruction)*  
*(cf. 6142.3 – Civic Education)*  
*(cf. 6142.8 – Comprehensive Health Education)*  
*(cf. 6142.94 – History-Social Science Instruction)*  
*(cf. 6143 – Courses of Study)*

The Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular issue is suitable for study or discussion. They shall consult with the Superintendent or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

*(cf. 6141 – Curriculum Development and Evaluation)*  
*(cf. 6161.1 – Selection and Evaluation of Instructional Materials)*  
*(cf. 6161.11 – Supplementary Instructional Materials)*

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable to the age and maturity of the students.
2. Instruction shall be presented in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.
3. ~~The teacher may express a personal opinion provided he/she identifies it as a personal opinion and clarifies that he/she is not speaking on behalf of the school or district. The teacher shall not express an opinion for the purpose of persuading students to his/her point of view.~~ **In the classroom, teachers act on behalf of the district and are expected to follow the adopted curriculum. In leading or guiding class discussions about issues that may be controversial, a teacher may not advocate his/her personal opinion or viewpoint. When necessary, the Superintendent or designee may instruct teachers to refrain from sharing personal views in the classroom on controversial topics.**



## CONTROVERSIAL ISSUES

4. ~~No student's viewpoint shall be suppressed, provided such expression is not malicious or abusive toward others. Students shall be assured of their right to form and express an opinion without jeopardizing their relationship with the teacher or school.~~ **[Students shall be assured of their right to form and express an opinion without jeopardizing their grades or being subject to discrimination, retaliation, or discipline, provided the viewpoint does not constitute harassment, threats, intimidation, or bullying or is otherwise unlawful.]**

*(cf. 5022 – Student and Family Privacy Rights)*  
***[(cf. 5121 – Grades/Evaluation of Student Achievement)]***  
*(cf. 5145.2 – Freedom of Speech/Expression)*  
*(cf. 6145.5 – Student Organizations and Equal Access)*

5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.

*(cf. 5131. 5131 – Conduct)*  
*(cf. 5131.2 Bullying)*  
*(cf. 5137 – Positive School Climate)*

6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.

7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.

*(cf. 0410 – Nondiscrimination in District Programs and Activities)*  
*(cf. 5145.3 – Nondiscrimination/Harassment)*  
*(cf. 5145.9 – Hate-Motivated Behavior)*

8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a controversial issue, the Board **[Superintendent or designee shall notify him/her]** ~~requires that he/she be notified~~ of this policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints

*(cf. 6145.8 – Assemblies and Special Events)*

## CONTROVERSIAL ISSUES

When required by law[, such as in regards to comprehensive sexual health and HIV prevention education, or otherwise deemed appropriate by the teacher or administrator, parents/guardians shall be notified prior to instruction **[that they may request in writing that their child be excused from the instruction. related to any controversial issue and parent/guardian consent shall be obtained for student participation.** Students whose parents/guardians decline such instruction may be offered the option to participate in an alternative activity of similar value.

A student or parent/guardian with concerns regarding instruction about controversial issues **[may communicate directly with the teacher or principal and/or use shall be directed to appropriate district complaint procedures.**

(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 1312.2 - Complaints Concerning Instructional Materials)

### *Legal Reference:*

#### EDUCATION CODE

220 Prohibition of discrimination

**[48950 Freedom of speech]**

**[51240 Excuse from health instruction due to religious beliefs]**

51500 Prohibited instruction or activity

51510 Prohibited study or supplemental materials

51511 Religious matters properly included in courses of study

**[51513 Materials containing questions about beliefs or practices]**

51530 Prohibition and definition re advocating or teaching communism with intent to indoctrinate

~~51933 Sex education courses~~

**[51930-51939 California Healthy Youth Act; comprehensive sexual health and HIV prevention education**

~~51938 Right of parent/guardian to excuse child from sexual health instruction~~

60040 Portrayal of cultural and racial diversity

60044 Prohibited instructional materials

60045 Criteria for instructional materials

#### [COURT DECISIONS]

*Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9<sup>th</sup> Cir.)*

*Mayer v. Monroe County Community School Corporation, (2007) 474 F.3d 477 (7<sup>th</sup> Cir.)*

*Garcetti v. Ceballos, (2006) 547 U.S. 410]*

Policy:  
Approved:

**BLACK OAK MINE UNIFIED SCHOOL DISTRICT**  
Georgetown, California

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS**

The **[Governing]** Board of Trustees intends to provide English language learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the district's regular course of study.

~~The Board encourages staff to exchange information with staff in other districts and the county office of education about programs, options and strategies for English language learners that succeed under various demographic conditions.~~

The district shall identify in its local control and accountability plan (LCAP) **[goals and]** specific actions and services to enhance student engagement, academic achievement, and other outcomes for English Learners.

*(cf. 0460 – Local Control and Accountability Plan)*

*(cf. 3100 – Budget)*

**[The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.]**

*[(cf. 0420 – School Plans/Site Councils)*

*(cf. 1220 – Citizen Advisory Committees)*

*(cf. 6020 – Parent Involvement)]*

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.

*(cf. 6011 – Academic Standards)*

*(cf. 6141- Curriculum Development and Evaluation)*

*(cf. 6161.1 – Selection and Evaluation of Instructional Materials)*

*(cf. 6161.11 – Supplemental Instructional Materials)*

*(cf. 6171 – Title I Programs)*

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

*(cf. 4112.22 - Staff Teaching Students of Limited English [Learners] Proficiency)*

~~The Superintendent or designee shall provide to teachers, administrators, and other school staff research-based professional development that is designed to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. [The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction education programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English~~

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)**

**learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)**

*(cf. 4131 – Staff Development)*

*(cf. 4231 – Staff Development)*

*(cf. 4331 – Staff Development)*

~~The Superintendent or designee shall encourage parent/guardian and community involvement in the development, implementation, and evaluation of English language development programs. In addition, to support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.~~

~~*(cf. 0420 – School Plans/Site Councils)*~~

~~*(cf. 1220 – Citizen Advisory Committees)*~~

~~*(cf. 6020 – Parent Involvement)*~~

**[To support students' English language development, the Superintendent or designee may provide an adult literacy program that leads to English fluency for parents/guardians and community members.]**

**Identification and Assessment**

The Superintendent or designee shall maintain procedures ~~which provide~~ for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with allowable testing variations in accordance with 5 CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

~~*[(cf. 6152.51 – State Academic Achievement Tests)]*~~

**[Language Acquisition Programs]**

**[In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and community during the LCAP development process. He/she shall also consult with administrators, teachers, and**

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)**

other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)]

Language acquisition programs are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to students shall be informed by research and shall lead to grade-level proficiency and academic achievement in both English and another language. (Education Code 305)

The District shall offer English learners a structured English immersion program to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English. In the structured English immersion program, nearly all the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306)

For purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, “nearly all” means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. The district may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

*[(cf.6142.2 – World/Foreign Language Instruction)]*

2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student’s native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310)

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)**

**The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.2. (Education Code 310)**

*[(cf.6151 – Class Size)]*

**At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program. (Education Code 310)**

*(cf. 5145.6 – Parental Notifications)*

**When an English learner is determined pursuant to state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.]**

**Placement of English Learners**

~~Students who are English language learners shall be educated through "sheltered English immersion" (also know as "structured English immersion"), as defined in law and the accompanying administrative regulation for a temporary transition period not normally intended to exceed one year. Nearly all of the classroom instruction in the district's sheltered English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305, 306)~~

~~"Nearly all" for the purpose of determining the amount of instruction to be conducted in English, means all classroom instruction shall be conducted in English except for clarification, explanation and support as needed.~~

~~When an English language learner has acquired a reasonable level of English proficiency as measured by any of the state designated assessments approved by the California Department of Education, any district assessments and/or other criteria adopted by the Board, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is overwhelmingly in English. (Education Code 305; 5 CCR 11301)~~

*(cf. 6162.5 – Student Assessment)*

~~A English learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:~~

- ~~1. Attained an early advanced overall score as indicated on the California English Language Development Test (CELDT) or;~~

## EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)

2. ~~Achieved an intermediate or higher score in each skill area of listening and speaking, reading grades 2-12, and writing grades 2-12, as indicated on the California English Language Development Test (CELDT)~~

~~At any time during the school year, the parent/guardian of an English language learner may have his/her child moved into an English language mainstream classroom.~~

### **Parental Exception Waivers**

~~When allowed by law, the parent/guardian of an English learner may submit a request that his/her child be exempted from placement in a structured English immersion program and instead be placed in a class where he/she is taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. (Education Code 310-11)~~

~~Each waiver request shall be considered on its individual merits with deference given to the parent/guardian's preference for student placement.~~

~~A waiver request shall be granted in accordance with law unless the principal and educational staff has determined that an alternative program would not be better suited to the student's overall educational development. (5CCR 11309)~~

~~If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.~~

### **Program Evaluation**

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient.
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. Progress toward any other goals for English learners identified in the district's LCAP

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)****6. A comparison of current data with data from at least the previous year**

The Superintendent or designee shall also provide the Board with regular reports from any district or school wide English learner advisory committees.

*Legal Reference:***EDUCATION CODE**

300-340 English language education for immigrant children

**[305-310 Language acquisition programs]****[313-313.5 Assessment of English proficiency]**

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

42238.02-42238.03 Local control funding formula

44253.1-44253.11 Qualifications for teaching English learners

**[48980 Parent notifications]**

48985 Notices to parents in language other than English

52052 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

52130-52135 Impacted languages act of 1984

52160-52178 Bilingual Bicultural Act

**[56305 CDE manual on English learners with disabilities]****[60603 Definition, recently arrived English learner]**~~60200.7 Suspension of state instructional materials adopts~~

60605.87 Supplemental instructional materials, English language development

60640 California Assessment of Student Performance and Progress

60810-60812 Assessment of language development

62005.5 Continuation of advisory committee after program sunsets

**CODE OF REGULATIONS, TITLE 5**

853.5-853.7 Test administration; universal tools, designated supports, and accommodations

11300-11316 English Language Learner Education

11510-11517 California English Language Development Test

**UNITED STATES CODE, TITLE 20****1412 Individuals with Disabilities Education Act; State eligibility]**

1701-1705 Equal Educational Opportunities Act

**[6311 Title I state plan]**

6312 Title I Local education agency plans

6801-7014 Title III, Language instruction for limited-English proficient [learners] and immigrant students

**COURT DECISIONS**Valeria G. v. Wilson, 2002 307 F.3d 1036California Teachers Association et al. v. State Board of Education et al., (9<sup>th</sup> Circuit, 2001) 271 F.3d 1141McLaughlin v. State Board of Education, (1999) 75 Cal.App.4<sup>th</sup> 196Teresa P. et al v. Berkeley Unified School District et al., (1989) 724 F.Supp. 698Casteneda v. Pickard, (5<sup>th</sup> Cir. 1981) 648 F.2d 989**ATTORNEY GENERAL OPINIONS**83 Ops.Cal.Atty.Gen. 40 (2000)*Management Resources:***[CSBA PUBLICATIONS****English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016****English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016****English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014]**



**EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS[Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015]Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014California English Language Development Test (CELDT): 2013-14 CELDT Information Guide, 2013English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014[Common Core State Standards for Mathematics, rev. 2013][Nest Generation Science Standards for California Public School, Kindergarten Through Grade Twelve, 2013]English Language Development, Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012Matrix of Test Variation, Accommodations, and Modifications for Administration of California Statewide AssessmentsU.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE[Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017][English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016][English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016][Dear Colleague Letter: English Learner Students and limited English Proficient Parents, January 7, 2015]Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007WEB SITES[CSBA: <http://www.csba.org>California Association for Bilingual Education: <Http://www.cde.ca.gov/sp/el>California Department of Education: <http://www.cde.ca.gov/sp/el>[National Clearinghouse for English Language Acquisition: <http://www.ncela.us/>U.S. Department of Education; <http://www.ed.gov>

**WEEKEND/SATURDAY CLASSES**

The **[Governing]** Board ~~of Trustees~~ desires to increase educational opportunities outside the regular school week in order to meet students' needs and promote academic achievement. When staffing, facilities, and other resources are available, the Board may approve the provision of classes on Saturday and/or Sunday that support and are integrated with other learning opportunities.

~~(cf. 4113 - Assignment)~~

~~(cf. 5148.2 - Before/After School Programs)~~

~~(cf. 6111 - School Calendar)~~

~~Any class offered on a Saturday or Sunday pursuant to Education Code 37223, except in regional occupational centers or programs (ROC/Ps), shall be one offered Monday through Friday during the regular school week. (Education Code 37223)~~

Weekend classes may include but are not limited to:

1. Continuation classes (Education Code 37223)

*(cf. 6184 - Continuation Education)*

2. Special day classes for mentally gifted minors (Education Code 37223)

*(cf. 6172 - Gifted and Talented Student Program)*

3. Makeup classes for unexcused absences occurring during the week (Education Code 37223)

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

*(cf. 6154 - Homework/Makeup Work)*

4. The programs of a ROC/P (Education Code 37223)

*(cf. 6178 - Career Technical Education)*

*(cf. 6178.2 - Regional Occupational Center/Program)*

5. Supplemental instruction for students who need additional assistance to meet academic standards or requirements

*(cf. 5123 - Promotion/Acceleration/Retention)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6179 - Supplemental Instruction)*

6. **[Enrichment classes in core academic subjects]**

*(cf. 6142.91 - Reading/Language Arts Instruction)*

*(cf. 6142.92 - Mathematics Instruction)*

## **WEEKEND/SATURDAY CLASSES (continued)**

**[Except in ROC/Ps, and as otherwise provided by law, any class offered on a Saturday or Sunday pursuant to Education Code 37223, shall be one offered during the regular Monday through Friday school week. (Education Code 37223)]**

Except in ROC/Ps, weekend attendance shall not result in crediting any student with more than five days of attendance per week. (Education Code 37223)

Attendance at weekend classes offered pursuant to Education Code 37223 shall be voluntary, except that truants, as defined in Education Code 48260, may be required to attend classes on one day of a weekend in order to make up lost instructional time. (Education Code 37223)

A student shall be excused from a weekend class if **[the student's parent/guardian notifies the school in writing that]** such attendance would be in conflict with his/her religious beliefs. Such students shall be given priority for enrollment in any other available supplemental instruction offered at a time other than during the weekend.

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

**[A teacher shall not be assigned to work on a Saturday or Sunday if he/she objects in writing that the assignment would conflict with his/her religious beliefs or practices. In addition, a full-time teacher employed by the district prior to the implementation of weekend classes shall not be required, without his/her consent, to teach for more than 180 full days during a school year or for more than the number of full days that district school were maintained during the year preceding implementation of weekend classes, whichever is greater. (Education Code 44824)]**

*[(cf. 4113 - Assignment)]*

Unless the requirement is waived by the California Department of Education, the district shall provide at least one nutritionally adequate meal during the weekend session in accordance with Education Code 49550.

*(cf. 3550 - Food Service/Child Nutrition Program)*

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

*(cf. 5030 - Student Wellness)*

*Legal Reference: see next page*

## WEEKEND/SATURDAY CLASSES (continued)

*Legal Reference:*

EDUCATION CODE

37223 Weekend classes

~~37252-37253 Supplemental instruction~~

~~41505-41508 Pupil Retention Block Grant~~

41601 Reports of average daily attendance

~~42239 Summer school attendance computation~~

44824 Weekend classes, assignment of certificated employees

48070-48070.5 Promotion and retention, supplemental instruction

48205 Excused absence for personal reasons

48260 Truants, definition

49550 Meals for needy students

52060-52077 Local control and accountability plan

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Requesting a Summer School Meal Waiver and/or a Saturday School Meal Waiver, Nutrition Services Division Management Bulletin NSD-SNP-03-2013, February 2013

WEB SITES]

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

Policy  
adopted:

**BLACK OAK MINE UNIFIED SCHOOL DISTRICT**  
Georgetown, California

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS**

The ~~[Governing]~~ Board ~~of Trustees~~ intends to provide English language learners with challenging curriculum and instruction that develop proficiency in English ~~as rapidly and effectively as possible~~ while facilitating student achievement in the district's regular course of study.

~~The Board encourages staff to exchange information with staff in other districts and the county office of education about programs, options and strategies for English language learners that succeed under various demographic conditions.~~

The district shall identify in its local control and accountability plan (LCAP) **[goals and]** specific actions and services to enhance student engagement, academic achievement, and other outcomes for English Learners.

*(cf. 0460 – Local Control and Accountability Plan)*

*(cf. 3100 – Budget)*

**[The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.]**

*[(cf. 0420 – School Plans/Site Councils)*

*(cf. 1220 – Citizen Advisory Committees)*

*(cf. 6020 – Parent Involvement)]*

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.

*(cf. 6011 – Academic Standards)*

*(cf. 6141- Curriculum Development and Evaluation)*

*(cf. 6161.1 – Selection and Evaluation of Instructional Materials)*

*(cf. 6161.11 – Supplemental Instructional Materials)*

*(cf. 6171 – Title I Programs)*

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

*(cf. 4112.22 - Staff Teaching Students of Limited English [Learners] Proficiency)*

~~The Superintendent or designee shall provide to teachers, administrators, and other school staff research-based professional development that is designed to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. [The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction education programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English~~

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)**

**learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)**

*(cf. 4131 – Staff Development)*

*(cf. 4231 – Staff Development)*

*(cf. 4331 – Staff Development)*

~~The Superintendent or designee shall encourage parent/guardian and community involvement in the development, implementation, and evaluation of English language development programs. In addition, to support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.~~

~~*(cf. 0420 – School Plans/Site Councils)*~~

~~*(cf. 1220 – Citizen Advisory Committees)*~~

~~*(cf. 6020 – Parent Involvement)*~~

**[To support students' English language development, the Superintendent or designee may provide an adult literacy program that leads to English fluency for parents/guardians and community members.]**

**Identification and Assessment**

The Superintendent or designee shall maintain procedures ~~which provide~~ for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with allowable testing variations in accordance with 5 CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

~~*[(cf. 6152.51 – State Academic Achievement Tests)]*~~

**[Language Acquisition Programs**

**[In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and community during the LCAP development process. He/she shall also consult with administrators, teachers, and**

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)**

other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)]

Language acquisition programs are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to students shall be informed by research and shall lead to grade-level proficiency and academic achievement in both English and another language. (Education Code 305)

The District shall offer English learners a structured English immersion program to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English. In the structured English immersion program, nearly all the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306)

For purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, “nearly all” means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. The district may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

*[(cf.6142.2 – World/Foreign Language Instruction)]*

2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student’s native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310)

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)**

**The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.2. (Education Code 310)**

*[(cf.6151 – Class Size)]*

**At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program. (Education Code 310)**

*(cf. 5145.6 – Parental Notifications)*

**When an English learner is determined pursuant to state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.]**

**Placement of English Learners**

~~Students who are English language learners shall be educated through "sheltered English immersion" (also know as "structured English immersion"), as defined in law and the accompanying administrative regulation for a temporary transition period not normally intended to exceed one year. Nearly all of the classroom instruction in the district's sheltered English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305, 306)~~

~~"Nearly all" for the purpose of determining the amount of instruction to be conducted in English, means all classroom instruction shall be conducted in English except for clarification, explanation and support as needed.~~

~~When an English language learner has acquired a reasonable level of English proficiency as measured by any of the state designated assessments approved by the California Department of Education, any district assessments and/or other criteria adopted by the Board, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is overwhelmingly in English. (Education Code 305; 5 CCR 11301)~~

*(cf. 6162.5 – Student Assessment)*

~~A English learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:~~

- ~~1. Attained an early advanced overall score as indicated on the California English Language Development Test (CELDT) or;~~



## EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)

2. ~~Achieved an intermediate or higher score in each skill area of listening and speaking, reading grades 2-12, and writing grades 2-12, as indicated on the California English Language Development Test (CELDT)~~

~~At any time during the school year, the parent/guardian of an English language learner may have his/her child moved into an English language mainstream classroom.~~

### **~~Parental Exception Waivers~~**

~~When allowed by law, the parent/guardian of an English learner may submit a request that his/her child be exempted from placement in a structured English immersion program and instead be placed in a class where he/she is taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. (Education Code 310.11)~~

~~Each waiver request shall be considered on its individual merits with deference given to the parent/guardian's preference for student placement.~~

~~A waiver request shall be granted in accordance with law unless the principal and educational staff has determined that an alternative program would not be better suited to the student's overall educational development. (5CCR 11309)~~

~~If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.~~

### **Program Evaluation**

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient.
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. Progress toward any other goals for English learners identified in the district's LCAP

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)**

6. A comparison of current data with data from at least the previous year

The Superintendent or designee shall also provide the Board with regular reports from any district or school wide English learner advisory committees.

*Legal Reference:***EDUCATION CODE**

300-340 English language education for immigrant children

**[305-310 Language acquisition programs]**

**[313-313.5 Assessment of English proficiency]**

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

42238.02-42238.03 Local control funding formula

44253.1-44253.11 Qualifications for teaching English learners

**[48980 Parent notifications]**

48985 Notices to parents in language other than English

52052 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

52130-52135 Impacted languages act of 1984

52160-52178 Bilingual Bicultural Act

**[56305 CDE manual on English learners with disabilities]**

**[60603 Definition, recently arrived English learner]**

~~60200.7 Suspension of state instructional materials adopts~~

60605.87 Supplemental instructional materials, English language development

60640 California Assessment of Student Performance and Progress

60810-60812 Assessment of language development

62005.5 Continuation of advisory committee after program sunsets

**CODE OF REGULATIONS, TITLE 5**

853.5-853.7 Test administration; universal tools, designated supports, and accommodations

11300-11316 English Language Learner Education

11510-11517 California English Language Development Test

**UNITED STATES CODE, TITLE 20**

**1412 Individuals with Disabilities Education Act; State eligibility]**

1701-1705 Equal Educational Opportunities Act

**[6311 Title I state plan]**

6312 Title I Local education agency plans

6801-7014 Title III, Language instruction for ~~limited-English proficient~~ **[learners]** and immigrant students

**COURT DECISIONS**

Valeria G. v. Wilson, 2002 307 F.3d 1036

California Teachers Association et al. v. State Board of Education et al., (9<sup>th</sup> Circuit, 2001) 271 F.3d 1141

McLaughlin v. State Board of Education, (1999) 75 Cal.App.4<sup>th</sup> 196

Teresa P. et al v. Berkeley Unified School District et al., (1989) 724 F.Supp. 698

Casteneda v. Pickard, (5<sup>th</sup> Cir. 1981) 648 F.2d 989

**ATTORNEY GENERAL OPINIONS**

83 Ops. Cal. Atty. Gen. 40 (2000)

*Management Resources:***[CSBA PUBLICATIONS**

English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016

English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014]

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS[Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015]Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014California English Language Development Test (CELDT): 2013-14 CELDT Information Guide, 2013English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014[Common Core State Standards for Mathematics, rev. 2013][Next Generation Science Standards for California Public School, Kindergarten Through Grade Twelve, 2013]English Language Development, Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012Matrix of Test Variation, Accommodations, and Modifications for Administration of California Statewide AssessmentsU.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE[Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017][English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016][English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016][Dear Colleague Letter: English Learner Students and limited English Proficient Parents, January 7, 2015]Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007WEB SITES[CSBA: <http://www.csba.org>California Association for Bilingual Education: <Http://www.cde.ca.gov/sp/el/>California Department of Education: <http://www.cde.ca.gov/sp/el/>[National Clearinghouse for English Language Acquisition: <http://www.ncela.us/>U.S. Department of Education; <http://www.ed.gov>

## BLACK OAK MINE UNIFIED SCHOOL DISTRICT

AGENDA ITEM: 18.4 Williams Uniform Complaint Procedures Policy Quarterly Report

MEETING DATE: April 20, 2017

FROM: Mr. Jeremy Meyers, Superintendent

EXPLANATION: As required by Education Code 35186, the quarterly report of complaints received pursuant to the Williams Uniform Complaint Procedures is provided for the information of the Board of Trustees.

BACKGROUND: Education Code Section 35186 requires the Superintendent provide a quarterly report to the Board and the County Superintendent of Schools regarding any complaints received pursuant to the Williams Uniform Complaint Procedures.

For the period January 1, 2017 through March 31, 2017 there are no complaints to report.

## Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

To: Ed Manansala, Ed.D., Superintendent of Schools

District: Black Oak Mine Unified School District

Person completing this form: Carla Koontz Title: Superintendent Secretary

Quarterly Report Submission Date:  
(check one)

- ☒ April 2017  
☐ July 2017  
☐ October 2017  
☐ January 2018

Date for information to be reported publicly at governing board meeting:

Please check the box that applies:

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

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

  
Signature of District Superintendent

3/31/2017  
Date

## BLACK OAK MINE UNIFIED SCHOOL DISTRICT

AGENDA ITEM: 19.1 7-10 English Language Arts Materials

MEETING DATE: April 20, 2017

FROM: Mr. Jeremy Meyers, Superintendent  
Ms. Wendy Westsmith, Principal Northside School/  
Curriculum Administrator

RECOMMENDATION: It is recommended that the Board of Trustees consider adopting the 7-10 English Language Arts Materials as recommended by the Curriculum Council and the District Leadership Team.

BACKGROUND: Grade level and subject area staff, Curriculum Council, and District Leadership Team have participated in a formal review of English Language Arts Materials (grades 7-12) and are making recommendations to the Board for adoption. Materials for each of these programs are made available for review and have been available to the general public at the District Office. Budget information will be shared with the Board of Trustees at the meeting.

In order to comply with state guidelines, we must provide our students and staff with state-approved 7-12 ELA materials. The majority of schools in the El Dorado County will be using the same ELA material – StudySync. The program listed below is recommended by a wide majority and is recommended for Board adoption:

➤ 7-12: StudySync – *English Language Arts*



## Top Reasons to Choose StudySync<sup>®</sup>

- **Complete, ELA and ELD 6–12 curriculum** that is flexible and fully customizable to meet the needs of all of today's students and teachers.
- **Comprehensive, integrated and designated ELD** containing parallel print and digital resources, with targeted instruction for Emerging, Expanding, and Bridging students.
- **Access to a growing digital library of over 1,000 texts**, including more than 200 full texts.
- **A print and digital experience for both students and teachers** that can be implemented in low-tech as well as high-tech environments.
- **Robust formative and summative assessment**, including performance tasks, in print and digital formats.
- **Rich media and award-winning videos** to engage students, teach and model academic discourse, foster skill development, and promote critical thinking.
- **High interest Blast assignments, UPDATED DAILY**, provide reading and writing opportunities in the areas of social studies, science and current events at three Lexile<sup>®</sup> levels.
- **A truly dynamic system** that works seamlessly anytime, anywhere, on any device.
- **A one-of-a-kind writing platform** that allows for integrated teacher and peer review, along with a digital portfolio of all student work.

**SPECIAL MINUTES OF A REGULAR MEETING  
OF THE BLACK OAK MINE UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES**

**April 6, 2017**

CALL TO ORDER      19.2

The Special Meeting of the Board of Trustees was called to order by President Burch at 6:00PM at Georgetown School, Georgetown, California

Present: Jeff Burch, Joe Scroggins, Ronnie Ebitson and Jeremy Meyers, Superintendent were present.

Bill Drescher arrived at 6:16 PM during LCAP presentation.

The meeting was called to order at 6:05 PM

OPEN SESSION

PLEDGE OF ALLEGIANCE

The pledge allegiance was led by Ronnie Ebitson

ADOPTION OF THE AGENDA  
ACTION M-17-26

It was moved by Mr. Scroggins, seconded by Mr. Ebitson and carried unanimously to adoption of the agenda.

Vote 3 to 2 absent Burch Y Knight A Scroggins Y Drescher A Ebitson Y

COMMUNICATIONS  
LCAP DISCUSSION

Ms. Westsmith gave an LCAP presentation. Mr. Meyers spoke on the importance of the LCAP and parent, community, and staff input.

The meeting was adjourned at 6:46 PM

ADJOURNMENT

Respectfully submitted,

\_\_\_\_\_  
Jeremy Meyers  
Secretary to the Board

\_\_\_\_\_  
Jeff Burch  
President of the Board

\_\_\_\_\_  
Date





## BLACK OAK MINE UNIFIED SCHOOL DISTRICT

AGENDA ITEM: 20.1 Health Specialist Job Description Revised  
and Salary Schedule

MEETING DATE: April 20 2017

FROM: Mr. Jeremy Meyers, Superintendent  
Mrs. Shelly King, Personnel Services Coordinator

RECOMMENDATION: It is recommended that the Board of Trustees consider  
approving the revised job description for the Health  
Specialist and Salary Schedule.

BACKGROUND: The Health Specialist position is necessary due to the  
health needs of students in the district and the challenges  
to fill the Nurse Specialist position which requires a  
Registered Nurse license. The Health Specialist has been  
added to the Classified Salary Schedule Range 30.

BLACK OAK MINE UNIFIED SCHOOL DISTRICT  
JOB DESCRIPTION

**JOB UNIT CLASSIFICATION:** OFFICE SUPPORT SERVICES  
**JOB TITLE:** HEALTH SPECIALIST

**Position Description:** The Health Specialist will assist the district school nurse providing a variety of health care services for the school district.

**Supervision Received:** Principal  
**Direction Received:** District School Nurse or Principal

**Essential Job Functions:**

1. Administers first aid and assists students and staff who are ill or injured, transports ill or injured students as needed, and responds to emergency situations. Administers CPR if needed in an emergency
2. Provides specialized health services/procedures to students as directed by a physician's order and the individual student health care plan.
3. Evaluates ill students and communicates between home and school.
4. Assists in screening students for proper immunizations, alerts parents of needed immunizations, and maintains communication until records of immunizations are provided.
5. Assists in communicable disease screenings and exclusions as needed.
6. Assists in conducting dental, vision, hearing, and scoliosis screenings as mandated and other grade levels as referred.
7. Administers medication to students in accordance with state laws and district policies and procedures.
8. Maintains necessary records and reports of student accidents, illnesses, medications, and other related information.
9. Reviews emergency cards and health files in order to complete health conditions lists annually for each school site assigned.
10. Maintains proper standard of cleanliness in the health office, inventory of health office supplies and equipment, requests ordering of supplies as needed and maintains health equipment.
11. Observes student health status and contacts parents as appropriate, refers parents and students to District Nurse for the purpose of referring parents and students to the public health agencies or other health care providers; assists families without health insurance to the appropriate agency for help in securing medical insurance as appropriate, i.e. Medi-cal, Healthy Families, Accel, etc.
12. Performs a variety of clerical duties, i.e. typing reports, correspondence, forms, notices, referrals, and duplicates materials as needed.
13. Communicates with district school nurse/Director of Coordinated School Health and Safety regarding procedures and problems.
14. Reports suspected child abuse or neglect according to established district policies/procedures.
15. Other related duties as assigned.

**Required Qualifications:**

1. High school diploma or equivalent.
2. TB Test clearance.
3. Criminal Justice Fingerprint clearance.
4. Valid Certification in First Aid and CPR.
5. Possess a Valid California Driver's License.
6. Previous health care experience

**Desired Qualifications:**

1. Experience working with students.

**Abilities:** Sit and stand for prolonged periods, understand and carry out oral and written instructions, maintain confidentiality of student records, meet schedules and deadlines, work accurately and with attention to detail, read/interpret/apply rules, regulations, policies.

**Significant physical abilities:** lifting, carrying, pulling, stooping, kneeling, crouching, reaching, handling, fingering, speaking, hearing, near/far visual acuity/visual accommodation, communicating.

**Salary:** According to the Classified Salary Schedule

**Benefits:** In accordance with Board adopted policies, classified contract, and as provided for in the Education Code.

**Service Requirements:**

1. Daily: Five hours per day or as assigned.
2. Yearly: 185 days

Board Approved: \_\_\_\_\_

sk/job descriptions/Health Specialist

**APPENDIX A  
BLACK OAK MINE UNIFIED SCHOOL DISTRICT  
CLASSIFIED SALARY SCHEDULE 2016-17**

**ARTICLE X**

**2.95% Retro July 1, 2015**

1.0459

RANGE	I	II	III	IV	V	2% 8th	4% 13th	6% 18th	8% 23rd	RANGE	CLASSIFICATION
18	10.50	11.02	11.56	12.13	12.74	12.99	13.25	13.50	13.76	18	
19	10.76	11.28	11.86	12.44	13.06	13.32	13.58	13.84	14.10	19	
20	11.02	11.56	12.16	12.76	13.40	13.67	13.94	14.20	14.47	20	Cafeteria Assistant
21	11.30	11.87	12.45	13.08	13.72	13.99	14.27	14.54	14.82	21	
22	11.58	12.15	12.76	13.40	14.07	14.35	14.63	14.91	15.20	22	Campus Supervision
23	11.87	12.45	13.08	13.75	14.42	14.71	15.00	15.29	15.57	23	Inst Aide I
24	12.16	12.77	13.41	14.08	14.78	15.07	15.37	15.67	15.96	24	
25	12.45	13.08	13.74	14.43	15.15	15.45	15.76	16.06	16.36	25	Pupil Services Clerk, Inst. Aide II, Cook
26	12.77	13.42	14.09	14.80	15.53	15.84	16.15	16.46	16.77	26	RSP Aide
27	13.09	13.76	14.44	15.15	15.91	16.23	16.54	16.86	17.18	27	Inst Aide III, Worklity Job Coach, Computer Skills Aide, Office Asst., Library Clerk, Bus Attendent, SDC Aide
28	13.42	14.09	14.80	15.53	16.31	16.63	16.96	17.28	17.61	28	Workability I Program Coordinator
29	13.76	14.44	15.15	15.92	16.71	17.04	17.38	17.71	18.05	29	Art Specialist
30	14.10	14.81	15.55	16.33	17.15	17.49	17.84	18.18	18.52	30	Cust. I, Utility M/T, Grounds Maint I, Courier, Pupil Pers. Secty, Library Tech, Health Specialist
31	14.45	15.17	15.93	16.73	17.58	17.93	18.28	18.63	18.99	31	Kitchen Manager
32	14.81	15.55	16.33	17.16	18.00	18.36	18.72	19.08	19.44	32	Bus Driver, Custodian II
33	15.16	15.94	16.74	17.59	18.46	18.83	19.20	19.57	19.94	33	Coordinating Kitchen Manager
34	15.56	16.35	17.17	18.01	18.93	19.31	19.69	20.07	20.44	34	Maint I, Bus Driver Inst, School Secty, Career Specialist, Ind. Study Office Migr, Business Secretary, Grounds Maint. II
35	15.94	16.74	17.59	18.48	19.38	19.77	20.16	20.54	20.93	35	Account Clerk
36	16.36	17.17	18.03	18.94	19.88	20.28	20.68	21.07	21.47	36	Maintenance II, Dispatch and Operations Coordinator
37	16.77	17.60	18.48	19.40	20.38	20.79	21.20	21.60	22.01	37	
38	17.11	17.96	18.87	19.79	20.88	21.30	21.72	22.13	22.55	38	
39	17.53	18.40	19.33	20.29	21.42	21.85	22.28	22.71	23.13	39	Mechanic I, Maintenance II-HVAC
40	17.97	18.87	19.81	20.81	21.93	22.37	22.81	23.25	23.68	40	
41	18.41	19.34	20.31	21.32	22.51	22.96	23.41	23.86	24.31	41	Mechanic II
42	18.89	19.82	20.82	21.86	23.05	23.51	23.97	24.43	24.89	42	Computer Technician/Nurse Specialist
43	19.36	20.32	21.34	22.41	23.65	24.12	24.60	25.07	25.54	43	
44	19.83	20.82	21.86	22.96	24.11	24.59	25.07	25.55	26.04	44	
45	20.33	21.35	22.41	23.53	24.70	25.20	25.69	26.19	26.68	45	
46	20.83	21.88	22.97	24.12	25.32	25.83	26.33	26.84	27.35	46	Information Technology Technician
47	21.36	22.42	23.54	24.73	25.96	26.48	27.00	27.52	28.04	47	
48	21.89	22.99	24.13	25.34	26.61	27.14	27.67	28.20	28.74	48	
49	22.43	23.56	24.74	25.97	27.28	27.82	28.37	28.91	29.46	49	
50	23.00	24.15	25.35	26.63	27.96	28.52	29.08	29.63	30.19	50	

**LONGEVITY INCREASES**

Beginning 8th year of service - 2% over base salary  
Beginning 13th year of service - 4% over base salary  
Beginning 18th year of service - 6% over base salary  
Beginning 23rd year of service - 8% over base salary

BLACK OAK MINE UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER. NO PERSON SHALL BE DISCRIMINATED AGAINST BECAUSE OF RACE, COLOR, SEX, NATIONAL ORIGIN, AGE, OR HANDICAP.

Board approved:  
Amended: 04/04/2017  
sk/class/2016-17 classified salary schedule



**MINUTES OF A REGULAR MEETING  
OF THE BLACK OAK MINE UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES  
March 9, 2017**

<u>CALL TO ORDER</u>	20.2	The Regular Meeting of the Board of Trustees was called to order by President Burch at 6:00 P.M. at 6540 Wentworth Springs Road, Georgetown.  Present: Mr. Jeff Burch, Mr. Bill Drescher, Mr. Darcy Knight, Mr. Joe Scroggins, Mr. Ronnie Ebitson and Mr. Jeremy Meyers, Superintendent.
<u>CLOSED SESSION COMMENTS</u>		None
<u>CLOSED SESSION</u>		After announcing the topics in Open Session, the Board met in Closed Session 3.1 Confidential Student Matter – Student #01-17 Expulsion 3.2 Letters of Resignation-Retirees (Certificated) 3.3 Leave of Absence Request – Classified Employee 3.4 Personnel Matter- Release of Administrator 3.5 Personnel Matter – Personnel Matter-Elimination/Reductions in Classified Employee 3.6 Conferenced with Mr. Jeremy Meyers, Superintendent and Mrs. Shelly King, Personnel Services Coordinator, District Labor Negotiators, Regarding labor Negotiations with the Black Oak Mine Teachers Association and the California School Employees Association, Gold Chain Chapter #660 3.7 Public Employee Performance Evaluation/Contract – Superintendent The Open Session of the Board reconvened at 7:10 P.M. Present: Board members, Members of the audience (including staff/community) 3.1 It was moved by Mr. Scroggins, seconded by Mr. Ebitson and carried unanimously to approve the expulsion of student #01-17. Vote: 5 to 0 Burch Y Knight Y Scroggins Y Drescher Y Ebitson Y 3.2 It was moved by Mrs. Knight, seconded by Mr. Scroggins and carried unanimously to accept the resignations from certificated employees retiring at the end of the 2016-17 school year. Vote: 5 to 0 Burch Y Knight Y Scroggins Y Drescher Y Ebitson Y 3.3 It was moved by Mr. Ebitson, seconded by Mrs. Knight and carried unanimously to approve the Leave of Absence for Classified Employee. Vote: 5 to 0 Burch Y Knight Y Scroggins Y Drescher Y Ebitson Y 3.4 see New Business Item 17.3 3.5 see New Business Item 17.4 3.6 Nothing to report 3.7 see New Business Item 17.5
<u>OPEN SESSION</u>		
<u>DISCLOSURE OF ACTION TAKEN, IF ANY, IN CLOSED SESSION</u>		The pledge was led by Mr. Jeremy Meyers It was moved by Mr. Scroggins, seconded by Mrs. Knight and carried unanimously to adopt the agenda. Vote: 5 to 0 Burch Y Knight Y Scroggins Y Drescher Y Ebitson Y
<u>PLEDGE OF ALLEGIANCE</u>		
<u>ADOPTION OF THE AGENDA</u>		
<u>ACTION M-17-18</u>		
<u>COMMUNICATIONS</u>		
Written Communications		none
Oral Communications		
<u>EXCELLENCE IN EDUCATION</u>		Liz Kettle was recognized for her continued love and support with the students at BOMUSD. BOMTA gave a report to the Board of Trustees. CSEA gave a report to the Board of Trustees. Kealey Widmann was absent. Mr. Mark Koontz gave a report to the Board of Trustees Site Administrators gave a report to the Board of Trustees
<u>B.O.M.T.A. REPORT</u>		
<u>C.S.E.A. REPORT</u>		
<u>STUDENT REP. REPORT</u>		
<u>FMOTC REPORT</u>		
<u>SITE ADMINISTRATORS</u>		
<u>REPORTS</u>		
<u>SUPERINTENDENT'S REPORT</u>		Mr. Jeremy Meyers gave a report to the Board of Trustees
<u>INFORMATION &amp; DISCUSSION</u>		
Demographic Study Update		Mr. Ken Reynolds gave an update on the demographic study that was done for the district.
Student Performance and Progress		Dr. Wendy Westsmith reviewed with the Board of Trustees the District progress in attaining student achievement goals in regards to state academic standards and assessment:
<u>NEW BUSINESS</u>		

Second Interim Report  
ACTION M-17-19

Appointment of Auditor  
ACTION M-17-20

Board Resolution #2017-04  
Release in Administrative  
Services for the 2017-18 School  
Year  
ACTION M-17-21

Board Resolution #2017-08  
Elimination/Reduction in  
Classified Employee Services for  
the 2017-18 School Year  
ACTION M-17-22  
Superintendent/Principal Contract  
ACTION M-17-23

TK-6 ELA Benchmark Renewal  
ACTION M-17-24

CONSENT AGENDA  
ACTION M-17-25

Certification of Athletic Coaches

Short-Term Employment  
Consultant Service Agreement  
with Governmental Financial  
Strategies Inc.  
American River Charter School  
Vendor Agreements  
Minutes – February 9, 2017  
Minutes – February 16, 2017  
Purchase Orders, Warrants, Bids  
and Quotes

Obsolete Instructional Materials  
REPORTS OF THE BOARD  
FUTURE MEETINGS

CLOSED SESSION  
ADJOURNMENT

Respectfully submitted,

Jeremy Meyers  
Secretary of the Board

It was moved by Mrs. Knight, seconded by Mr. Ebitson, and carried unanimously to certify the District's financial position as "Qualified" for the Second Interim Report for the period ending January 31, 2017.

Vote: 5 to 0 Burch Y Knight Y Scroggins Y Drescher Y Ebitson Y

It was moved by Mr. Scroggins, seconded by Mrs. Knight, and carried unanimously to approve the appointment of the auditing firm Crowe Horwath LLP as the District's auditor for the 2016-17, 2017-18 and 2018-19 school years.

Vote: 5 to 0 Burch Y Knight Y Scroggins Y Drescher Y Ebitson Y

It was moved by Mrs. Knight, seconded by Mr. Ebitson, and carried unanimously to adopt the Board Resolution #2017-04 Reduction in Administrative Services for the 2017-18 School Year.

Vote: 5 to 0 Burch Y Knight Y Scroggins Y Drescher Y Ebitson Y

It was moved by Mr. Drescher, seconded by Mr. Scroggins, and carried unanimously to adopt the Board Resolution #2017-08 Elimination/Reduction in Classified Employee Services for the 2017-18 School Year.

Vote: 5 to 0 Burch Y Knight Y Scroggins Y Drescher Y Ebitson Y

It was moved by Mrs. Knight, seconded by Mr. Ebitson, and carried unanimously to approve the Superintendent/Principal Contract for the 2017-18 School Year.

Vote: 5 to 0 Burch Y Knight Y Scroggins Y Drescher Y Ebitson Y

It was moved by Mrs. Knight, seconded by Mr. Drescher, and carried unanimously to approve the renewal of TK-6 ELA Benchmark for 2017-18.

Vote: 5 to 0 Burch Y Knight Y Scroggins Y Drescher Y Ebitson Y

It was moved by Mr. Drescher, seconded by Mr. Scroggins, and carried unanimously to approve the consent agenda.

Vote: 5 to 0 Burch Y Knight Y Scroggins Y Drescher Y Ebitson Y

Accepted the District Superintendent's certification, in accordance with Title 5, California Code of Regulations, Section 5593, of Athletic coaches hired for the 2015-16 school year. Approved the Short-Term Employment of coaching personnel as submitted. Approved the Consultant Service Agreement with Governmental Financial Strategies Inc.

Approved the Vendor Agreements for American River Charter School

Approved Board minutes from the Regular Board meeting on February 9, 2017  
Approved Board minutes from the Special Board meeting on February 16, 2017  
Approved the Purchase orders, warrants, bids and quotes for the 2016-17 fiscal year Batch Numbers 7056-7062 dated February 7 to February 24, 2017 for the General Fund, Charter School Fund, Building Fund, Cafeteria Fund and School Facilities Fund for a total of \$358,246.93

Declared specified instructional materials obsolete

Each Board Member shared the events they attended throughout the district.

The next special meeting of the Board is Thursday, April 6, 2017 at Georgetown School

The next regular meeting of the Board is Thursday, April 20, 2017 at the District Office

The meeting was adjourned at 9:03P.M.

Jeff Burch  
President of the Board

Date

## BLACK OAK MINE UNIFIED SCHOOL DISTRICT

AGENDA ITEM: 20.3 Purchase Orders, Warrants, Bids and Quotes

MEETING DATE: April 20, 2017

FROM: Mr. Jeremy Meyers, Superintendent

RECOMMENDATION: It is recommended that 2016-17 fiscal year Batch numbers 7063-7070 dated March 9 to March 29, 2017, for General Fund, Charter School Fund, Cafeteria Fund, Building Fund, and School Facilities Fund, for a total of \$257,414.12 be approved.

BACKGROUND: Copies of Warrants which are provided under separate cover for Board of Trustees approvals includes the following:

Fund Name and Number	Amount
General Fund 01	215,829.20
Charter School Fund 09	13,834.38
Cafeteria Fund 13	16,054.69
Deferred Maintenance Fund 14	10,840.00
Enterprise Fund 63	820.00
Fund 75	35.85
Total	257,414.12





## BLACK OAK MINE UNIFIED SCHOOL DISTRICT

AGENDA ITEM: 20.4 Field Trip

MEETING DATE: April 20, 2017

FROM: Mr. Jeremy Meyers, Superintendent

RECOMMENDATION: It is recommended that the Board of Trustees consider approving the overnight field trip(s).

BACKGROUND: Field trip request forms for trips over 200 miles radius one way or overnight are due to the district office 45 days prior to requested departure. These trips are required to have board approval.

The Board of Trustees will consider the following trip(s):

Georgetown School is requesting an overnight field trip to San Francisco from May 15-19, 2017.

American River Charter School is requesting an overnight field trip to the Nature Area from May 18-19, 2017.

American River Charter School is requesting an overnight field trip to Blodgett from May 17-18, 2017.

**BLACK OAK MINE UNIFIED SCHOOL DISTRICT  
FIELD TRIP REQUEST FORM**

FOR LOCAL TRIPS, FORMS ARE DUE TO SCHOOL OFFICE AT LEAST 20 DAYS PRIOR TO DEPARTURE. FORMS FOR TRIPS OVER A 200 MILE RADIUS ONE WAY OR OVERNIGHT ARE DUE 45 DAYS PRIOR TO REQUESTED DEPARTURE. (Exceptions are made for league changes in athletic schedules and playoffs.)

Date leaving: 5/15 Destination: San Francisco  
 Date returning: 5/19 Time leaving: 8:00 am  
 Est. time of return: 5:00 pm  
 School: Georgetown Dept.: 6<sup>th</sup> grade Club or Org.: Approve  
 Trip Supervisor: Grant Tonelli # of Students: 42 # of Staff: 2 # of Chaperones: 10  
 Place of Departure <sup>Print Name</sup> Georgetown School  
 Mode of Transportation: Walking ☐ School Bus ☒ School Van ☐ Public Transportation ☒ Private vehicles ☐  
 Total Estimated Cost of Trip: 15,000 Funding Source: Fundraising/parents

**FOR TRIPS OTHER THAN EXTRA CURRICULAR**

Educational purpose of trip and relationship to class or group curriculum:  
Chinatown - Ancient Civilizations  
Academy of Science - Biomes, Volcanoes, earthquakes  
 Lead up activities, trip activities, and follow up activities:  
Units on Ancient Mesopotamia & Ancient Egypt  
Science Units - Earthquakes / Volcanoes / Biomes & Adaptations

**FOR TRIPS USING SCHOOL BUSES**

Itinerary (Please include all stops, approximate times of stops and phone number of destination if bus parking needs to be arranged.) If unanticipated stops are needed, i.e. student sickness, rest stops, etc., bus driver has the authority to change the itinerary. SCHOOL BUSES ARE ALLOWED TO STOP ONLY AT DESIGNATED STOPS AS LISTED IN THE ITINERARY.

Vallejo rest stop on way to San Fran.

**For Transportation Department Use Only**

Driver: \_\_\_\_\_ Van# \_\_\_\_\_ Bus # \_\_\_\_\_  
 Leave \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. Leave \_\_\_\_\_ A.M. \_\_\_\_\_ P.M.  
 Return \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. Return \_\_\_\_\_ A.M. \_\_\_\_\_ P.M.  
 Total Hours \_\_\_\_\_ Total Hours \_\_\_\_\_

**BILLING:**

Hours \_\_\_\_\_ O.T. \_\_\_\_\_ Miles \_\_\_\_\_  
 Rate @ \$ \_\_\_\_\_ Rate @ \$ \_\_\_\_\_ Rate @ \$ \_\_\_\_\_  
 Total \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_

Transportation Department Signature: \_\_\_\_\_

Reason for Denial: \_\_\_\_\_

**ODOMETER READING (MILEAGE)**

Ending \_\_\_\_\_  
 Beginning \_\_\_\_\_  
 Total Miles \_\_\_\_\_  
 Total Wages \$ \_\_\_\_\_  
 Total Mileage \$ \_\_\_\_\_  
 TOTAL CHARGES \$ \_\_\_\_\_

Requested by: Grant Tonelli  
 Print Name

Signature

Date: 3/17/17

Principal/Site Administrator Signature: Ally W

Date 3/17/17 Approved ☒ Denied ☐

Superintendent's Signature: \_\_\_\_\_

Date \_\_\_\_\_ Approved ☐ Denied ☐

Date of Board Action (for overnight trips or over 200 mile radius one way): \_\_\_\_\_

Approved ☐ Denied ☐

Reason for Denial: \_\_\_\_\_

**BLACK OAK MINE UNIFIED SCHOOL DISTRICT  
FIELD TRIP REQUEST FORM**

TO D.O.  
3-9-17  
MB

FOR LOCAL TRIPS, FORMS ARE DUE TO SCHOOL OFFICE AT LEAST 20 DAYS PRIOR TO DEPARTURE. FORMS FOR TRIPS OVER A 200 MILE RADIUS ONE WAY OR OVERNIGHT ARE DUE 45 DAYS PRIOR TO REQUESTED DEPARTURE. (Exceptions are made for league changes in athletic schedules and playoffs.)

Date leaving: May 17, 2017 Destination: Blodgett Forest  
 Date returning: May 18, 2017 Time leaving: 9:00 a.m. May 17  
 Est. time of return: May 18, 8:30 pm  
 School: ARCS Dept.: \_\_\_\_\_ Club or Org.: \_\_\_\_\_  
 Trip Supervisor: Rose Fabian # of Students: 21 # of Staff: 2 # of Chaperones: 5-7  
 Place of Departure: ARCS

Mode of Transportation: Walking \_\_\_\_\_ School Bus \_\_\_\_\_ School Van \_\_\_\_\_ Public Transportation \_\_\_\_\_ Private vehicles X  
 Total Estimated Cost of Trip: 950-1000 Funding Source: Fundraisers and donors

**FOR TRIPS OTHER THAN EXTRA CURRICULAR**

Educational purpose of trip and relationship to class or group curriculum:  
P.E. Forestry and Life Science Lessons,  
Life Skills, Physical Science, ELA, etc.

Lead up activities, trip activities, and follow up activities: Outdoor Ed including  
forestry, research (ELA) Blodgett, etc.

**FOR TRIPS USING SCHOOL BUSES**

Itinerary (Please include all stops, approximate times of stops and phone number of destination if bus parking needs to be arranged.) If unanticipated stops are needed, i.e. student sickness, rest stops, etc., bus driver has the authority to change the itinerary. SCHOOL BUSES ARE ALLOWED TO STOP ONLY AT DESIGNATED STOPS AS LISTED IN THE ITINERARY.

**For Transportation Department Use Only**

Driver: \_\_\_\_\_ Van# \_\_\_\_\_ Bus # \_\_\_\_\_  
 Leave \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. Leave \_\_\_\_\_ A.M. \_\_\_\_\_ P.M.  
 Return \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. Return \_\_\_\_\_ A.M. \_\_\_\_\_ P.M.  
 Total Hours \_\_\_\_\_ Total Hours \_\_\_\_\_

**BILLING:**

Hours \_\_\_\_\_ O.T. \_\_\_\_\_ Miles \_\_\_\_\_  
 Rate @ \$ \_\_\_\_\_ Rate @ \$ \_\_\_\_\_ Rate @ \$ \_\_\_\_\_  
 Total \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_

Transportation Department Signature: \_\_\_\_\_  
 Reason for Denial: \_\_\_\_\_

**ODOMETER READING (MILEAGE)**

Ending \_\_\_\_\_  
 Beginning \_\_\_\_\_  
 Total Miles \_\_\_\_\_

Total Wages \$ \_\_\_\_\_  
 Total Mileage \$ \_\_\_\_\_  
 TOTAL CHARGES \$ \_\_\_\_\_

Date \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_

Requested by: Rose Fabian Print Name \_\_\_\_\_ Signature \_\_\_\_\_ Date: 3/9/17

Principal/Site Administrator Signature: S. J. Clark Date 3/9/17 Approved X Denied \_\_\_\_\_  
 Superintendent's Signature: \_\_\_\_\_ Date \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_

Date of Board Action (for overnight trips or over 200 mile radius one way): \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_  
 Reason for Denial: \_\_\_\_\_

**BLACK OAK MINE UNIFIED SCHOOL DISTRICT  
FIELD TRIP REQUEST FORM**

TO  
D.O.  
4-6-17  
WB

FOR LOCAL TRIPS, FORMS ARE DUE TO SCHOOL OFFICE AT LEAST 20 DAYS PRIOR TO DEPARTURE. FORMS FOR TRIPS OVER A 200 MILE RADIUS ONE WAY OR OVERNIGHT ARE DUE 45 DAYS PRIOR TO REQUESTED DEPARTURE. (Exceptions are made for league changes in athletic schedules and playoffs.)

Date leaving: May 18 Destination: Georgetown Amphitheatre / Nature Area  
 Date returning: May 19 Time leaving: 9:00 am  
 Est. time of return: 1:45 pm  
 School: ARCS Dept.: \_\_\_\_\_ Club or Org.: \_\_\_\_\_  
 Trip Supervisor: Lindsey Lewin # of Students: 27 # of Staff: 2 # of Chaperones: \_\_\_\_\_  
 Place of Departure: ARCS  
 Mode of Transportation: Walking ☒ School Bus \_\_\_\_\_ School Van \_\_\_\_\_ Public Transportation \_\_\_\_\_ Private vehicles \_\_\_\_\_  
 Total Estimated Cost of Trip: \$250 Funding Source: PARCS / ASB

**FOR TRIPS OTHER THAN EXTRA CURRICULAR**

Educational purpose of trip and relationship to class or group curriculum: science based classification of plants / local history

Lead up activities, trip activities, and follow up activities: tour of georgetown & kingdoms of life, cells

**FOR TRIPS USING SCHOOL BUSES**

Itinerary (Please include all stops, approximate times of stops and phone number of destination if bus parking needs to be arranged.) If unanticipated stops are needed, i.e. student sickness, rest stops, etc., bus driver has the authority to change the itinerary. SCHOOL BUSES ARE ALLOWED TO STOP ONLY AT DESIGNATED STOPS AS LISTED IN THE ITINERARY.

**For Transportation Department Use Only**

Driver: \_\_\_\_\_ Van# \_\_\_\_\_ Bus # \_\_\_\_\_  
 Leave \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. Leave \_\_\_\_\_ A.M. \_\_\_\_\_ P.M.  
 Return \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. Return \_\_\_\_\_ A.M. \_\_\_\_\_ P.M.  
 Total Hours \_\_\_\_\_ Total Hours \_\_\_\_\_

**BILLING:**

Hours \_\_\_\_\_ O.T. \_\_\_\_\_ Miles \_\_\_\_\_  
 Rate @ \$ \_\_\_\_\_ Rate @ \$ \_\_\_\_\_ Rate @ \$ \_\_\_\_\_  
 Total \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_

Transportation Department Signature: \_\_\_\_\_  
 Reason for Denial: \_\_\_\_\_

**ODOMETER READING (MILEAGE)**

Ending \_\_\_\_\_  
 Beginning \_\_\_\_\_  
 Total Miles \_\_\_\_\_

Total Wages \$ \_\_\_\_\_  
 Total Mileage \$ \_\_\_\_\_  
 TOTAL CHARGES \$ \_\_\_\_\_

Date \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_

Requested by: Lindsey Lewin Date: 4/5/2017  
 Principal/Site Administrator Signature: [Signature] Date: 4/5/17 Approved ☒ Denied \_\_\_\_\_  
 Superintendent's Signature: \_\_\_\_\_ Date \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_  
 Date of Board Action (for overnight trips or over 200 mile radius one way): \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_  
 Reason for Denial: \_\_\_\_\_

This is already on the Facility calendar & has been approved.

## BLACK OAK MINE UNIFIED SCHOOL DISTRICT

AGENDA ITEM: 20.5 Gifts

MEETING DATE: April 20, 2017

FROM: Mr. Jeremy Meyers, Superintendent

RECOMMENDATION: It is recommended that the gift(s) donated be accepted.

BACKGROUND: The following gift(s) were donated to the District:

- 1) Wells Fargo donated \$1111.50 to Northside School for school needs.
- 2) Wells Fargo donated \$105.00 to Northside School for school needs.
- 3) Tucker Stapleton donated \$200.00 to Northside School for camp scholarships.
- 4) PG & E donated \$3050.00 to Georgetown School for sixth grade camp.
- 5) Zina Seaberg donated \$300.00 to Georgetown School for sixth grade camp.
- 6) American Forest Foundation donated \$1000.00 to Georgetown School for the Kindergarten garden.

Pursuant to District practice, the Board of Trustees may accept on behalf of and for the District, any bequest, gift of money, or gift of property that is presented to the District. The donor may request that the donation be used for a specific program or at a specific school site. A letter of appreciation will be sent to the donor(s).

# BLACK OAK MINE UNIFIED SCHOOL DISTRICT

6540 Wentworth Springs Road  
Georgetown, CA 95634  
(530) 333-8300  
Fax: (530) 333-8303  
Website: bomusd.org

## Request for Board Acceptance of Gift

To:	Jeremy Meyers, Superintendent
From:	Portnerside
Re:	Request for Board Acceptance of Gift
Date:	3/9/17
Description of Gift:	✓ for 1111.50
Donor Estimated Value:	\$ 1111.50
Donated By:	Wells Fargo Matching Gifts
Mailing Address:	5036 Ellinghouse Drive STE 130 Cool CA 95614
Donor Requests Gift To Be Used At/For:	School Needs

★



# BLACK OAK MINE UNIFIED SCHOOL DISTRICT

6540 Wentworth Springs Road  
Georgetown, CA 95634  
(530) 333-8300  
Fax: (530) 333-8303  
Website: bomusd.org

## Request for Board Acceptance of Gift

To:	Jeremy Meyers, Superintendent
From:	Northside
Re:	Request for Board Acceptance of Gift
Date:	8/3/17
Description of Gift:	✓ for 105.00 from wells Fargo Community Support Campaign
Donor Estimated Value:	\$ 105.00
Donated By:	Wells Fargo
Mailing Address:	5036 Flinghouse Drive Ste 130 Cool Ca. 95614
Donor Requests Gift To Be Used At/For:	School Needs





# BLACK OAK MINE UNIFIED SCHOOL DISTRICT

6540 Wentworth Springs Road  
Georgetown, CA 95634  
(530) 333-8300  
Fax: (530) 333-8303  
Website: bomusd.org

## Request for Board Acceptance of Gift

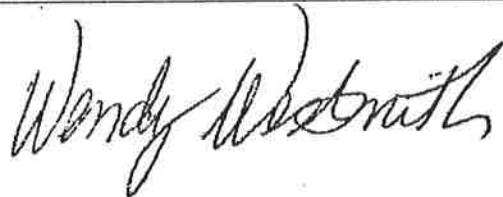
To:	Jeremy Meyers, Superintendent
From:	Northside
Re:	Request for Board Acceptance of Gift
Date:	3/13/17
Description of Gift:	v for 200.00
Donor Estimated Value:	\$ 200.00
Donated By:	Tucker Stapleton
Mailing Address:	PO, Box 144 Georgetown CA 95614
Donor Requests Gift To Be Used At/For:	Camp Scholarship!

★ *Mary Allen*

6540 Wentworth Springs Road  
Georgetown, CA 95634  
(530) 333-8300  
Fax: (530) 333-8303  
Website: bomusd.org

## Request for Board Acceptance of Gift

To:	Jeremy Meyers, Superintendent
From:	Wendy Westsmith, Principal
Re:	Request for Board Acceptance of Gift
Date:	March 21, 2017
Description of Gift:	Check donations
Donor Estimated Value:	\$ 2050.00
Donated By:	PG & E
Mailing Address:	2508 Highlander Way, Ste. 210, Carrollton, TX 75006
Donor Requests Gift To Be Used At/For:	Donation is for Sixth Grade Camp



6540 Wentworth Springs Road  
Georgetown, CA 95634  
(530) 333-8300  
Fax: (530) 333-8303  
Website: bomusd.org

### Request for Board Acceptance of Gift

To:	Jeremy Meyers, Superintendent
From:	Wendy Westsmith, Principal
Re:	Request for Board Acceptance of Gift
Date:	March 31, 2017
Description of Gift:	Check donations
Donor Estimated Value:	\$ 1,000.00
Donated By:	PG & E
Mailing Address:	2508 Highlander Way, Ste. 210, Carrollton, TX 75006
Donor Requests Gift To Be Used At/For:	Donation is for Sixth Grade Camp



6540 Wentworth Springs Road  
Georgetown, CA 95634  
(530) 333-8300  
Fax: (530) 333-8303  
Website: bomusd.org

### Request for Board Acceptance of Gift

To:	Jeremy Meyers, Superintendent
From:	Wendy Westsmith, Principal
Re:	Request for Board Acceptance of Gift
Date:	March 31, 2017
Description of Gift:	Check donations
Donor Estimated Value:	\$ 300.00
Donated By:	Zina Seaberg
Mailing Address:	P.O. Box 4013 Georgetown, Ca 95634
Donor Requests Gift To Be Used At/For:	To Georgetown School for Sixth Grade Camp



6540 Wentworth Springs Road  
Georgetown, CA 95634  
(530) 333-8300  
Fax: (530) 333-8303  
Website: bomusd.org

### Request for Board Acceptance of Gift

To:	Jeremy Meyers, Superintendent
From:	Wendy Westsmith, Principal
Re:	Request for Board Acceptance of Gift
Date:	March 31, 2017
Description of Gift:	Check donations
Donor Estimated Value:	\$ 1,000.00
Donated By:	American Forest Foundation
Mailing Address:	2000 M Street, NW Ste. 550 Washington, DC 20036
Donor Requests Gift To Be Used At/For:	To Georgetown School for Kindergarten Garden



## BLACK OAK MINE UNIFIED SCHOOL DISTRICT

AGENDA ITEM: 20.6 Gifts-Rhonda Phillips Scholarship Fund

MEETING DATE: April 20, 2017

FROM: Mr. Jeremy Meyers, Superintendent

RECOMMENDATION: It is recommended that the Board of Trustees approve the gift(s) donated for the Rhonda Phillips Scholarship Fund.

BACKGROUND: The following gifts were donated to the District for the Rhonda Phillips Scholarship Fund:

GoFundMe	\$3,265.16
John & Joanne Daniels	\$50.00
Tom Gilchrist	\$250.00
Ralph & Carolyn Friend	\$25.00
James & Lynn Schardt	\$50.00
Patrick & Kimberly Floyd	\$150.00

Pursuant to District practice, the Board of Trustees may accept on behalf of and for the District, any bequest, gift of money, or gift of property that is presented to the District. A letter of appreciation will be sent to the donor(s).

