

PHILOSOPHY-GOALS-OBJECTIVES
 & COMPREHENSIVE PLANS

	CODE		
0. Vision	0000	BP	
1. Goals for the School District.....	0200	BP	
2. Comprehensive Plans.....	0400	BP	
A. Nondiscrimination in District Programs and Activities.....	0410	BP	
B. School Plans/Site Councils.....	0420	BP	AR
1. School-Based Program Coordination.....	0420.1	BP	AR
2. Charter Schools.....	0420.4	BP	
3. Site-Based Decision Making.....	0420.5	BP	AR
C. Comprehensive Local Plan for Special Education	0430	BP	
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3. Accountability	0500	BP	
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1. High Priority Schools Grant Program.....	0520.1	BP	AR
C. Awards for School Performance.....	0530	BP	AR

VISION

The district will be recognized as a premier school district. We will be unique in our success by graduating students who are 100 percent literate, culturally aware and sensitive, and who are fully prepared to enter higher education, transition into productive careers, and be lifelong learners within our changing society.

With each student being our primary focus and interest, the district team will be inclusive and represent a broad spectrum of interests including students of all ages, their parents, the educational staff, as well as the businesses, service organizations, and the community and cultural organizations within the district boundaries. Consistent and high quality communication and collaboration will enhance the growth and progress within our communities to achieve our mutual goals and interests.

Clearly established standards of excellence for student performance will be achieved through high quality instruction incorporating basic skills, problem solving, and creative thinking. Skills in language acquisition, use of technology, and the ability to work with others will be taught to all students. The instructional programs will be enhanced by curricular and co-curricular enrichment programs, student support programs, and support services. All district programs will be promoted in an atmosphere of warmth and acceptance in order to nurture and guide the intellectual and psychological growth of the student.

Instruction will be differentiated to meet students' needs and will be student centered, current and relevant. Innovation and flexibility will be essential elements to meet the needs of our educational community as we continually design and adjust programs to meet the needs of all students in an ever-changing world. The flexible use of time and a variety of teaching and assessment techniques will support exemplary instruction. Learning will happen everywhere-at home, on the school campus, in the community and through worldwide communication links. Responsible fiscal and asset management, beneficial partnerships, and strong and successful community and parental involvement will support an educational program which will enable students to reach for their dreams in the world of today and tomorrow.

Our students, our community, and all employees will have the confidence that we will provide the best possible education for all students, and we will all point to the graduates of the district with a sense of pride.

Belief Statements

1. Achievement

We Believe ... all students can learn; schools are responsible for helping all students learn? and achieve.

2. Lifelong Learning

We Believe ... it is important for students to have the desire and skills necessary to gain needed information, make effective decisions, contribute to society, and to continue to learn throughout their lives.

VISION (continued)

3. Cultural Diversity

We Believe ... in promoting pride for all nationalities, valuing and accepting ethnic differences, and respecting beliefs of all cultures and individuals.

4. Safe Environment

We Believe ... all staff and students have the right to work in a safe, clean, and supportive environment.

5. Self-Esteem

We Believe ... that self-esteem is a key factor to determine the quality of life of our students. The most effective learning environment is one with a climate which enhances our students self image and promotes respect.

6. Collaboration

We Believe ... a collaborative environment, one in which the legislators, parents, community members, and industry work with schools, produces a higher quality educational organization.

7. Shared Decision Making

We Believe ... that when decisions about schooling include multiple perspectives and involve concerned groups, the inclusionary process will yield quality outcomes.

8. Governance

We Believe ... in local control for each school district and respect the uniqueness of each school. Variability and equity among schools should be our goal.

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

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

GOALS FOR THE SCHOOL DISTRICT

The Governing Board shall adopt long-term goals for achieving the district's overall vision for its schools as well as clear performance standards and benchmarks which can be used to determine if the district is meeting these goals. Goals shall be limited in number so as to be reasonably achievable within established timelines.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0500 - Accountability)

(cf. 6010 - Goals and Objectives)

(cf. 9000 - Role of the Board)

The Superintendent or designee may establish short-term, interim objectives and comprehensive plans to ensure adequate, regular progress toward the district's long-term goals.

(cf. 0400 - Comprehensive Plans)

The district's goals are to:

1. Maintain safe, healthful and orderly campuses which promote learning.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5144 - Discipline)

2. Provide appropriate instruction to meet the varied academic and career goals of students by identifying and responding to individual student needs.

(cf. 6000 - Concepts and Roles)

(cf. 6030 - Integrated Academic and Vocational Instruction)

3. Ensure that all students achieve academic proficiency in essential areas of skill and knowledge.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

4. Provide for the specialized needs of identified groups of students.

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

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

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6175 - Migrant Education Program)

GOALS FOR THE SCHOOL DISTRICT (continued)

5. Develop each student's self-respect, respect for others, appreciation for diversity and sense of personal responsibility.

(cf. 5137 - Positive School Climate)
(cf. 6141.6 - Multicultural Education)

6. Provide time and resources for collaboration, planning and professional development for all staff.

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

7. Maintain fiscal integrity for the district.

(cf. 3100 - Budget)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)

8. Improve the organization, management and decision-making structure and capabilities of the district to better support the education of students.

(cf. 0420.5 - School-Based Decision Making)
(cf. 2000 - Concepts and Roles)

9. Employ technology in ways that enhance learning, teaching and noninstructional operations.

(cf. 0440 - District Technology Plan)
(cf. 4040 - Employee Use of Technology)
(cf. 6162.7 - Use of Technology in Instruction)
(cf. 6163.4 - Student Use of Technology)

10. Provide and maintain facilities to meet the needs of present and future students.

(cf. 7000 - Concepts and Roles)
(cf. 7110 - Facilities Master Plan)

11. Maintain positive relations with parents/guardians and the community, emphasizing communication and inviting participation in the schools.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1240 - Volunteer Assistance)
(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)

GOALS FOR THE SCHOOL DISTRICT (continued)

12. Collaborate with other public agencies and private organizations to ensure that children's physical, social and emotional needs are met.

(cf. 1020 - Youth Services)

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

13. Provide a system of shared accountability for student achievement with clear performance standards and consequences.

(cf. 0500 - Accountability)

(cf. 0510 - School Accountability Report Card)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

(cf. 6162.5 - Student Assessment)

(cf. 9400 - Board Self-Evaluation)

Legal Reference:

EDUCATION CODE

51002 *Local development of programs based on stated philosophy and goals*

51020 *Definition of goal*

51021 *Definition of objective*

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

COMPREHENSIVE PLANS

The Governing Board believes that careful planning is essential to effective implementation of district programs and policies. Comprehensive plans shall identify cohesive strategies for school improvement and provide stability in district operations.

The Superintendent or designee shall develop comprehensive plans for the implementation of the district's vision and goals, on specific policy topics and on other areas as required by law. As appropriate, comprehensive plans may describe, but not be limited to, anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0500 - Accountability)
(cf. 1112 - Media Relations)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3543 - Transportation Safety and Emergencies)
(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)
(cf. 6010 - Goals and Objectives)
(cf. 6171 - Title I Programs)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 7110 - Facilities Master Plan)

Comprehensive plans may be subject to review and approval by the Governing Board.

The process for developing comprehensive plans shall invite broad participation of school and community representatives. Committees may be appointed to assist in the development of plans. Comprehensive plans shall be available to the public and shall be reviewed at regular intervals as specified within the plan.

(cf. 0420.5 - School-Based Decision Making)
(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 6020 - Parent Involvement)
(cf. 9130 - Board Committees)

In addition, school-level plans may be developed to meet the unique circumstances of individual school sites provided that they are consistent with law, district vision, Governing Board policies, administrative regulations and districtwide plans. School plans may be subject to review and approval of the Superintendent or designee and/or the Governing Board.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)

COMPREHENSIVE PLANS (continued)

Legal Reference:

EDUCATION CODE

35035 Powers and duties of Superintendent

35291 Rules (power of Governing Board)

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

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

NON-DISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 1240 - Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4033 - Lactation Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

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

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

(cf. 6178 - Career Technical Education)

(cf. 6200 - Adult Education)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

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

(cf. 5145.6 - Parental Notifications)

NON-DISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (continued)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

(cf. 3540 - Transportation)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5145.13 - Response to Immigration Enforcement)

District programs and facilities, viewed in their entirety, shall be in compliance with the American with Disabilities Act.

The Superintendent or designee shall ensure that the District provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note-takers, written materials, taped text, and Braille or large print materials.

(cf. 5124 - Communication with Parents/Guardians)

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

(cf. 9320 - Meetings and Notices)

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the District's Policy on non-discrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment materials distributed to these groups. (34 CFR 104.8, 106.9)

The Superintendent or designee shall also provide information about related complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

NON-DISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (continued)

In compliance with law, the District's Non-Discrimination Policy shall be published in the individual's primary language to the extent practicable.

(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48980 Parental notifications

48985 Notices to parents in language other than English

51007 Legislative intent: state policy

GOVERNMENT CODE

8310.3 California Religious Freedom Act

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

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

106.9 Dissemination of policy

NON-DISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (continued)

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

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

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter, May 26, 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

Dear Colleague Letter: Electronic Book Readers, June 29, 2010

Nondiscrimination in Employment Practices in Education, August 1991

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

2010 ADA Standards for Accessible Design, September 2010

Accessibility of State and Local Government Websites to People with Disabilities, June 2003

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines, December 2008

WEB SITES

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

California Office of the Attorney General: <http://oag.ca.gov>

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

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Safe Schools Coalition: <http://www.casafeschools.org>

Pacific ADA Center: <http://www.adapacific.org>

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

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act:

<http://www.ada.gov>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

Adopted: _____ June 20, 2018

SCHOOL PLANS/SITE COUNCILS

The Governing Board encourages employees, students, parents/guardians and other members of the school community to develop school plans designed to meet the specific needs at individual school sites. The Governing Board may approve or disapprove school plans as necessary in order to fulfill the district's mission, accomplish the Governing Board's adopted goals and/or comply with legal requirements.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 0420.5 - School-Based Decision Making)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

When submitting a consolidated application for state and federal categorical programs to the California Department of Education, the Superintendent or designee shall assure that a single plan for student achievement has been prepared for each participating school in accordance with law. (Education Code 64001)

The Superintendent or designee shall ensure that schools desiring to participate in categorical programs establish and maintain a school site council. Such councils shall be responsible for the development, review and modification of school plans and for other duties as prescribed by law.

(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)
(cf. 0450 - Comprehensive Safety Plan)

Legal Reference: (see next page)

SCHOOL PLANS/SITE COUNCILS (continued)

Legal Reference:

EDUCATION CODE

52 Designation of schools

53 Designation of high schools

8750-8754 Conservation Education

18100-18203 School libraries

44520-44534 New Careers Program

44670.1-44671.5 Staff Development and Resource Centers

44500-44508 Peer Assistance and Review Program

51870-51874 Educational Technology

52000-52049.1 School Improvement Program

52053-52055.51 Immediate Intervention/Underperforming Schools Program

52176 Advisory committees

52200-52212 Gifted and Talented Education Program

52340-52346 California Regional Career Guidance Centers

52800-52904 School-Based Program Coordination Act

54000-54041 Educationally Disadvantaged Youth Programs

54100-54145 Miller-Unruh Basic Reading Act

54425 Advisory committees (compensatory education)

54650-54659 Education Improvement Incentive Program

54720-54734 School-Based Pupil Motivation and Maintenance Program

56000-56885 Special education

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

CODE OF REGULATIONS, TITLE 5

3930-3937 Compliance plans

PUBLIC LAW 107-110

1001-1908 Title I programs

Management Resources:

CDE CORRESPONDENCE

Update on the Status of Program Quality Review and Implementation of SB 374, November 14, 2001

CDE PUBLICATIONS

Single School Planning Template, 2002

School Site Councils: Their Composition, Role and Responsibilities, 1991

WEB SITES

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

SCHOOL PLANS/SITE COUNCILS

School Site Councils

When required for participation in state programs, school site councils shall be composed of the following: (Education Code 52012, 52852, 54724)

1. The principal
2. Teachers selected by the school's teachers
3. Other school personnel chosen by the school's other personnel
4. Parents/guardians of students attending the school chosen by other such parents/guardians, or community members chosen as representatives by such parents/guardians
5. In secondary schools, students attending the school chosen by other such students

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For elementary school site councils, the remaining half shall be parents/guardians or parent/guardian representatives. For secondary school site councils, the remaining half shall be equal numbers of parents/guardians (or parent/guardian representatives) and students. (Education Code 52012, 52852, 54724)

A district employee may serve as a parent/guardian representative on the site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 52852)

School site councils may function on behalf of other committees in accordance with law. (Education Code 52176, 52870, 54425; 5 CCR 3932)

(cf. 0520 - Intervention for Underperforming Schools)

(cf. 1220 - Citizen Advisory Committees)

Single Plan for Student Achievement

In order for a school to participate in state and federal categorical programs funded through the state's consolidated application process, the school site council shall consolidate and approve a single plan for student achievement. This plan shall be aligned with school goals for improving student achievement and shall be based on an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and any other data voluntarily developed by the district to measure student achievement. (Education Code 64001)

SCHOOL PLANS/SITE COUNCILS (continued)

The plan shall, at a minimum: (Education Code 64001)

1. Address how funds provided to the school through any of the programs identified in Education Code 64000 will be used to improve the academic performance of all students to the level of the performance goals established by the Academic Performance Index
2. Identify the school's means of evaluating progress toward accomplishing those goals
3. Identify how state and federal law governing these programs will be implemented

Whenever feasible, the school site council may include within the above plan any plans required by other categorical programs.

Plans developed for the state's Immediate Intervention/Underperforming Schools Program pursuant to Education Code 52054 or the federal schoolwide programs pursuant to 20 USC 6314 et seq. shall satisfy the requirement for a single plan for student achievement. (Education Code 64001)

(cf. 0520 - Intervention for Underperforming Schools)

The school site council shall annually review and update this plan, including the proposed expenditure of funds allocated to the school for these programs. If the school does not have a school site council, a schoolwide advisory group or school support group conforming to the requirements of Education Code 52012 shall fulfill these responsibilities. (Education Code 64001)

The Governing Board shall review and approve the plan at a regularly scheduled meeting. The Governing Board also shall review and approve any subsequent revisions that include material changes affecting the academic programs for students participating in these programs. The Governing Board shall certify that, to the extent allowable under federal law, the plan is consistent with district local improvement plans required as a condition of receiving federal funding. (Education Code 64001)

SCHOOL-BASED PROGRAM COORDINATION

In order to best serve students with special needs, and students participating in designated educational programs, the Governing Board encourages school-based program coordination as a means for achieving flexibility in the use of the categorical funds received by each school. The Governing Board believes that resources acquired to assist students in one program often can benefit other students without in any way depriving the originally targeted group.

A School Site Council shall be established at each school to consider whether or not it wishes the school to participate in school-based program coordination. All interested persons shall have an opportunity to meet in public to establish the School Site Council. (Education Code 52852.5)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

The School Site Council of any participating school shall develop, for approval by the Governing Board, a school plan that addresses the components specified in Education Code 52853. This plan shall be incorporated into the school's Single Plan for Student Achievement required for the State's Consolidated Application process. (Education Code 52853, 64001)

Evaluation of each participating school's educational program shall include an assessment of the school's effectiveness in meeting the needs of each student population originally targeted by categorical funds.

(cf. 0500 - Accountability)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5149 - At-Risk Students)
(cf. 6164.4 - Identification of Individuals for Special Education)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Language Learners)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

8750-8754 Conservation Education
41500-41573 Categorical Education Block Grants
44520-44534 New Careers Program
51870-51874 Educational Technology
52200-52212 Gifted and Talented Education Program
52340-52346 California Regional Career Guidance Centers
52800-52904 School-Based Program Coordination Act
54000-54041 Educationally Disadvantaged Youth Programs
54100-54145 Miller-Unruh Basic Reading Act
54650-54659 Education Improvement Incentive Program
56000-56885 Special Education
64000 Categorical Programs included in Consolidated Application
64001 Single School Plan for Student Achievement, Consolidated Application Programs

SCHOOL-BASED PROGRAM COORDINATION (continued)

Legal Reference (continued):

MILITARY AND VETERANS CODE

500-520.1 California Cadet Corps

Management Resources:

CDE PUBLICATIONS

Voluntary Template for the Single Plan for Student Achievement

WEB SITES

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

Adopted: March 7, 2007

SCHOOL-BASED PROGRAM COORDINATION

The Superintendent or designee shall give all principals information about the School-Based Program Coordination Act. This information shall be provided to staff, parents/guardians and secondary students. (Education Code 52852.5)

Categorical funds coordinated under this program may include funding for: (Education Code 52851)

1. Conservation Education (Education Code 8750-8754)

(cf. 6142.5 - Environmental Education)

2. New Careers Program (Education Code 44520-44534)

(cf. 4112.21 - District Interns)

3. Staff Development and Resource Centers (Education Code 44670.1-44671.5)

(cf. 4131.6 - Professional Development Program)

4. Educational Technology (Education Code 51870-51874)

(cf. 0440 - District Technology Plan)

(cf. 4060 - Employee Use of Technology)

(cf. 6162.7 - Use of Technology in Instruction)

(cf. 6163.4 - Student Use of Technology)

5. School Improvement Program (Education Code 52000-52049.1)

6. Gifted and Talented Education Program (Education Code 52200-52212)

(cf. 6172 - Gifted and Talented Student Program)

7. California Regional Career Guidance Centers (Education Code 52340-52346)

(cf. 6030 - Integrated Academic and Vocational Instruction)

(cf. 6178 - Vocational Education)

8. Educationally Disadvantaged Youth Programs (Education Code 54000-54041)

(cf. 5149 - At-Risk Students)

9. Miller-Unruh Basic Reading Act (Education Code 54100-54145)

(cf. 6142.91 - Reading/Language Arts Instruction)

SCHOOL-BASED PROGRAM COORDINATION (continued)

10. Special Education (Education Code 56000-56885)

(cf. 0430 - Comprehensive Local Plan for Special Education)

11. California Cadet Corps (Military and Veterans Code 500-520.1)

Funds coordinated by this program shall be used to supplement, not supplant, existing state and local appropriations. (Education Code 52852.5)

The school shall not be required to meet the statutory provisions or related California Code of Regulations for any coordinated program except as specifically provided under the School-Based Program Coordination Act. (Education Code 52851)

Plan

Program goals, expenditures and evaluation processes shall be addressed in a single school plan for student achievement required for the state's consolidated application process. (Education Code 64001)

(cf. 0420 - School Plans/Site Councils)

(cf. 6190 - Evaluation of the Instructional Program)

The plan shall address: (Education Code 52853)

1. Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student
2. Instructional and auxiliary services which meet the special needs of non-English-speaking or limited-English-speaking students; educationally disadvantaged students; gifted and talented students; and students with exceptional needs
3. A staff development program for teachers, other school personnel, paraprofessionals and volunteers, including those participating in special programs, which may include:
 - a. The use of program guidelines developed by the State Superintendent of Public Instruction for specific learning disabilities, including dyslexia, and other related disorders
 - b. Strategies included in the guidelines and instructional materials that focus on successful approaches for working with students who have been prenatally exposed to substances as well as other at-risk students

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

SCHOOL-BASED PROGRAM COORDINATION (continued)

4. Ongoing evaluation of the school's educational program

(cf. 0500 - Accountability)

5. The proposed expenditures of funds available to the school through this program, including but not limited to expenditures for salaries and staff benefits for persons providing services for those programs
6. The proposed expenditure of funds available through the Improving America's Schools Act
7. Other activities and objectives established by the site council

The Governing Board shall review and approve or disapprove the school plan. If a plan is not approved, the Governing Board shall give the site council its specific reasons. (Education Code 52855)

The site council shall annually review the school plan, establish a new budget and, if necessary, make other modification to reflect changing needs and priorities. (Education Code 52853, 52857)

Subsequent changes in the plan developed by the site council shall be approved or disapproved by the Governing Board, and specific reasons stated for any disapproval. (Education Code 52855)

CHARTER SCHOOLS

The Governing Board believes that charter schools provide one opportunity to implement school-level reform and to support innovations which improve student learning. These schools shall operate under the provisions of their charters, federal laws, specified state laws and general oversight of the Governing Board.

The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to gather information about the proposal and suggest components that would align the petition with the district's vision and goals for student learning. As needed, he/she may work with the petitioners to establish workable plans for technical assistance or contracted services which the district may provide to the proposed charter school.

At his/her discretion, the Superintendent or designee may establish a staff advisory committee to review a submitted petition and the supporting documentation. Such a committee may be used to evaluate the completeness of the proposal, the merits of the proposed educational program, the level of community support, and any concerns that should be addressed by the petitioners. The Superintendent or designee shall also consult with legal counsel as appropriate regarding compliance of the proposal with legal requirements.

(cf. 1220 – Citizen Advisory Committees)

In determining whether to grant or deny a charter, the Governing Board shall carefully review the proposed charter and any supplementary information, consider public and staff input, and determine whether the charter petition adequately addresses all the provisions required by law. The Governing Board shall not deny a charter school petition unless specific written factual findings are made pursuant to law and administrative regulation.

The Governing Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Governing Board and charter school and adjusted as necessary.

The district shall not require any student to attend a charter school and shall not require any district employee to work at a charter school. (Education Code 47605)

The Governing Board shall ensure that any charter granted by the Governing Board contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. Including but not be limited to, fiscal accountability systems as well as multiple measures for evaluating the educational program. To assist the Governing Board in its general oversight responsibility, charters shall provide regular reports to the Governing Board related to the charter provisions.

(cf. 0500 - Accountability)

CHARTER SCHOOLS (continued)

The Governing Board shall monitor each charter school to determine whether it makes “adequate yearly progress” as defined by the State Board of Education and federal Title I accountability requirements. If a charter school fails to make adequate yearly progress for two or more consecutive years, the Governing Board shall take action for program improvement in accordance with law, Board policy, and administrative regulations.

(cf. 0520.2 – Title I Program Improvement Schools)

Legal Reference:

EDUCATION CODE

41365 *Charter school revolving loan fund*
44237 *Criminal record summary*
44830.1 *Certificated employees, conviction of a violent or serious felony*
45122.1 *Classified employees, conviction of a violent or serious felony*
46201 *Instructional minutes*
47600-47616.5 *Charter Schools Act of 1992, as amended*
48000 *Minimum age of admission (kindergarten)*
48010 *Minimum age of admission (first grade)*
48011 *Minimum age of admission from kindergarten or other school*
51745-51749.3 *Independent study*
54032 *Limited English or low-achieving pupils*
56026 *Special Education*
56145-56146 *Special education services in charter schools*
60600-60649 *Assessment of academic achievement, including:*
60605 *Academic content and performance standards; assessments*
60640-60647 *Standardized Testing and Reporting Program*

GOVERNMENT CODE

3540-3549.3 *Educational Employment Relations Act*
54950-54962 *The Ralph M. Brown Act*

PENAL CODE

667.5 *Definition of violent felony*
1192.7 *Definition of serious felony*

CODE OF REGULATIONS, TITLE 5

11700.1-11705 *Independent Study*
11960-11969 *Charter schools*

ATTORNEY GENERAL OPINIONS

80 *Ops.Cal.Atty.Gen. 52 (1997)*
78 *Ops.Cal.Atty.Gen. 297 (1995)*

CHARTER SCHOOLS (continued)

Management Resources:

WEB SITES

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

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

Education Commission of the States: <http://www.ecs.org>

NSBA: <http://www.nsba.org>

Adopted: _____ May 18, 2011 _____

SITE-BASED DECISION MAKING

The Governing Board desires to improve student learning by giving decision making opportunities to the people who are closest to the students. The Governing Board shall adopt policies which support decision making appropriate to the site level and shall oversee district accountability for such policies.

Under the direction of the Governing Board, school employees, parents/guardians, secondary students and community members may collaborate on matters such as program priorities and delivery, student behavior and discipline, student services and counseling, personnel selection and assignment, and the allocation of funds.

Under the leadership of the district and school administration, schools making significant changes in instructional practices or learning environment must have a broad-based consensus regarding their specific objectives, priorities, and methods for assessing student learning.

The Governing Board desires to support staff decision making responsibilities with appropriate inservice training, to encourage creativity at school sites, and to evaluate staff performance in relation to school objectives. The Superintendent or designee shall help school decision teams establish planning processes, make efficient use of resources and staff, and develop new programs based on the needs, interests and resources at their individual schools.

Legal Reference:

EDUCATION CODE

35160 Authority of Board

35161 Delegation of Board authority

58900-58928 Demonstration of restructuring in public education

SITE-BASED DECISION MAKING

School Decision Teams

Each site decision team shall be composed of the principal, certificated employees, classified employees, parents/guardians and community representatives. In secondary schools, the committee shall include students attending the school. Team members shall be selected by their fellow staff members, parents/guardians or students; community representatives shall be selected by the school's parents/guardians.

The team shall establish operational procedures, including a process that ensures effective two-way communication with the entire staff, students, parents/guardians and other members of the community.

The team shall establish objectives designed to foster professional growth, instructional improvement and higher student achievement. These objectives may be related to:

1. Teaching strategies and techniques, including student grouping and the use of instructional technology
2. Program priorities
3. Use of available space and equipment to support instruction
4. Staff development programs
5. Staff selection and assignment, including the use of professional and paraprofessional staff to deliver instruction
6. Coordination of student services such as counselors and health staff
7. Parental and community involvement to support student learning
8. Scheduling of instruction and instructional time, including supplementary learning experiences such as field trips and community projects
9. Allocation of discretionary moneys to support instruction
10. Student behavior and discipline

The decision team shall annually evaluate the results of its efforts.

(cf. 0510 - School Accountability Report Card)

SITE-BASED DECISION MAKING (continued)

District Requirements

Until changes are approved or waivers granted, schools will need to adhere to the following requirements:

1. Work to support district goals and objectives
2. Adhere to Governing Board policy and state rules and regulations
3. Adhere to collective bargaining agreements
4. Operate within resource allocations
5. Avoid activities that negatively impact other schools

Guidelines for Planning

Each school decision team shall:

1. Commit to the Governing Board's school-based decision-making policy
2. Engage in broad-based decision making involving the school administration, staff, parents/guardians, community members and students as appropriate
3. Engage in a planning process to create a vision statement, define school needs, establish goals and priorities, design implementation plans and develop appropriate assessment strategies to measure improvements in student learning
4. Apply for a change or waiver as necessary
5. As opportunities are identified, seek additional outside funding to support restructuring planning

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The Governing Board desires to provide a high-quality education for all students, including those with disabilities. The Governing Board recognizes that all individuals with disabilities have the right to receive a free and appropriate public education.

The district shall provide special education instruction and services for individuals with exceptional needs in accordance with the federal Individuals with Disabilities Education Act.

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

Modifications and/or special services and aids shall also be provided as needed for students who are eligible for services under Section 504 of the federal Rehabilitation Act of 1973, the Americans with Disabilities Act and related federal regulations.

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

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district participates as a member of the Special Education Local Plan Area (SELPA).

The Superintendent or designee shall extend the district's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this district, with the exception of those that apply to complaints, unless the local plan specifically authorizes the district to operate under its own policies and regulations.

(cf. 1312.3 - Uniform Complaint Procedures)

In accordance with selection procedures described in the SELPA plan, the Governing Board shall appoint district representatives to the SELPA's community advisory committee. This committee shall make suggestions for the development, amendment and review of the local plan, recommend annual priorities, promote parent/guardian and community involvement, assist in parent/guardian education, and support activities on behalf of individuals with exceptional needs. (Education Code 56190-56194)

(cf. 1220 - Citizen Advisory Committees)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

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

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program (IEP))

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

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

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

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

Information shall be provided concerning the number of individuals with exceptional needs who are being provided special education and related services. (Education Code 56195.8) This information may be included as part of the SELPA plan.

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

Legal Reference:

EDUCATION CODE

- 56000-56001 *Education for individuals with exceptional needs*
- 56020-56035 *Definitions*
- 56040-56042 *General provisions*
- 56190-56194 *Community advisory committees*
- 56195-56195.9 *Local plans*
- 56200-56202 *Local plan requirements*
- 56205-56208 *Local plan requirements*
- 56240-56245 *Staff development*
- 56300-56382 *Identification and referral, assessment, instructional planning, implementation, and review*
- 56440-56447.1 *Programs for individuals between the ages of three and five years*
- 56500-56508 *Procedural safeguards, including due process rights*
- 56600-56606 *Evaluation, audits and information*
- 56836-56836.03 *Administration of local plan*

GOVERNMENT CODE

- 95000-95029 *California Early Intervention Services Act*
- CODE OF REGULATIONS, TITLE 5
- 3000-3082 *Regulations governing special education*
- UNITED STATES CODE, TITLE 20
- 1400-1485 *Individuals with Disabilities Act*
- UNITED STATES CODE, TITLE 29
- 794 *Rehabilitation Act of 1973, Section 504*
- UNITED STATES CODE, TITLE 42
- 12101-12213 *Americans with Disabilities Education Act*
- CODE OF FEDERAL REGULATIONS, TITLE 34
- 99.10-99.22 *Inspection, review and procedures for amending education records*
- 104.1-104.39 *Section 504 of the Rehabilitation Act of 1973*
- 300.500-300.514 *Due process procedures for parents and children*
- 303.1-303.654 *Early intervention program for infants and toddlers with disabilities*

Management Resources:

CDE LEGAL ADVISORIES

- 0101.91 *Interagency Coordination Enforcement*
- CDE PROGRAM ADVISORIES
- 06271.09 *School-Based Program Coordination Act, PAC: 89/90-15*
- 0831.95 *Low Incidence Funding Update, FY 1995-96*
- 1107.89 *Implementation of New Procedures for Noncompliance, CCPMD: 89/90-4*
- 1106.95 *Occupational Therapy and Physical Therapy, SPB: 95/96-02*

DISTRICT TECHNOLOGY PLAN

The Governing Board recognizes that technology can greatly enhance the instructional program as well as the efficiency of district and school site administration. The Governing Board also realizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks.

The Superintendent or designee shall develop a plan to address the short- and long-term technology needs of the district and provide for compatibility of resources among school sites, district offices, and other district operations. As a basis for this plan, he/she shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

The Superintendent or designee may appoint a technology committee to assist with the above investigations and determinations.

(cf. 6162.7 - Use of Technology in Instruction)

(cf. 6163.4 - Student Use of Technology)

Legal Reference:

EDUCATION CODE

10550-10555 Telecommunications standards

51006 Computer education and resources

51007 Programs to strengthen technological skills

51865 California distance learning policy

51870-51874 Educational Technology

60010 Instructional materials definitions

66940-66941 Distance learning

PUBLIC LAW 107-110

2401-2441 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D

Management Resources:

CDE PUBLICATIONS

The California Master Plan for Educational Technology, 1992

K-12 Network Technology Planning Guide: Building the Future, 1994

DISTRICT TECHNOLOGY PLAN

When developing the district's technology plan, the Superintendent or designee shall consider:

1. The district's existing equipment and its capability for working with new technologies.
2. Existing facilities and the extent of retrofitting required for various electronic formats.
3. When appropriate, the hiring of a communications network expert to determine facility requirements and design a communications system that meets the specific needs of the school environment, addressing network security. The system should be able to interface with various types of communications networks and handle anticipated advances in technology to the extent possible.
4. When appropriate, the district's options for connecting to information networks; staff training to evaluate the various network service providers; and a process that allows all carriers to compete for service.
5. Ways in which electronic formats can be used to enhance the curriculum, motivate and improve student research, generate advanced thinking skills, and promote learning, including English language acquisition.
6. The equipping of school library media centers to improve the instructional program and promote cost-effective sharing of informational resources.

(cf. 6163.1 - Library Media Centers)

7. The integration of technological resources into school and district administration to facilitate routine operations, staff meetings/collaboration, and communication with parents/guardians and community agencies.
8. The use of technology to serve professional development needs, helping staff to improve their practices and enabling them to exchange ideas with peers.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

9. The feasibility of providing system access to students and staff who have their own computers at home.
10. Staff development for teachers and/or library media specialists in how to use the new technology and make it an integral part of the instructional process in all parts of the curriculum.
11. Staff development needs of staff who will provide ongoing technical support.

DISTRICT TECHNOLOGY PLAN (continued)

12. Potential sources of ongoing funding and assistance, including support from parents/guardians and the business community.

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

13. A process for evaluating and updating the district's technology plan and its implementation.

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

COMPREHENSIVE SAFETY PLAN

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Governing Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

(cf. 5131 - Conduct)

Each principal or designee shall ensure the development of a comprehensive site-level safety plan, in accordance with law, tailored to the specific concerns of each school. The plan shall take into account the school's staff, available resources and building design, as well as other factors unique to the site.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall be reviewed and updated annually by March 1 of each year. Each school shall forward the safety plan to the district for approval. (Education Code 35294.6)

(cf. 0510 - School Accountability Report Card)

The Governing Board shall approve the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Governing Board policy and administrative regulation.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 35294.1. (Education Code 35294.8)

The principal or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 35294.2)

(cf. 1340 - Access to District Records)

Legal Reference: (see next page)

COMPREHENSIVE SAFETY PLAN (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of sex discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
35294-35294.9 School safety plans
35294.10-35294.15 School Safety and Violence Prevention Act
48900-48926 Suspension and expulsion
48950 Speech and other communication

PENAL CODE

628-628.6 Reporting of school crime
11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995, revised 1999

CDE PUBLICATIONS

Safe Schools: A Planning Guide for Action, 1995

WEB SITES

CDE, Safe Schools and Violence Prevention Office: <http://www.cde.ca.gov/spbranch/safety/safetyhome>

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

National Alliance for Safe Schools: <http://www.safeschools.org>

School/Law Enforcement Partnership: <http://www.cde.ca.gov/spbranch/safety/slep/partnership.asp>

National School Safety Center: <http://www.nssc1.org>

COMPREHENSIVE SAFETY PLAN

Development and Review of School Site Safety Plan

The school site council shall write and develop a comprehensive safety plan relevant to the needs and resources of that particular school. The site council shall consult with local law enforcement in the writing and development of the plan, as well as other school site councils and safety committees, when practical. (Education Code 35294.1, 35294.2)

(cf. 0420 - School Plans/Site Councils)

In addition, the school site council may consult with other local agencies as appropriate, including health care and emergency services.

(cf. 1400 - Relations between other Governmental Agencies and the Schools)

The school site council may delegate the responsibility for writing and developing a school safety plan to a school safety planning committee. This committee shall be composed of the following members: (Education Code 35294.1)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the school safety plan. (Education Code 35294.8)

(cf. 1220 - Citizen Advisory Committees)

The school site council or safety planning committee shall evaluate, and amend as necessary, the safety plan at least once a year to ensure that the plan is properly implemented. (Education Code 35294.2)

Elements of the Safety Plan

The districtwide and/or school site safety plan shall include, but not be limited to: (Education Code 35294.2)

COMPREHENSIVE SAFETY PLAN (continued)

1. An assessment of the current status of school crime committed on campuses and at school-related functions
2. Appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

- a. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Reporting Procedures)

- b. Routine and emergency disaster procedures

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.1 - Fire Drills and Fires)

(cf. 3516.2 - Bomb Threats)

(cf. 3516.3 - Earthquake Emergency Procedure System)

(cf. 3516.5 - Emergency Schedules)

(cf. 3543 - Transportation Safety and Emergencies)

- c. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

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

- d. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

- e. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

- f. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel," the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

COMPREHENSIVE SAFETY PLAN (continued)

- g. Procedures for safe ingress and egress of students, parents/guardians and employees to and from school

(cf. 5142 - Safety)

- h. A safe and orderly environment conducive to learning at the school

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

- i. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

- j. Procedures for reporting school crimes, including hate crimes, on the California Safe Schools Assessment

(cf. 3515.1 - Crime Data Reporting)

(cf. 5145.9 - Hate-Motivated Behavior)

Among the strategies for providing a safe environment, the plan may also include:

- 1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management and conflict resolution.

(cf. 5138 - Conflict Resolution/Peer Mediation)

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

- 2. Disciplinary policies and procedures that contain prevention strategies as well as behavioral expectations and consequences for violations.

(cf. 4118 - Suspension/Disciplinary Action)

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

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

(cf. 5136 - Gangs)

(cf. 5145.12 - Search and Seizure)

- 3. Curriculum that emphasizes prevention and alternatives to violence. This curriculum may include multicultural education, character/values education, media analysis skills, conflict resolution and community service learning.

(cf. 6141.6 - Multicultural Education)

(cf. 6142.4 - Learning through Community Service)

COMPREHENSIVE SAFETY PLAN (continued)

4. Parent involvement strategies, including strategies to help ensure parental support and reinforcement of the school's rules and increase the number of adults on campus.

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students.

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction.

(cf. 1020 - Youth Services)

7. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campuses to outsiders, securing the campus perimeter, and protecting buildings against vandalism. In addition, methods for effective enforcement and prevention may be considered, including the presence of law enforcement on campus.

(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 3515.3 - District Police/Security Department)
(cf. 3530 - Risk Management/Insurance)
(cf. 5112.5 - Open/Closed Campus)
(cf. 5131.5 - Vandalism, Theft and Graffiti)

8. Crisis intervention strategies, which may include the following:
 - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

(cf. 3515.2 - Disruptions)
(cf. 3515.5 - Sex Offender Notification)
(cf. 5131.4 - Campus Disturbances)

- b. Assignment of staff members responsible for each identified task and procedure

COMPREHENSIVE SAFETY PLAN (continued)

- c. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for student and staff to practice the evacuation plan
- d. Coordination of communication to schools, Governing Board members, parents/guardians and the media

(cf. 1112 - Media Relations)
(cf. 9010 - Public Statements)

- e. Development of a method for the reporting of violent incidents
 - f. Development of follow-up procedures that may be required after the crisis has occurred, such as counseling
9. Staff training in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

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

ACCOUNTABILITY

The Governing Board has a responsibility to continually reexamine district programs and practices to determine their effectiveness in serving all students. Review and evaluation procedures shall provide a mechanism for ensuring accountability to parents/guardians and the community.

(cf. 0520 - Intervention for Underperforming Schools)
(cf. 9000 - Role of the Board)

To enable the Governing Board to fulfill these responsibilities, the Superintendent or designee shall identify and/or develop appropriate measures to ensure accountability. These measures shall be integrated and consistent with the state's accountability system and may include, but not be limited to, measures to evaluate student achievement, parent/guardian involvement and other district goals.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 6011 - Academic Standards)
(cf. 6020 - Parent Involvement)
(cf. 6162.5 - Student Assessment)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 9005 - Governance Standards)
(cf. 9400 - Board Self-Evaluation)

The Superintendent or designee shall regularly report to the Governing Board regarding progress toward the district's vision/direction and goals and the implementation of comprehensive plans.

Ongoing district processes, such as the Governing Board's evaluation of the Superintendent, policy reviews, curriculum adoption, budget adoption and staff development program, shall also be used to support district progress towards achieving the vision/direction.

(cf. 2140 - Evaluation of the Superintendent)
(cf. 3100 - Budget)
(cf. 3460 - Financial Accountability and Reports)
(cf. 4115 - Evaluation/Supervision)
(cf. 4131 - Staff Development)
(cf. 4215 - Evaluation/Supervision)
(cf. 4231 - Staff Development)
(cf. 4315 - Evaluation/Supervision)
(cf. 4331 - Staff Development)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9311 - Board Policies)

Opportunities for feedback from students, parents/guardians, staff and community members shall be made available as part of the district's review and evaluation process.

ACCOUNTABILITY (continued)

Evaluation results may be used as a basis for implementing programmatic changes, determining the need for additional support or assistance, awarding incentives or rewards, and establishing other performance-based consequences.

Evaluation results shall be reported to parents/guardians and the community.

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

Each July, the Governing Board shall, at a regularly scheduled meeting, discuss the results of each school's annual ranking on the statewide Academic Performance Index. (Education Code 52056)

Legal Reference:

EDUCATION CODE

33127-33129 *Standards and criteria for fiscal accountability*

33400-33407 *CDE evaluation of district programs*

44660-44665 *Evaluation of certificated employees*

51041 *Evaluation of the educational program*

52050-52058 *Public Schools Accountability Act*

CODE OF REGULATIONS, TITLE 5

15440-15463 *Standards and criteria for fiscal accountability*

Management Resources:

CSBA PUBLICATIONS

Making Changes That Improve Student Achievement: A School Board's Guide to Reform and Restructuring, 1997

Maximizing School Board Leadership, Vol. 1-8, 1996-97

WEB SITES

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

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

SCHOOL ACCOUNTABILITY REPORT CARD

The Governing Board views school accountability report cards as an excellent way to inform the community about conditions, needs and progress at each school and to help provide data by which parents/guardians can make meaningful comparisons between schools. In addition, the process of developing the report cards gives the school staff opportunities to review achievements, identify areas for improvement, enlist local support and establish a vision for the future.

The Superintendent or designee shall maintain a process for developing annual report cards for each school site with input from all segments of the school community. After the report cards are issued, the Superintendent or designee shall provide opportunities for staff and the community to discuss their content and strategies for communicating the information contained in the cards to all stakeholders.

(cf. 0420 - School Plans/Site Councils)

(cf. 0500 - Accountability)

(cf. 1112 - Media Relations)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference: (see next page)

SCHOOL ACCOUNTABILITY REPORT CARD (continued)

Legal Reference:

EDUCATION CODE

33126 *School Accountability Report Card*
33126.1 *School Accountability Report Card model template*
33126.2 *Secretary of Education school accountability report card study*
35256 *School Accountability Report Card*
35256.1 *Information required in the School Accountability Report Card*
35258 *Internet access to the School Accountability Report Card*
41409 *Calculation of statewide averages*
41409.3 *Salary information required in the School Accountability Report Card*
46112 *Minimum school day for grades 1, 2 and 3*
46113 *Minimum school day for grades 4 through 8*
46117 *Minimum kindergarten school day*
46141 *Minimum school day (high school)*
51225.3 *Requirements for graduation*
52052 *Academic performance index*
52053 *Immediate intervention/underperforming schools program*
52056 *Meeting growth targets*
60600-60618 *General provisions*
60640-60648 *Standardized testing and reporting program*
60800 *Physical fitness testing*
60850 *High school exit examination*
60851 *High school exit examination*
CALIFORNIA CONSTITUTION
Article 16, Section 8.5(e) Allocations to State School Fund

Management Resources:

WEB SITES

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

SCHOOL ACCOUNTABILITY REPORT CARD

Contents

Each year the principal or designee at each school shall prepare an annual school accountability report card which shall include, but is not limited to, an assessment of the following school conditions: (Education Code 33126, 35294.6, 52056)

1. Student achievement by grade level, as measured by the Standardized Testing and Reporting Program pursuant to Education Code 60640-60648
 - a. Student achievement in and progress toward meeting reading, writing, arithmetic and other academic goals, including results by grade level from the assessment tool used by the district, using percentiles when available for the most recent three-year period

(cf. 6162.5 - Student Assessment)

- b. Upon adoption of a statewide assessment system, pursuant to Education Code 60600-60618 and 60800, the results of the statewide assessment by grade level, as measured by the results of the statewide assessment
 - c. For secondary schools with high school seniors, the average verbal and math Scholastic Assessment Test scores to the extent provided to the school and the percentage of seniors taking that exam for the most recent three-year period
2. Progress toward reducing dropout rates, including the one-year dropout rate listed in the California Basic Education Data System for the school over the most recent three-year period, and the graduation rate, as defined by the State Governing Board, over the most recent three-year period when available pursuant to Education Code 52052

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)

(cf. 5147 - Dropout Prevention)

3. Estimated expenditures per student and types of services funded
4. Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school by grade level, the average class size, and, if applicable, the percentage of students in grades kindergarten through 3 participating in the Class Size Reduction Program, using California Basic Education Data System information from the most recent three-year period

(cf. 6151 - Class Size)

SCHOOL ACCOUNTABILITY REPORT CARD (continued)

5. The total number of the school's fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials and any assignment of teachers outside their subject areas of competence for the most recent three-year period

6. Quality and currency of textbooks and other instructional materials, including whether textbooks and other materials meet state standards and have been adopted by the State Governing Board for grades kindergarten through 8 and by the Governing Board for grades 9 through 12, the ratio of textbooks per student and the year the textbooks were adopted

(cf. 6161 - Equipment, Books and Materials)

7. Availability of qualified personnel to provide counseling and other student support services

(cf. 6164.2 - Guidance/Counseling Services)

8. Availability of qualified substitute teachers

(cf. 4121 - Temporary/Substitute Personnel)

9. Safety, cleanliness and adequacy of school facilities

10. Adequacy of teacher evaluations and opportunities for professional improvement, including the annual number of school days dedicated to staff development for the most recent three-year period

(cf. 4115 - Evaluation/Supervision)

11. Classroom discipline and climate for learning, including suspension and expulsion rates for the most recent three-year period

(cf. 5144 - Discipline)

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

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

12. Teacher and staff training and curriculum improvement programs

(cf. 4131 - Staff Development)

(cf. 4131.5 - Professional Growth)

(cf. 4131.6/4231.6/4331.6 - Professional Development Plan)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

13. Quality of school instruction and leadership

SCHOOL ACCOUNTABILITY REPORT CARD (continued)

14. The degree to which students are prepared to enter the work force

(cf. 6030 - Integrated Academic and Vocational Instruction)

15. The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year required by state law, separately stated for each grade level

16. The total number of minimum days in the school year, as specified in Education Code 46112, 46113, 46117 and 46141

(cf. 6111 - School Calendar)

17. The number of Advanced Placement courses offered, by subject

(cf. 6141.5 - Advanced Placement)

18. The Academic Performance Index including (a) the disaggregation of subgroups as set forth in Education Code 52052 and the decile rankings and a comparison of schools, and (b) a description of the school's ranking on the Academic Performance Index and the components of the ranking

19. Whether the school qualifies for the Immediate Intervention for Underperforming Schools Program pursuant to Education Code 52053, and whether the school applied for, and received a grant pursuant to that program

(cf. 0520 - Intervention for Underperforming Schools)

20. Whether the school qualifies for the Governor's Performance Award Program

(cf. 0530 - Awards for School Performance)

21. When available, the percentage of students, including the disaggregation of subgroups as set forth in Education Code 52052, completing grade 12 who successfully complete the high school exit examination as set forth in Education Code 60850 and 60851, as compared to the percentage of students in the district and statewide completing grade 12 who successfully complete the examination

(cf. 6146.1 - High School Graduation Requirements)

22. Contact information pertaining to any organized opportunities for parental involvement

(cf. 6020 - Parent Involvement)

SCHOOL ACCOUNTABILITY REPORT CARD (continued)

23. For secondary schools, the percentage of graduates who have passed course requirements for entrance to the University of California and California State University pursuant to Education Code 51225.3 and the percentage of students enrolled in those courses, as reported by the California Basic Education Data System or any successor data system
24. Whether the school has a college admission test preparation program
25. The status of the school's safety plan, including a description of the plan's key elements
(cf. 0450 - Comprehensive Safety Plan)

School accountability report cards shall also include the following information: (Education Code 41409.3)

1. The beginning, median and highest salary paid to teachers in the district, as reflected in the district's salary scale
2. The average salary for school-site principals in the district
3. The salary of the Superintendent
4. The percentage of the district's budget allocated to teachers' salaries
5. The percentage of the district's budget allocated to administrative salaries
6. As provided by the state, for items #1-5 above, the statewide average in districts of the same size and type

Notifications

The Governing Board shall annually issue a school accountability report card for each school site, publicize such reports, and notify parents/guardians that a copy will be provided upon request. (Education Code 35256)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall ensure that the district makes the information contained in the school accountability report card accessible on the Internet. He/she shall ensure that this information is updated annually. (Education Code 35258)

INTERVENTION FOR UNDERPERFORMING SCHOOLS

Whenever any district school performs below the statewide average on indicators of student achievement, the Governing Board shall provide additional support and assistance to the school in order to improve student learning. The school shall develop, for Governing Board approval, plans for immediate action based on an evaluation of achievement data for various groups of students, a comprehensive review of the school environment and the learning experiences provided to students, and the identification of specific barriers to student learning.

(cf. 0400 - Comprehensive Plans)

(cf. 0500 - Accountability)

(cf. 0510 - School Accountability Report Card)

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6190 - Evaluation of the Instructional Program)

The Governing Board recognizes that any school participating in the state's Immediate Intervention/Underperforming Schools Program (II/USP) will be subject to state sanctions if student performance fails to improve in a timely manner, and shall therefore closely monitor the school's progress. The Superintendent or designee shall provide the Governing Board with regular reports on the status and results of improvement efforts.

(cf. 9000 - Role of the Board)

Selection of External Evaluator or Entity

By November 15 of the year that the school is selected to participate in the intervention program, the Governing Board shall either: (Education Code 52054)

1. Contract with an external evaluator from the list of qualified external evaluators approved by the State Governing Board

If the school's student population is at least 40 percent limited English proficient and the Governing Board contracts with an external evaluator, the Governing Board shall select an evaluator with demonstrated experience in working with English language learners.

2. Contract with an entity, including but not limited to an institution of higher education, county office of education or school district personnel, that has proven, successful expertise specific to the challenges inherent in low-performing schools

The external evaluator or entity shall guide the development of an action plan for school improvement and may have a coaching role in the implementation of the plan. In addition to the duties prescribed by law, the duties of the external evaluator or entity shall be determined on a case-by-case basis.

INTERVENTION FOR UNDERPERFORMING SCHOOLS (continued)

External Evaluator: Conflict of Interest Statement

The Governing Board requires that any external evaluator not engage in any activity that conflicts, or has the appearance of conflicting, with the evaluator's responsibilities to the district. To achieve this end, the Governing Board shall ensure that:

1. A person serving as an external evaluator shall not be an employee of the district.
2. The external evaluator shall work with utmost integrity and impartiality in carrying out his/her evaluation responsibilities.
3. The external evaluator shall encourage and assist schools in the consideration of a variety of alternatives with respect to programs, materials or services and shall not advocate for specific programs, materials or services.
4. The external evaluator shall work actively to avoid the appearance of any conflict of interest.

The external evaluator shall immediately disclose all situations or personal interests, especially pecuniary interest, that might be perceived as a real or apparent conflict of interest.

5. The external evaluator shall resign if any real or apparent conflict of interest develops during the period of evaluation.

In order to help prevent conflicts of interest, the Governing Board shall carefully analyze any school action plans that are prepared by external evaluators who have a coaching role in the implementation of the plan.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and resolution of real or apparent conflicts of interest. He/she shall disseminate the district's II/USP conflict of interest policy and procedure to potential district external evaluators, and shall ensure that the external evaluator sign the district's conflict of interest statement.

Legal Reference: (see next page)

INTERVENTION FOR UNDERPERFORMING SCHOOLS (continued)

Legal Reference:

EDUCATION CODE

33126 School accountability report card

33400-33407 CDE evaluation of district programs

45125.1 Criminal background checks for contractors

51041 Evaluation of the educational program

52050-52058 Public Schools Accountability Act, especially:

52053-52055.5 Immediate Intervention for Underperforming Schools Program

52055.600-52055.656 High Priority Schools Grant Program for Low-Performing Schools

60640-60647 Standardized Testing and Reporting (STAR) program

CODE OF REGULATIONS, TITLE 5

3932 School site and community team; augmentation of school site council

PUBLIC LAW 107-110

1601-1608 Comprehensive School Reform program

Management Resources:

CSBA POLICY ADVISORIES

0811.99 Public School Accountability Act: Considerations for Volunteering

STATE GOVERNING BOARD POLICIES

0915.99 External Evaluator Conflict of Interest: Immediate Intervention/Underperforming Schools Program

CDE PUBLICATIONS

Immediate Intervention/Underperforming Schools Program: Guidance for Developing Action Plans and Securing Implementation Funding, March 2002

WEB SITES

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

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

INTERVENTION FOR UNDERPERFORMING SCHOOLS

Selection of School-Site and Community Team

Upon application to or selection by the Superintendent of Public Instruction to participate in the program, the Governing Board shall, by November 15 of the year that the school participates, appoint a broad-based school-site and community team consisting of a majority of non-school-site personnel, with at least 20 percent of team members consisting of parents/guardians of students enrolled at the school. (Education Code 52054)

(cf. 1220 - Citizen Advisory Committees)

An existing school site council may serve as the school-site and community team if augmented with at least one additional person not employed at the school. (5 CCR 3932)

(cf. 0420 - School Plans/Site Councils)

Development of Action Plan

By February 15 following the school's selection to participate in the state's intervention program, the external evaluator or entity, in collaboration with the broad-based school-site and community team, shall complete a review of the school that identifies weaknesses that contribute to the school's below-average performance, make recommendations for improvement, and begin development of an action plan to improve the academic performance of the students enrolled at the school. (Education Code 52054)

In the development of the action plan, the school-site and community team shall consult with the exclusive representatives of employees. (Education Code 52054)

The external evaluator or entity shall inform parents/guardians, in writing, that the school has been selected to participate in the program due to its below-average performance. The external evaluator or entity shall also notify parents/guardians of their opportunity to provide recommendations, either in writing or at a public hearing, of actions that should be taken to improve the school's performance. These opinions and recommendations shall be considered in the development or modification of the action plan. (Education Code 52054)

A school selected for program participation may elect to use an existing school plan, provided that the plan meets the requirements of Education Code 52054(c)-(i) regarding the content of the plan, consultation with employee organizations, and submission of the plan for Governing Board approval. (Education Code 52054.3)

Upon completion, the action plan shall be submitted to the Governing Board for approval at a regularly scheduled meeting. After the plan is approved, but no later than May 15 following the school's selection to participate in the program, the plan shall be submitted to the Superintendent of Public Instruction. (Education Code 52054)

(cf. 9322 - Agenda/Meeting Materials)

INTERVENTION FOR UNDERPERFORMING SCHOOLS (continued)

Content of Action Plan

The action plan shall focus on improving student academic performance, improving the involvement of parents/guardians, improving the effective and efficient allocation of resources and management of the school, and identifying and developing solutions that take into account the underlying causes for low performance by students. (Education Code 52054)

(cf. 6020 - Parent Involvement)

The action plan shall include percentage growth targets on the state's Academic Performance Index (API) at least as high as the annual growth targets adopted by the State Governing Board. (Education Code 52054)

At a minimum, the action plan shall: (Education Code 52054)

1. Review and include the school and district conditions identified in the school accountability report card.

(cf. 0510 - School Accountability Report Card)

2. Identify the current barriers at the school and district toward improvements in student achievement.
3. Identify schoolwide and districtwide strategies to remove these barriers.
4. Review and include school and district crime statistics.

(cf. 3515.1 - Crime Data Reporting)

5. Examine and consider disaggregated data regarding student achievement and other indicators to consider whether all groups and types of students made adequate progress toward short-term growth targets and long-term performance goals. The disaggregated data shall, at a minimum, provide information regarding the achievement of English learners, students with exceptional needs, students who qualify for free and reduced price meals, and all students in numerically significant subgroups.

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6162.5 - Student Assessment)

A "numerically significant ethnic or socioeconomically disadvantaged subgroup" is a subgroup that constitutes either of the following: (Education Code 52052)

- a. At least 15 percent of a school's total student population and at least 30 students
- b. At least 100 students, even if the subgroup does not constitute 15 percent of the total enrollment at a school

INTERVENTION FOR UNDERPERFORMING SCHOOLS (continued)

A "socioeconomically disadvantaged student" is a student neither of whose parents/guardians has received a high school diploma or a student who participates in the free or reduced price lunch program.

6. Set two-year academic objectives that will allow the school to make adequate progress toward its growth targets for student achievement as measured, to the extent that data are available for the school, by results of the statewide Standardized Testing and Reporting (STAR) achievement tests; graduation rates for grades 7 through 12; attendance rates for students and school personnel for elementary, middle and secondary schools; and any other indicators approved by the State Governing Board.

The action plan may propose to increase the number of instructional days offered at the school and also may propose to increase up to a full 12 months the amount of time for which certificated employees are contracted, if both of the following conditions are met: (Education Code 52054)

1. Plan provisions do not violate current applicable collective bargaining agreements.
2. An agreement is reached with the exclusive representative concerning staffing specifically to accommodate the extended school year or 12-month contract.

(cf. 4141/4241 - Collective Bargaining Agreement)

Additional information in the action plan shall indicate the extent to which the school has:

1. Fully qualified and certificated teachers in each subject at each grade level

(cf. 4112.2 - Certification)

2. For each student, a complete set of instructional materials aligned to state core content standards

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

3. Available professional development aligned to core content standards and to standards-based instructional materials for all teachers within their teaching assignment

(cf. 4131 - Staff Development)

4. Teachers and administrators using the results of state and local assessments to alter instruction and improve academic achievement

The action plan shall include an expenditure plan that does not require expenditure of funds in excess of those provided through the intervention program or otherwise available to the school. (Education Code 52054)

INTERVENTION FOR UNDERPERFORMING SCHOOLS (continued)

Consequences Based on Progress

If a school fails to meet its annual short-term growth target within 12 months after receiving funding for the intervention program, the Governing Board shall hold a public hearing at a regularly scheduled meeting to ensure that the members of the school community are aware of the lack of progress. (Education Code 52055)

Upon consultation with the external evaluator/entity and the school-site and community team, the Governing Board shall choose from a range of interventions for the school, including reassignment of school personnel to the extent authorized by law, negotiation of site-specific amendments to collective bargaining agreements, or other changes deemed appropriate in order to continue implementation of the action plan. (Education Code 52055)

(cf. 4114 - Transfers)

(cf. 4314 - Transfers)

A school that continues to fail to meet its performance goals 24 months or 36 months after receiving implementation funding shall be subject to consequences specified in Education Code 52055.5 and 52055.51.

Conflict of Interest Investigation for External Evaluator

In order to ensure a prompt and equitable resolution to complaints concerning an external evaluator's real or apparent conflict of interest, the following procedures shall be utilized:

1. All complaints concerning a conflict of interest involving an external evaluator shall be directed to the Superintendent or designee for appropriate action.
2. Within five working days of receiving a complaint, the Superintendent or designee shall decide whether to initiate an investigation. The investigation, if any, may include, but not be limited to, interviews and requests for and review of pertinent documents.
3. Within 30 working days of the receipt of the complaint resulting in an investigation, the Superintendent or designee shall prepare a written report on his/her findings and prepare a recommendation for corrective action, if necessary.
4. Within five working days of completion of the report, the Superintendent or designee shall provide the Governing Board and the external evaluator with a written copy of the report.
5. Within 30 working days of the receipt of the written report, the Governing Board shall resolve any remaining issues at its discretion.
6. The Governing Board's action shall be final.

HIGH PRIORITY SCHOOLS GRANT PROGRAM

The Governing Board recognizes that schools demonstrating the lowest performance on state indicators of student achievement need to develop and implement a comprehensive approach to school improvement in order to improve student learning. The Governing Board shall provide all necessary support and assistance to any low-performing district school(s) to help ensure a quality education for all students.

(cf. 0400 - Comprehensive Plans)

(cf. 0500 - Accountability)

(cf. 9000 - Role of the Board)

The Governing Board's decision to have a district school participate in the state's High Priority Schools Grant Program for Low-Performing Schools shall be voluntary. (Education Code 52055.600)

Whenever any district school is invited to participate in the program, the Governing Board shall hold a public hearing at a regularly scheduled meeting to discuss whether or not to apply for participation and how to address the needs of the school and its students. If it is determined that the school will not accept the invitation to participate, the Governing Board shall hold a public hearing at a regularly scheduled meeting to discuss the reasons and rationale for the decision and to explain how the district intends to address the needs of the school and students. Neither of these discussions shall be placed on the consent calendar. (Education Code 52055.615)

When the Governing Board holds any such public hearing(s), written notice shall be sent to representative parent organizations, including the parent teacher association, parent teacher clubs and school site councils, and may also be sent directly to parents/guardians in accordance with Education Code 48985. Notice also shall be sent to all local major media outlets, the local mayor, all members of the city council, all members of the county board of supervisors, the County Superintendent of Schools, and the County Governing Board. (Education Code 52055.615)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall coordinate all school improvement efforts to provide a coherent plan of action for addressing student needs.

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)

(cf. 0520 - Intervention for Underperforming Schools)

The Governing Board shall closely monitor the progress of low-performing schools. The Superintendent or designee shall provide the Governing Board with regular reports on the status and results of school improvement efforts.

Legal Reference: (see next page)

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

Legal Reference:

EDUCATION CODE

33126 School accountability report card

33400-33407 CDE evaluation of district programs

44510-44517 Principal Training Program

44579.5 Mathematics and Reading Professional Development Program

45125.1 Criminal background checks for contractors

48985 Parental notifications, languages other than English

51041 Evaluation of the educational program

51101 Rights of parents/guardians

52012 School site council

52053-52055.51 Immediate Intervention/Underperforming Schools Program

52055.600-52055.656 High Priority Schools Grant Program for Low-Performing Schools

60640 Standardized Testing and Reporting Program

60810 English language development test

99220-99227 California Professional Development Institutes

99230-99242 Mathematics and Reading Professional Development Program

PUBLIC LAW 107-110

1118 Parent involvement

1601-1608 Comprehensive School Reform program

Management Resources:

CSBA ADVISORIES

01-05 High Priority Schools Grant Program: New Resources Available for Schools in Decile 1

CDE PUBLICATIONS

High Priority Schools Grant Program: Guidance for Developing Action Plans and Securing Implementation Funding, March 2002

WEB SITES

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

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

HIGH PRIORITY SCHOOLS GRANT PROGRAM

Required Participation in Other Programs

Each district school participating in the High Priority Schools Grant (HPSG) Program for Low-Performing Schools shall also participate in the state's Immediate Intervention/Underperforming Schools Program pursuant to Education Code 52053-52055.51. (Education Code 52055.605)

(cf. 0520 - Intervention for Underperforming Schools)

In each participating school, eligible teachers and administrators shall participate in the Mathematics and Reading Professional Development Program established pursuant to Education Code 44579.5 and 99230-99242 and the Principal Training Program established pursuant to Education Code 44510-44517 once the programs become operational. (Education Code 52055.647)

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

Development of Action Plan

An action plan shall be developed, in partnership with the district, by the school site council or, if the school does not have one, by a schoolwide advisory group or school support group whose members are self-selected. If the school has already established a school action team for the Immediate Intervention/Underperforming Schools Program, that action team may be used to develop an action plan for this program. (Education Code 52055.620)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

In developing a school action plan, the school and district shall use the technical assistance of district personnel, county offices of education, universities, a state-approved external evaluator, or any other person or entity that has proven successful expertise specific to the challenges inherent in low-performing schools. (Education Code 52055.620)

The action plan may include any existing plan that the school may have developed for another program, provided it addresses the components listed in Education Code 52055.625. (Education Code 52055.620)

The school may elect to submit only one plan for both this program and the Immediate Intervention/Underperforming Schools Program. (Education Code 52055.605)

If a decile 1 school completes an action plan as part of the federal Comprehensive School Reform application but there are insufficient funds to allow the school to participate in that program, the school shall be automatically approved for the HPSG program provided the action plan meets the requirements of Education Code 52054 (d) and (e). (Education Code

52055.605)

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

The plan shall be approved by the Governing Board at a regularly scheduled meeting. (Education Code 52055.630)

(cf. 9322 - Agenda/Meeting Materials)

Content of Action Plan

The action plan shall meet the requirements specified in Education Code 52054 (d) and (e) for the Immediate Intervention/Underperforming Schools Program. (Education Code 52055.625)

The action plan shall: (Education Code 52055.620)

1. Be based on scientific research and effective practices and be data driven
2. Include ongoing data gathering in order to measure and verify progress and modify the plan as needed
3. Be based on findings from an initial needs assessment
4. Describe how the school community will show a commitment to implement the plan
5. Make clear that all school personnel have heightened expectations that all students can learn and every school can succeed
6. Ensure that the school's environment is conducive to teaching and learning
7. Identify additional human, financial and other resources available to the school for implementation of the action plan

In addition, the action plan shall include strategies to address each of the following essential components: (Education Code 52055.625)

1. Student literacy and achievement

The action plan shall include a strategy to increase student literacy and achievement, including necessary attention to the needs of English language learners. At a minimum, this strategy shall include a plan to achieve the following goals:

- a. Provide each student at the school with appropriate instructional materials aligned with state academic content and performance standards

(cf. 6011 - Academic Standards)

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

- b. By the end of the implementation period, increase achievement of each significant subgroup at the school on the Academic Performance Index

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

- c. Increase performance of English language learners at the school on the English language development test required by Education Code 60810 and the achievement tests required by Education Code 60640

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6174 - Education for English Language Learners)

2. Quality of staff

The action plan shall include a strategy to attract, retain and fairly distribute the highest quality staff at the school, including teachers, administrators and support staff. At a minimum, this strategy shall include a plan to:

- a. Increase the number of credentialed teachers working at the school site

(cf. 4111 - Recruitment and Selection)

(cf. 4112.2 - Certification)

- b. Increase or target professional development opportunities for teachers related to the goals of the action plan and state English language development standards, including but not limited to participation in professional development institutes established pursuant to Education Code 99220-99226
- c. By the end of the implementation period, ensure successful completion by the school administrators of a program designed to maximize leadership skills

The action plan shall include a strategy, jointly developed by the district and the exclusive bargaining representative of the district's certificated employees, for addressing the distribution of experienced credentialed teachers throughout the district, including an agreement on how they are going to achieve a balance in that distribution. This collaboration shall take place outside of collective bargaining and shall include discussions on ways to maximize current options to recruit credentialed teachers, use regional recruitment centers, ensure that newly hired credentialed teachers are assigned in alignment with the goal of even distribution, and ensure that low-performing schools provide a teaching and learning environment conducive to retaining fully credentialed teachers. (Education Code 52055.620)

(cf. 4140/4240 - Bargaining Units)

3. Parental involvement

The action plan shall include a strategy to change the culture of the school community to recognize parents/guardians as partners in the education of their children and to prepare and educate parents/guardians in the learning and academic progress of their children. At a minimum, this strategy shall include:

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

- a. For any school that offers any of grades kindergarten through 5, a commitment to jointly develop with parents/guardians a school-parent compact pursuant to P.L. 107-110, Section 1118 as required by Education Code 51101

(cf. 6171 - Title I Programs)

- b. A plan to achieve the goal of maintaining or increasing the number and frequency of personal parent/guardian contacts each year at the school site and school-home communications designed to promote parent/guardian support for meeting state standards and core curriculum requirements

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

4. Facilities, curriculum, instructional materials and support services

The action plan shall include a strategy to provide an environment that is conducive to teaching and learning and that includes the development of high-quality curriculum and instruction aligned with state content and performance standards and English language development standards to measure progress toward achieving English language proficiency. At a minimum, this strategy shall include the goal of providing adequate logistical support including, but not limited to, curriculum, quality instruction, instructional materials, support services, and supplies for every student.

(cf. 6141 - Curriculum Development and Evaluation)

Progress Reports

Each year the Superintendent or designee shall submit reports to the Superintendent of Public Instruction for each participating school that meet all the requirements of Education Code 52055.640 and 52055.656. Before submitting the report required by Education Code 52055.640, the Governing Board shall review, at a regularly scheduled meeting, the school's progress toward achieving its goals. (Education Code 52055.640, 52055.656)

(cf. 0500 - Accountability)

Participating schools are encouraged to use assessments of students' academic growth in core curriculum areas to annually review whether changes are needed in the school action plan. Any participating school that conducts an annual assessment of students' academic progress in order to evaluate the efficacy of the school's action plan shall use the English language development test administered pursuant to Education Code 60810 to measure progress toward achieving English language proficiency, where appropriate, and the tests that are part of the Standardized Testing and Reporting program pursuant to Education Code 60640. A school may use any additional curriculum-based achievement test to assess student growth if the test is proven to be valid and reliable. The results of these assessments shall be reported annually to the Governing Board. (Education Code 52055.645)

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

Consequences Based on Progress

If a school has not met its growth targets on the state's Academic Performance Index each year for 24 months after receiving implementation funding, the Governing Board may, following review by the State Governing Board, take appropriate action and adopt appropriate strategies to provide corrective assistance to the school in order to achieve the components and benchmarks established in the school's action plan. (Education Code 52055.650)

A school that continues to fail to meet its growth targets 36 months after receiving implementation funding shall be subject to the consequences specified in Education Code 52055.650.

AWARDS FOR SCHOOL PERFORMANCE

The Governing Board recognizes that monetary and nonmonetary incentives have a meaningful place in an accountability system designed to encourage student achievement. The Governing Board believes that state rewards should recognize both outstanding performance and significant progress or growth toward performance goals.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0500 - Accountability)
(cf. 0510 - School Accountability Report Card)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 1150 - Commendations and Awards)
(cf. 4156.2 - Awards and Recognition)
(cf. 5126 - Awards for Achievement)
(cf. 6011 - Academic Standards)

District schools are encouraged to develop and implement plans to meet or exceed growth targets established for state school performance awards. To ensure eligibility for the state's awards programs, the Superintendent or designee shall encourage student participation in state assessment programs and promote ethical administration of such assessments by staff. The Superintendent or designee also shall develop methods to accurately report school enrollment data, student ethnicity and socioeconomic level, participation levels in state assessments, and numbers of students who are granted waivers based on parent request or the provisions of their Individualized Education Program.

(cf. 0400 - Comprehensive Plans)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 6159 - Individualized Education Program)
(cf. 6162.5 - Student Assessment)
(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 6174 - Education for English Language Learners)

The Superintendent or designee shall ensure that all award funds are distributed to eligible schools in accordance with law.

Legal Reference: (see next page)

AWARDS FOR SCHOOL PERFORMANCE (continued)

Legal Reference:

EDUCATION CODE

33126 School accountability report card

44015 Awards to employees and students

44650-44654 Certificated staff performance awards

52050-52058 Public Schools Accountability Act, especially:

52057 Governor's Performance Award Program

54761 Categorical programs

60640-60647 Standardized Testing and Reporting Program

64000 Categorical programs

CODE OF REGULATIONS, TITLE 5

1031-1039 State performance awards programs

Management Resources:

WEB SITES

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

SBE: <http://www.cde.ca.gov/board>

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

AWARDS FOR SCHOOL PERFORMANCE

Governor's Performance Awards

Any district school may be eligible to receive a Governor's Performance Award if the following conditions are met:

1. The school's Academic Performance Index (API) increased at least five percent of the difference between the prior year score and 800, or increased by five points, whichever is greater. (Education Code 52057; 5 CCR 1032)
2. Each numerically significant ethnic and socioeconomically disadvantaged subgroup demonstrated comparable improvement, defined as either 80 percent of the school's API growth target or, when the sum of the subgroup's growth target and subgroup's API is 800 or higher, the distance from the subgroup's API to 800. In all cases, the increase must be at least four points. (Education Code 52057; 5 CCR 1032)

A "numerically significant subgroup" is a subgroup that constitutes one of the following: (Education Code 52052, 52057)

- a. At least 15 percent of a school's total student population and at least 30 students
- b. At least 100 students, even if the subgroup does not constitute 15 percent of the total enrollment at a school

A "socioeconomically disadvantaged student" is a student neither of whose parents/guardians has received a high school diploma, or a student who participates in the free or reduced price lunch program.

3. At least 95 percent of students in an elementary or middle school, or 90 percent of students in a high school, participated in the state's Standardized Testing and Reporting program, excluding students who were exempted from taking the test by their Individualized Education Program or parent waiver. (5 CCR 1032)

(cf. 6159 - Individualized Education Program)

(cf. 6162.5 - Student Assessment)

(cf. 6174 - Education for English Language Learners)

The Superintendent or designee may elect to have a community day school, continuation high school, independent study school or other alternative school be part of the API accountability system for purposes of state awards programs. If this election is made, the school shall remain in the API system for at least the three subsequent years. (5 CCR 1032)

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools)

(cf. 6182 - Opportunity School/Class/Program)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

AWARDS FOR SCHOOL PERFORMANCE (continued)

Any Governor's Performance Awards received on behalf of a district school shall be used at the school site for discretionary purposes. (Education Code 52057)

At each school receiving a Governor's Performance Award, the use of funds at the school site shall be determined by the existing school site governance team or school site council representing major stakeholders and then ratified by the Governing Board. (5 CCR 1039)

(cf. 0420 - School Plans/Site Councils)

The Governing Board may accept or reject the proposal but shall not make modifications. If the Governing Board rejects the proposal, the council may submit another proposal to the Governing Board.

Certificated Staff Performance Incentives

A school may be eligible for state Certificated Staff Performance Incentives under the following conditions: (Education Code 44651; 5 CCR 1034)

1. The school was ranked in the lower half of the statewide API rankings (deciles 1-5) in the prior year.
2. The school improved a minimum of two times its annual growth target on its API between the base year and the current growth year.
3. The school was eligible for API awards in the year preceding the current API growth year.
4. All numerically significant ethnic or socioeconomically disadvantaged subgroups, as defined above, improved by a minimum of two times their annual growth targets. However, when the sum of a subgroup's growth target and the subgroup's API is 800 or higher, the subgroup's API must have increased two times the distance from the subgroup's API to 800. In all cases, the increase must be at least eight points.
5. At least 95 percent of students in an elementary or middle school, or 90 percent of students in a high school, participated in the state's Standardized Testing and Reporting program, excluding students who were exempted from taking the test by their Individualized Education Program or parent waiver. (5 CCR 1034)

(Districts with Negotiated Agreement on Award Distribution)

Any award received under this program shall be distributed to certificated staff at the school in accordance with the negotiated agreement(s) with the employee organization. (Education Code 44653)

(cf. 4140/4240 - Bargaining Units)

AWARDS FOR SCHOOL PERFORMANCE (continued)

For purposes of this program, all full-time and part-time staff holding a valid certificate, including but not limited to fully credentialed teachers, emergency permit teachers, intern teachers, principals, counselors, librarians and nurses, shall be eligible to receive bonuses.

These awards shall not be considered compensation for purposes of calculating retirement or other benefits. (Education Code 44654)

Ineligibility for Awards Programs

A school shall be ineligible for state awards programs if it has fewer than 11 valid scores on the state Standardized Testing and Reporting assessments.

A school shall be ineligible for state awards programs if its API is invalidated for any of the following reasons: (5 CCR 1032)

1. The Superintendent or designee certifies that there were testing irregularities at the school committed by adults.

(cf. 6162.54 - Test Integrity/Test Preparation)

2. The Superintendent or designee certifies that the API is not representative of the student population at the school.
3. The Superintendent or designee certifies that the school has experienced a significant demographic change in the student population between the base year and the growth year and the API across the years is not comparable.
4. The proportion of parental waivers for the Standardized Testing and Reporting program is equal to or greater than 10 percent of the school's enrollment in the grades tested. However, if a school's proportion of parental waivers is between 10 and 20 percent, the school shall be deemed ineligible only if statistical tests conducted by the California Department of Education determine that the students tested at the school are not representative of the school's students by grade level.
5. The school's proportion of test-takers in any content area tested by the Standardized Testing and Reporting program and included in the API is less than 85 percent of the total number of test-takers in the school.
6. Information is made available to or obtained by the California Department of Education that would lead a reasonable person to conclude that one or more of the preceding circumstances occurred.