

**VISION**

In order to provide a clear focus for District programs, activities and operations, the Board of Trustees shall adopt a long-range vision that sets direction for the District which is focused on student learning and describes what the Board wants its school to achieve. This vision may be incorporated in various documents, including the District's mission or purpose statement, philosophy, long-term goals, short-term objectives and/or comprehensive plans.

*(cf. 0100 - Philosophy)*  
*(cf. 0200 - Goals for the School District)*  
*(cf. 0400 - Comprehensive Plans)*  
*(cf. 6010 - Goals and Objectives)*  
*(cf. 9000 - Role of the Board)*

The Superintendent/Principal or designee shall recommend an appropriate process for establishing and/or reviewing the District's vision statement which is inclusive of parents/guardians, students, staff and community members.

The Board shall review the District vision statements at least every three years or whenever a new Board member or Superintendent joins the District. Following these reviews the Board may revise or reaffirm the direction it has established for the District.

The Superintendent/Principal or designee shall communicate the District's vision to staff, parents/guardians and the community and shall regularly report to the Board regarding District progress toward the vision.

*(cf. 0500 - Accountability)*  
*(cf. 1100 - Communication with the Public)*

*Management Resources:*

CSBA PUBLICATIONS  
Maximizing School Board Leadership: Vision, 1996  
WEB SITES  
CSBA: <http://www.csba.org>

**VISION**

The Superintendent/Principal or designee shall establish a process for developing and regularly reviewing the District's vision and direction which includes:

1. Clearly defined procedures, timelines and responsibilities
2. Identification of the strengths and needs of the District

As part of this process, the Superintendent/Principal or designee shall provide the Board of Trustees with relevant District documents and data, including current District mission and vision statements, if any, and information about student demographics, student achievement, student enrollment patterns, current programs and recent program cuts, staffing and professional development needs, budget trends, facilities, technology and emerging educational issues.

*(cf. 0100 - Philosophy)*  
*(cf. 0200 - Goals for the School District)*  
*(cf. 0400 - Comprehensive Plans)*  
*(cf. 6010 - Goals and Objectives)*

3. Input from parents/guardians, students, staff and community members through procedures which may include surveys, focus groups, advisory committees and/or public meetings and forums

*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 2230 - Representative and Deliberative Groups)*  
*(cf. 6020 - Parent Involvement)*

4. Board adoption of District vision statements at a public meeting

**PHILOSOPHY**

As part of its responsibility to establish a guiding vision for the District, the Board of Trustees shall develop and regularly review a set of fundamental principles which describes the District's beliefs, values or tenets. The Board and District staff shall incorporate this philosophy in all District programs and activities.

*(cf. 0000 - Vision)*

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

*(cf. 6010 - Goals and Objectives)*

*(cf. 9000 - Role of the Board)*

It is the philosophy of the District that:

1. All students can learn and succeed.
2. Every student in the District, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.
3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society.
4. A safe, nurturing environment is necessary for learning.
5. Parents/guardians have a right and an obligation to participate in their child's schooling.
6. The ability of children to learn is affected by social, health and economic conditions and other factors outside the classroom.
7. Early identification of student learning and behavioral difficulties contribute to student success.
8. Students and staff respond positively to high expectations and recognition for their accomplishments.
9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.
10. The diversity of the student population and staff enriches the learning experience for all students.
11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.

**PHILOSOPHY** (continued)

12. A high level of communication, trust, respect and teamwork among Board members and the Superintendent contributes to effective decision making.
13. The community provides an essential resource to the educational program.
14. Effective communication with all stakeholders helps build support for the school.
15. Accountability for the District's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.

*Legal Reference:*

EDUCATION CODE

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

51019 *Definition of philosophy*

*Management Resources:*

CSBA PUBLICATIONS

*Maximizing School Board Leadership: Vision, 1996*

**GOALS FOR THE SCHOOL DISTRICT**

The Board of Trustees shall adopt long-term goals for achieving the District's overall vision for its school 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/Principal 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/Standards of Proficiency)*

*(cf. 6146.5 - Elementary School Promotion/Standards of Proficiency)*

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 school.

*(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. 2123 - 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 Board of Trustees 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/Principal 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. 2123 - 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 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, Board policies, administrative regulations and Districtwide plans. School plans may be subject to review and approval of the Superintendent/Principal or designee and/or the Board.



**COMPREHENSIVE PLANS** (continued)

- (cf. 0420 - School Plans/Site Councils)  
(cf. 0420.1 - School-Based Program Coordination)  
(cf. 0420.2 - School Improvement Program)  
(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)

*Legal Reference:*

EDUCATION CODE

35035 Powers and duties of Superintendent

35291 Rules (power of Board of Trustees)

*Management Resources:*

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

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

**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

The Board of Trustees is committed to equal opportunity for all individuals in education. District programs, activities and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the 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 shall The Board shall promote programs which ensure that discriminatory practices are eliminated in all District activities.

*(cf. 4030 - Nondiscrimination in Employment)*  
*(cf. 4032 - Reasonable Accommodation)*  
*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*  
*(cf. 5145.7 - Sexual Harassment)*  
*(cf. 5146 - Married/Pregnant/Parenting Students)*  
*(cf. 6145.2 - Athletic Competition)*  
*(cf. 6164.4 - Identification of Individuals for Special Education)*  
*(cf. 6164.6 - Identification and Education under Section 504)*  
*(cf. 6178 - Vocational Education)*  
*(cf. 6200 - Adult Education)*

Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, including the use of facilities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

*(cf. [1330](#) - Use of Facilities)*

**Access for Individuals with Disabilities**

District programs and facilities, viewed in their entirety, shall be shall be in compliance with the Americans with Disabilities Act and any implementing standards and/ or regulations. In addition, new construction and alterations to facilities existing before January 26, 1992 shall be accessible when viewed in their entirety.

*(cf. [6163.2](#) - Animals At School)*  
*(cf. [7110](#) - Facilities Master Plan)*  
*(cf. [7111](#) - Evaluating Existing Buildings)*

**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES** (continued)

The Superintendent/Principal or designee shall ensure that the District provides auxiliary aids and services where 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 not be limited to, qualified interpreters or readers, assistive listening devices, notetakers, 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/Principal or designee shall notify students, parents/guardians, employee organizations and sources of referral of applicants for admission and employment about the District's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups. (34 CFR 104.8, 106.9)

*(cf. [1312.3](#) - Uniform Complaint Procedures)*

*(cf. [4031](#) - Complaints Concerning Discrimination in Employment)*

*(cf. [4112.9/4212.9/4312.9](#) - Employee Notifications)*

*(cf. [5145.6](#) - Parental Notifications)*

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

*(cf. [9320](#) - Meetings and Notices)*

*(cf. [9322](#) - Agenda/Meeting Materials)*

*Legal Reference:*

**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (continued)**

*EDUCATION CODE*

[200-262.4](#) *Prohibition of discrimination*

[48985](#) *Notices to parents in language other than English*

[51007](#) *Legislative intent: state policy*

*GOVERNMENT CODE*

[11000](#) *Definitions*

[11135](#) *Nondiscrimination in programs or activities funded by state*

[11138](#) *Rules and regulations*

[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*

[4600-4687](#) *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*

**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (continued)**

*Management Resources:*

*CSBA PUBLICATIONS*

*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014*

*Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013*

*Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011*

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

*Notice of Non-Discrimination, January 1999*

*Protecting Students from Harassment and Hate Crime, January 1999*

*Nondiscrimination in Employment Practices in Education, August 1991*

*U.S. DEPARTMENT OF JUSTICE PUBLICATIONS*

*2010 ADA Standards for Accessible Design, September 2010*

*WEB SITES*

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

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

*California 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>*

*(7/03 3/12) 2/14*

**SCHOOL PLANS/SITE COUNCILS**

The Board of Trustees encourages District employees, students, parents/guardians and other members of the school community to develop school plans designed to meet the specific needs at the school site. The Board may approve or disapprove school plans as necessary in order to fulfill the District's mission, accomplish the 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)*

The Board of Trustees believes that comprehensive planning that is aligned with the district's local control and accountability plan (LCAP) is necessary at each district school is necessary in order to focus school improvement efforts on student academic achievement and facilitate the effective use of district resources. The Superintendent or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with school and district goals.

*(cf. 0000 - Vision)*  
*(cf. 0200 - Goals for the School District)*  
*(cf. 0400 - Comprehensive Plans)*  
*(cf. 0460 - Local Control and Accountability Plan)*

The Superintendent/Principal or designee shall ensure that a school desiring to participate in state-funded school-based programs establish and maintain a school site council. This council shall be responsible for the development, review and modification of school plans within their program area and for other duties as prescribed by law.

*(cf. 0420.1 - School-Based Program Coordination)*  
*(cf. 0420.2 - School Improvement Program)*  
*(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)*  
*(cf. 0450 - Comprehensive Safety Plan)*

For any school that participates in specified state and/or federal categorical programs, the school site council or other schoolwide advisory committee shall consolidate the plans required for those categorical programs into a single plan for student achievement (SPSA). (Education Code 52055.755, 64001)

*(cf. 0420.1 - School-Based Program Coordination)*  
*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 0520.2 - Title I Program Improvement Schools)*  
*(cf. 0520.4 - Quality Education Investment Schools)*  
*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 1431 - Waivers)*  
*(cf. 3513.3 - Tobacco-Free Schools)*

**SCHOOL PLANS/SITE COUNCILS**

*(cf. 4131 - Staff Development)*  
*(cf. 5147 - Dropout Prevention)*  
*(cf. 6020 - Parent Involvement)*  
*(cf. 6142.91 - Reading/Language Arts Instruction)*  
*(cf. 6151 - Class Size)*  
*(cf. 6164.2 - Counseling/Guidance Services)*  
*(cf. 6171 - Title I Programs)*  
*(cf. 6174 - Education for English Language Learners)*  
*(cf. 6190 - Evaluation of the Instructional Program)*

As appropriate, a school may incorporate any other school plan into the SPSA. (Education Code 64001)

The Superintendent or designee shall review each school's SPSA to ensure that it meets the content requirements for all programs included, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and students. He/she shall also ensure that specific actions included in the district's LCAP are consistent with the strategies identified in each school's SPSA. He/she shall submit to the Board his/her recommendations for plan approval or revision.

The Board shall, review and approve each school's SPSA and any subsequent material revisions affecting the academic programs for students participating in the categorical programs addressed in the SPSA. The Board shall certify that, to the extent allowable under federal law, the SPSA is consistent with district local improvement plans required as a condition of receiving federal funding. Any such review and approval shall be at a regularly scheduled Board meeting. (Education Code 64001)

Whenever the Board does not approve a school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council or committee. The school site council or committee shall then revise and resubmit the SPSA to the Board for its approval. (Education Code 52855)

The Superintendent or designee shall ensure that school administrators and school site council members receive training on the roles and responsibilities of the site council.

**SCHOOL PLANS/SITE COUNCILS**

*Legal Reference:*

*EDUCATION CODE*

*52-53 Designation of schools*

*33133 Information guide for school site councils*

*35147 Open meeting laws exceptions*

*41540-41544 Targeted instructional improvement block grants*

*52060-52077 Local control and accountability plan*

*52176 Advisory committees*

*52852 School site councils*

*54000-54028 Educationally Disadvantaged Youth Programs*

*54425 Advisory committees (compensatory education)*

*56000-56867 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*

*UNITED STATES CODE, TITLE 20*

*6311 Accountability, adequate yearly progress*

*6312-6319 Title I programs; plans*

*6421-6472 Programs for neglected, delinquent, and at-risk children and youth*

*6601-6651 Teacher and Principal Training and Recruitment program*

*6801-7014 Limited English proficient and immigrant students*

*7101-7165 Safe and Drug-Free Schools and Communities*

*7341-7355c Rural Education Initiative*

*Management Resources:*

*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*

*A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, February 2014*

*WEST ED PUBLICATIONS*

*California Healthy Kids Survey*

*California School Climate Survey*

*WEB SITES*

*California Department of Education, Single Plan for Student Achievement:*

*<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>*

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

*WestEd: <http://www.wested.org>*

Policy

adopted: March 8, 2000

revised: August 13, 2014, October 21, 2015

**LUCERNE ELEMENTARY SCHOOL DISTRICT**

Lucerne, California



**SCHOOL PLANS/SITE COUNCIL**

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

*(cf. 0420.1 - School-Based Program Coordination)*

1. The principal
2. Teachers selected by the school's teachers
3. Other school personnel chosen by the school's other personnel
4. Parent/guardian representatives, who may include parents/guardians of students attending the school and/or community members, selected by parents/guardians of students attending the school
5. If the school is a secondary school, students attending the school selected by other such students

*(cf. 0420.1 - School-Based Program Coordination)*

*(cf. 0420.2 - School Improvement Program)*

*(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 an elementary school site council, the remaining half shall be parent/guardian representatives. For a secondary school site council, the remaining half shall be equal numbers of parent/guardian representatives and students. (Education Code 52852)

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

The bylaws of each school site council shall include the method of selecting members and officers, terms of office, responsibilities of council members, time commitment, and a policy of nondiscrimination.

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

School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

*(cf. 1220 - Citizen Advisory Committees)*

**SCHOOL PLANS/SITE COUNCIL**

**Single Plan for Student Achievement**

Any district school that shall participate in any state or federal categorical program specified in Education Code 64000 on an ongoing basis shall have a school site council which shall approve and annually review and update a single plan for student achievement (SPSA). If the school does not have a school site council, these responsibilities shall be fulfilled by a schoolwide advisory group or school support group conforming to the composition requirements of the school site council listed in the section "School Site Councils" above. (Education Code 64001)

*(cf. 1431 - Waivers)*

*(cf. 6020 - Parent Involvement)*

*(cf. 6171 - Title I Programs)*

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

*(cf. 6184 - Continuation Education)*

The SPSA shall be developed with the review, advice, and certification of any applicable school advisory committees. (Education Code 64001)

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

*(cf. 0520.2 - Title I Program Improvement Schools)*

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

Such groups may include, but are not limited to, a parent advisory committees established to review and comment on the district's local control and accountability plan (LCAP); advisory committees established for English learner and special education programs; Western Association of Schools and Colleges leadership teams; district or school liaison teams for schools identified for program improvement; and other committees established by the school or district.

The SPSA shall be aligned with the district's LCAP and school goals for improving student achievement. School goals shall be based on an analysis of verifiable state data identified pursuant to law, and may consider any other data developed by the district to measure student achievement. (Education Code 52062, 64001)

*(cf. 0500 - Accountability)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

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

**SCHOOL PLANS/SITE COUNCIL**

The SPSA shall be aligned with the district's LCAP and school goals for improving student achievement. School goals shall be based on an analysis of verifiable state data identified pursuant to law, and may consider any other data developed by the district to measure student achievement. (Education Code 52062, 64001)

*(cf. 0500 - Accountability)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

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

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

1. Address how funds provided to the school through specified categorical programs will be used to improve the academic performance of all students to the level of the performance goals established by law.
2. Identify the means of evaluating the school's progress toward accomplishing those goals
3. Identify how state and federal law governing the categorical programs will be implemented

In addition to meeting the requirements common to all applicable school plans, the SPSA shall address any content required by law for each individual categorical program in which the school participates.

In developing or revising the SPSA, the school site council or other schoolwide advisory group or school support group shall:

1. Analyze student achievement data. Using measures of student academic performance, the school shall identify significant patterns of low performance in particular content areas, student groups, and/or individual students and determine which data summaries to include in the plan as most informative and relevant to school goals.

*(cf. 6011 - Academic Standards)*

2. Assess the effectiveness of the school's instructional program in relation to the analysis of student data.
3. Identify a limited number of achievement goals and key improvement strategies to achieve the goals. School goals shall reflect the needs identified at the school site while aligning with goals identified in federally required district plans. The school shall specify the student group(s) on which each goal is focused, the methods or practices that will be

**SCHOOL PLANS/SITE COUNCIL**

used to reach the goal, and the criteria that will be used to determine if the goal is achieved.

4. Define timelines, personnel responsible, proposed expenditures, and funding sources to implement the SPSA.

The school site council or other schoolwide group shall approve the proposed SPSA at a meeting for which public notice has been posted and then submit the SPSA to the Governing Board for approval. (Education Code 35147, 64001)

The school site council or other schoolwide group shall regularly monitor the implementation and effectiveness of the SPSA and modify any activities that prove ineffective. At least once per year, the school shall evaluate results of improvement efforts and report to the Board, advisory committees, and other interested parties regarding progress toward school goals.

The school site council or other schoolwide group may amend the SPSA at any time. Any revisions that would substantively change the academic programs funded through the consolidated application shall be submitted to the Board for approval.

**SCHOOL IMPROVEMENT PROGRAM**

The goal of the school improvement program shall be to improve instruction, auxiliary services, school environment and school organization so as to meet the needs of all the school's students. The school site council shall develop a school improvement plan to guide the improvement activities. Upon Board of Trustees approval of the plan, the site council shall assume responsibility for the ongoing review of its implementation and a periodic evaluation of the program's effectiveness. The council shall annually review the plan, establish the plan budget and update the plan to reflect changing improvement needs and priorities.

*Legal Reference:*

EDUCATION CODE

*52000-52049 Improvement of elementary and secondary education*

*62000-62007 Evaluation and sunseting of programs*

CODE OF REGULATIONS, TITLE 5

*4000-4091 School Improvement Programs*

*Management Resources:*

CDE PROGRAM ADVISORIES

*06271.09 School-Based Program Coordination Act*

*09211.09 Implementing Class Size Reduction under the Morgan-Hart Class Size Reduction Act of 1989*

*0620.09 Use Of Categorical Funds for Motivation Incentives*

*0430.09 Using School Improvement Program Resources and SB 1882 Funding to Promote School Change*

*1107.89 Implementation of new procedures for noncompliance*

**SCHOOL-BASED STUDENT MOTIVATION AND MAINTENANCE PROGRAM**

The Board of Trustees believes that the staff at the school site should make every effort to identify potential dropouts and use every available resource to encourage these students to earn a high school diploma.

*(cf. 5147 - Dropout Prevention)*

To encourage the flexible coordination of categorical programs at the school for this purpose, the Superintendent/Principal or designee shall share with staff parents/guardians information about the School-Based Pupil Motivation and Maintenance Program.

Before beginning to develop a school-based motivation and maintenance plan, a school site council shall be established to consider whether to participate in the program. All interested parties shall have the opportunity to meet in public to establish the site council. Any existing schoolwide advisory group may be used as the site council if its membership conforms to that specified in Education Code 54724.

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

Should the site council decide to participate in a motivation and maintenance program, it shall develop a plan for increasing the school's retention rate. This plan shall include, but not limited to:

1. A staff development program

The program shall include training which helps staff to identify and respond appropriately to risk-taking behavior of youth.

2. Student study teams

Student study teams shall identify dropouts and potential dropouts, assess their needs and develop programs to meet those needs. Each student study team shall include:

- a. The student identified as a dropout or potential dropout
- b. The student's parents/guardians
- c. One of the student's teachers; for dropouts, a teacher who would have been one of the student's teachers
- d. The Superintendent/Principal or designee
- e. Other appropriate resource teachers or specialists

**SCHOOL-BASED STUDENT MOTIVATION AND MAINTENANCE PROGRAM**  
(continued)

- f. When appropriate, representatives of business, industry, community organizations, or law enforcement agencies
3. Procedures for coordinating currently funded services so as to help students succeed in academic and job-related subjects
4. Instructional and related services for students highly at risk of failing in the regular program or dropping out, and for the educationally disadvantaged, the gifted and talented, and those with exceptional needs. For non- or limited-English speaking students, services shall include instruction in the language they understand
5. Provisions to identify and remedy learning problems early in the elementary years
6. Emphasis on literacy and basic skills development
7. Emphasis on curriculum and teaching strategies that relate to job opportunities
8. A plan that uses and coordinates outreach consultants' skills and talents
9. Other activities and objectives established by the council
10. Proposed expenditures of available funds

The school site council shall annually establish a new budget and review its plan, changing it as necessary to reflect new needs and priorities. (Education Code 54726)

The plan and any revisions shall be approved by the Board prior to implementation. (Education Code 54722)

The Superintendent/Principal or designee shall ensure that funds coordinated in this program are used to supplement, not supplant, existing state and local funding. (Education Code 54725)

*Legal Reference ( see next page )*

**SCHOOL-BASED STUDENT MOTIVATION AND MAINTENANCE PROGRAM**  
(continued)

*Legal Reference:*

EDUCATION CODE

52850-52863 *School plans*

52885-52887- *State administration*

54720-54734 *School-Based Pupil Motivation and Maintenance Program and Dropout Recovery Act*

*Management Resources:*

CDE PROGRAM ADVISORIES

0620.09 *Use of Categorical Funds for Motivation Incentives*

1107.89 *Implementation of new procedures for noncompliance*



## **CHARTER SCHOOLS**

### **PART I: PROCESS AND CONSIDERATIONS FOR PETITION APPROVAL OR DENIAL**

#### **PETITION SIGNATURES**

To be considered by the Governing Board, a charter school petition must be signed by one of the following: (Education Code 47605)

1. A number of parents/ guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the charter school for its first year of operation
2. A number of teachers equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation
3. If the charter petition calls for an existing public school to be converted to a charter school, at least 50 percent of the permanent status teachers currently employed at the school.

*(cf. 4116 - Permanent/ Probationary Status)*

#### **Components of Charter Petition**

A charter petition shall include affirmations of the conditions required by law, as well as comprehensive descriptions of all of the following:

*(Education Code 47605, 47605(d), 47611.5)*

#### **The charter petition shall contain the following petition information:**

1. The proposed charter shall be attached to the petition. *(Education Code 47605)*
2. A statement that a copy of the charter school proposal was attached so that petitioners were able to review it prior to signing.
3. A prominent statement explaining that a signature means that the parent/ guardian is meaningfully interested in having his/ her child attend the charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school.
4. The name, address, and phone number of each applicant, together with a statement signed by each of them, formally applying to the Board for approval of the charter school.
5. The names, original signatures, addresses, and telephone numbers of those persons signing the petition. Parents/ guardians signing a petition must have one or more children who are age appropriate for the proposed charter school. Teachers signing a petition must be properly credentialed to teach one or more core academic classes in the proposed charter school.

**CHARTER SCHOOLS**

6. A thorough description of the education, work experience, credentials, degrees and certifications of the individuals comprising, or proposed to comprise, the directors, administrators and managers of the proposed charter school.
7. A list of consultants whom the charter school has engaged, or proposes to engage, for the purpose of developing, operating and evaluating the charter school, together with a thorough description of the qualifications of such consultants.

**The charter petition shall contain the following operational information:**

1. The governance structure of the school, including but not limited to the process to be followed by the school to ensure parent/guardian involvement. Include copies of the By-laws, articles of incorporation and other management documents proposed to govern the charter school. The information in this section should specify that the charter school will be subject to the Brown Act, the Public Records Act, and Conflict of Interest laws that apply to school board members. The Board will give preference to proposals that specify that the charter school will be operated as, or be operated by, a nonprofit public benefit corporation. *(Should a charter school elect to operate as, or be operated by, a nonprofit public benefit corporation, the Board may appoint a representative to serve on the board of directors of the corporation, and the corporation shall confer upon the board's appointee all rights and responsibilities exercised by any other director of the corporation. See EC 47604)*
2. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions. The petition should propose voluntary mediation and voluntary arbitration in accordance with the procedure agreed to in the Operating Agreement between the School District and the charter school. The petition should not propose mandatory binding arbitration.
3. The manner in which administrative services of the school are to be provided, including the administrative structure and organization of the charter school, a calendar with the days of instruction, the hours and days of operation, expectations for pupil attendance, annual instructional minutes for each grade level to be served, liaison with the School District, manner of provision of special education, and other basic elements of school operation.

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4. Admission requirements. The petition for a charter school shall specifically state that all pupils enrolled in the charter school must be California residents, and that any pupil over 19 years of age shall be continuously enrolled and make satisfactory progress towards award of a high school Diploma.
5. The public school attendance alternatives for students residing within the district who choose not to attend charter schools.
6. The procedures by which students can be suspended or expelled.
7. The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the following:
  - An injury prevention program, and safety training for all employees, as required by Labor Code Section 6401.7.
  - Prohibitions against hiring persons who have committed serious felonies, violent felonies, sex offenses, or drug offences that would disqualify the person from working in a public school. See EC 44010, 44011, 44830.1, 45125.
  - Procedures for tuberculosis screening pursuant to Education Code Section 49406.
  - Procedures for student supervision, health screening, immunization screening, and the administration of medications.
  - Procedures for earthquakes, fires, natural disasters, and emergencies.
  - Prohibitions regarding the use of drugs and alcohol.
  - Staff training regarding emergencies and first aid response.
8. A detailed, complete, and fully annotated operational budget with estimates of charter school revenues and expenditures, cash-flow, and reserve positions, for the first five years of operation, including startup costs and the precise salary and benefits paid and to be paid.
9. In cases of renewal applications, all financial statements for the charter school, including a detailed balance sheet and statements of income and expense shall be included.
10. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the Board.

**CHARTER SCHOOLS**

11. The manner, format and content by which the charter school proposes to regularly report to the School District, and the Lake County Office of Education, concerning implementation of the approved charter, measurable student progress, as well as the current and projected financial viability of the school.
12. A statement that the charter school will comply with all laws pertaining to charter schools, including the Charter Schools Act as most recently amended, all laws establishing minimum age for public school attendance.  
*Education Code Section 41365, and Education Code Section 47610 through 47614.5.*
13. A statement setting forth the potential civil liability that the charter school poses for the School District.
14. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district's territorial jurisdiction.
15. A statement affirming that the school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any person on the basis of ethnicity, national origin, gender, or disability.
16. The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for the maintenance and transfer of student records. Because the closing of the charter school may have a potential financial impact upon the School District, the Board expresses a preference for procedures that include a provision whereby residual assets of the charter school will accrue to the benefit of the School District.

**The charter petition shall contain the following program information:**

1. The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent and lifelong learners.

**CHARTER SCHOOLS**

2. If the proposed school will serve high school students, the petition shall describe how the charter school will inform parents/ guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.
3. The measurable student outcomes identified for use by the charter school. "Student outcomes" means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.
4. The method by which student progress in meeting those student outcomes is to be measured.
5. A statement that the charter school shall do the following: (EC 47612.5(a))
  - a. Offer, at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
  - b. Maintain written contemporaneous records that document all pupil attendance and shall make these records available for audit and inspection.
  - c. Certify that its pupils will participate in the state testing programs specified in Chapter 5 (commencing with Section 60600) of Part 33 in the same manner as other pupils attending public schools as a condition of apportionment of state funding.
  - d. Comply with Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of the Education Code and implementing regulations adopted there under.
6. A detailed description of how the charter school will comply with all requirements relating to special education, including, but not limited to, Education Code Sections 47460 through 47647, 56145, and 56146.

**The charter petition shall contain the following information regarding charter school employees:**

1. The qualifications to be met by individuals to be employed by the school. *(Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. It is the*

**CHARTER SCHOOLS**

*intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses. EC 47605(l)*

2. The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security. *EC 47605(a)(5)(k).*
3. A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. *EC 47605(a)(5)(M).*

**The charter attached to the petition shall contain the following information regarding charter school employees:**

1. A declaration whether or not the charter school shall comply with those statutes and regulations governing public school employers that establish and regulate tenure, permanent status, or a merit system. *(If the charter of a charter school does not specify that it shall comply with those statutes and regulations governing public school employers that establish and regulate tenure or a merit or civil service system, the scope of representation for that charter school shall also include discipline and dismissal of charter school employees. EC 47611.5(c))*
2. A declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code 3540-3549.3. *(If the charter school is not so deemed a public school employer, the school district where the charter is located shall be deemed the public school employer for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of the Government Code. (EC 47611.5(b).)*

**The charter petition shall contain the following information regarding charter school facilities:**

1. A statement as to whether or not the School District will be required to provide the charter school with facilities. *EC 47614.*
2. The location, address, and a description of the charter school facility or facilities.  
*EC 47605(a)& (a)(5), 47601.5.*
3. A statement of how the charter school facility(s) comply with the geographic location requirements of Education Code Section 47601.5.

## **CHARTER SCHOOLS**

4. A statement as to whether or not the charter school complies with all laws relating to charter school facilities, including, but not limited to, fire codes, building codes, zoning ordinances, Lake County Air Quality Management District requirements, seismic safety and earthquake preparedness, and federal laws, including the Americans with disabilities Act and AHERA (relating to asbestos). At the time the petition is filed with the School District, the School District shall be provided documentation obtained from each agency showing compliance with each of the above requirements. In addition, documentation shall be provided to the School District sufficient showing that the charter school facility is safe, habitable, well-suited for its educational purpose, and that applicant has secured, or has reasonable assurance of securing, the facility for use by the charter school.

### **Process For Receipt and Consideration of Petition (EC 47605(b))**

Petitioners are encouraged to meet with the Superintendent, or designee as early in the process as possible so that the parties may discuss the establishment of a charter school. Petitioners are encouraged to provide the Superintendent, or designee, with a copy of the proposed petition and charter before the petition is circulated, and discuss any concerns that either party may have. Although the School District may not make any commitments prior to the public hearing, and only the school Board may make a decision as to whether or not to grant the charter after the required public hearing, early communication between the parties should help to facilitate the process.

Upon receipt of a petition or preliminary application a designated employee of the District shall date stamp the cover page of the submitted materials.

Not later than 30 days after receiving the charter school petition, the Board shall hold a public hearing on the provisions of the charter, at which time the level of support for the petition by teachers of the School District, other employees of the School District and parents, shall be considered. Notice of the hearing will be provided to each bargaining unit representing the employees of the School District. Charter applicants shall appear and provide testimony to the Board. The District Superintendent, and the District Business Manager, shall provide reports to the Board as to the financial and educational impact of the charter school on the School District. The Lake County Office of Education shall be requested to provide a report to the Board as to the financial and educational impact of the charter school on the School District.

## **CHARTER SCHOOLS**

Within 60 days of receipt of the petition, or 90 days based upon agreement between the applicant and the School District, the Board shall either grant or deny the petition.

In reviewing petitions for the establishment of charter schools within the School District, the Board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Education Code Section 54032.

The Board shall grant a charter for the operation of a school if it is satisfied that granting the charter is consistent with sound educational practice, and that one or more findings, as set forth below, do not require the petition to be denied.

In considering the petition:

1. The Board may not require any employee of the school district to be employed in a charter school.
2. The Board may not require any pupil enrolled in the school district to attend a charter school.
3. All meetings of the Governing Board of the School District and the County Board of Education at which the granting, revocation, appeal, or renewal of a charter petition is discussed shall comply with the Ralph M. Brown Act (*Chapter 9 {commencing with Section 54950} of Division 2 of Title 5 of the Government Code*). (EC 47608)
4. The approval or denial of a charter petition shall not be controlled by collective bargaining agreements.

### ***Charter Approval***

An initial approval of a charter petition may be for up to five years. (EC 47607).

Upon the approval of the petition by the Board, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the applicable county superintendent of schools, the State Department of Education, and the State Board of Education. (EC 47605(l)(6))

A petition for the establishment of a charter school shall not be denied based on the actual or potential costs of serving individuals with exceptional needs, as that term is defined pursuant to Education Code Section 56026.



## **CHARTER SCHOOLS**

This provision shall not be construed to prevent a School District from meeting its obligation to ensure that the proposed charter school will meet the needs of individuals with exceptional needs in accordance with state and federal law, nor shall it be construed to limit or alter the reasons for denying a petition for the establishment of a charter school pursuant to subdivision (b) of Education Code Section 47605. (47605.7)

The Board may not deny a petition for the establishment or renewal of a charter school, solely because the charter school might enroll pupils with disabilities who reside outside the special education local plan area. (EC 47647)

### **Findings Required to Deny (EC 47605(b))**

The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one, or more, of the following findings:

- A. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- B. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- C. The petition does not contain the number of signatures required.
- D. The petition does not contain an affirmation of the nonsectarian and admission policies required by law, as set forth below. (EC 47605(b)(4) & (d)).
- E. The petition does not contain reasonably comprehensive descriptions of all of the items required by law. (EC 47605(c)(5)).
- F. The petition authorizes the conversion of a private school to a charter school. (EC 47602(b)).

A charter school petition that is unlikely to meet the criteria for renewal as provided by Education Code Sections 47605 and 47607 may be denied pursuant to reasons A, and B above.

## **Philosophy – Goals – Objectives and Comprehensive Plans** AR 0420.4(j)

### **CHARTER SCHOOLS**

#### *Denial and Appeal*

If a petition is denied, the petitioner may prepare and circulate a new petition that resolves the concerns identified in the Board's findings.

If a petition is denied, the petitioner may elect to submit the petition for the establishment of a charter school to the Lake County Board of Education. (EC 47605(j))

#### **Revisions**

Material revisions to a charter may be made only with Board approval and shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. (*Education Code 47607*)

If, after receiving approval of its petition, a charter school proposes to establish operations at one or more additional sites within the district's boundaries, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations. The Board shall consider approval of the additional locations at an open meeting. (*Education Code 47605*)

#### **Renewals** (*Education Code 47607*)

Charter school renewals are granted for a period of five years. A charter school seeking renewal of its charter shall submit a written request to the Board at least 120 days before the term of the charter is due to expire.

At least 90 days before the term of the charter is due to expire, the Board shall conduct a public hearing to receive input on whether or not to extend the charter. At least 60 days before the expiration date, the Board shall either grant or deny the request for renewal.

A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials. (*EC 47607(b)(4)(D)*)

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. (*Education Code 47607*). A charter school seeking renewal should, and after a charter school has been in operation for four years, the charter school must, meet at least one of the following criteria prior to receiving a charter renewal:

1. Attained its Academic Performance Index (API) and AYP growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

**CHARTER SCHOOLS**

3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4. (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
  - (B) The determination made pursuant to this paragraph shall be based upon all of the following:
    - (i) Documented and clear and convincing data.
    - (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.
    - (iii) Information submitted by the charter school.
  - (C) A chartering authority shall submit to the Superintendent of Public Instruction copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent of Public Instruction shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5.
  - (D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph.
5. Has qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

If the School District does not grant a renewal, the charter school may submit its application for renewal to the county board and then the State Board of Education using the same procedures that apply if a district denies an original petition pursuant to Education Code 47605.

*(EC 47607(k)(3))*

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### **Revocations (*EC 47607(c)*)**

A charter may be revoked by the authority that granted the charter, whenever it finds that the charter school has done any of the following:

1. Committed a material violation of any of the conditions, standards or procedures set forth in the charter
2. Failed to meet or pursue any of the student outcomes identified in the charter
3. Failed to meet generally accepted accounting principles or engaged in fiscal mis-management
4. Violated any provision of law

Prior to revocation, the revoking authority shall notify the charter school of any violation and give the school a reasonable opportunity to correct the violation unless the Board determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the students. (*Education Code 47607*)

The State Board of Education, whether or not it is the authority that granted the charter, may, based upon the recommendation of the Superintendent of Public Instruction, take appropriate action, including, but not limited to, revocation of the school's charter, when the State Board of Education finds any of the following:

- a. Gross financial mismanagement that jeopardizes the financial stability of the charter school.
- b. Illegal or substantially improper use of charter school funds for the personal benefit of any officer, director, or fiduciary of the charter school.
- c. Substantial and sustained departure from measurably successful practices such that continued departure would jeopardize the educational development of the school's pupils. (*EC 47604.5*)

### **School District Conversion of All Schools to Charter Schools**

The School District may convert all of its schools to charter schools only if it meets all of the conditions set forth in Education Code Section 47606.

**CHARTER SCHOOLS**

**PART II: School District Responsibility for Charter School Operations**

**School District Responsibility to Provide Charter School Facilities (*EC 47614*)**

The school district shall make available, to each charter school operating in the school district, facilities sufficient for the charter school to accommodate all of the charter school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district. Facilities provided shall be contiguous, furnished, and equipped, and shall remain the property of the school district. The school district shall make reasonable efforts to provide the charter school with facilities near to where the charter school wishes to locate, and shall not move the charter school unnecessarily.

The school district may charge the charter school a pro rata share (based on the ratio of space allocated by the school district to the charter school divided by the total space of the district) of those school district facilities costs that the school district pays for with unrestricted general fund revenues. The charter school shall not be otherwise charged for use of the facilities. No school district shall be required to use unrestricted general fund revenues to rent, buy, or lease facilities for charter school students.

Each year each charter school desiring facilities from a school district in which it is operating shall provide the school district with a reasonable projection of the charter school's average daily classroom attendance by in-district students for the following year. The district shall allocate facilities to the charter school for that following year based upon this projection. If the charter school, during that following year, generates less average daily classroom attendance by in-district students than it projected, the charter school shall reimburse the district for the over-allocated space at rates to be set by the State Board of Education.

Each school district's responsibilities under this section shall take effect three years from the effective date of the measure which added this subparagraph, or if the school district passes a school bond measure prior to that time on the first day of July next following such passage.

Facilities requests based upon projections of fewer than 80 units of average daily classroom attendance for the year may be denied by the school district.

The term "operating," as used in this section, shall mean either currently providing public education to in-district students, or having identified at least 80 in-district students who are meaningfully interested in enrolling in the charter school for the following year.

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### **School District Responsibility for Charter School Collective Bargaining (47611.5)**

If the charter does not provide that the charter school is deemed a public school employer for collective bargaining purposes, the school district where the charter is located shall be deemed the public school employer for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of the Government Code.

### **School District General Oversight Responsibilities (EC 47604.32)**

The School District shall:

- a. Identify at least one staff member as a contact person for the charter school. The Board hereby identifies the Superintendent, or the Superintendent's designee, as the contact person.
- b. Visit each charter school at least annually.
- c. Ensure that each charter school under its authority complies with all reports required of charter schools by law.
- d. Monitor the fiscal condition of each charter school under its authority.
- e. Provide timely notification to the State Department of Education, if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority:
  - (1) A renewal of the charter is granted or denied.
  - (2) The charter is revoked.
  - (3) The charter school will cease operation for any reason.

### **Oversight of Requirements for Charter Schools**

In providing general oversight of a charter school, the Board shall determine whether the school meets all legal requirements applicable to charter schools. In addition, the Board shall determine whether the school meets all requirements in the charter and the Operating Agreement. Each charter school shall:

1. Be nonsectarian in its programs, admission policies, employment practices and all other operations (*Education Code 47605*)
2. Not charge tuition (*Education Code 47605*)
3. Not discriminate against any student on the basis of ethnicity, national origin, gender or disability (*Education Code 47605*)
4. Adhere to all laws establishing minimum age for public school attendance (*Education Code 47610; cf. 5111 - Admission*)

Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making

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"satisfactory progress" toward a high school diploma as defined in 5 CCR 11965. (*Education Code 47612*)

5. Serve students with disabilities in the same manner as such students are served in other public schools (*Education Code 47646, 56145*)

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

(*cf. 6159 - Individualized Education Program*)

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

7. Admit all students who wish to attend the school, according to the following criteria and procedures: (*Education Code 47605*)

a. Admission to the charter school shall not be determined according to the student's place of residence, or that of his/her parents/ guardians, within this state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area. However, if a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced price meals, it may also establish an admissions preference for students who are currently enrolled in the public elementary school and for students who reside in the public school attendance area. (*Education Code 47603.3*)

b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing, except that preferences shall be extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code 47614.5. In the event of a drawing, the Board shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet student demand.

c. Other admissions preferences permitted by the Board on an individual school basis as consistent with law.

8. Require its teachers to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. (*Education Code 47605; cf. 4112.2 - Certification*)

9. Not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law. (*Education Code 44830.1, 45122.1*)

(*cf. 4112.5 / 4312.5 - Criminal Record Check*)

(*cf. 4212.5 - Criminal Record Check*)

**Philosophy – Goals – Objectives and Comprehensive Plans AR 0420.4(p)**

**CHARTER SCHOOLS**

10. Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System. (*Education Code 47610*)
11. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment. (*Education Code 47611.5*)
12. Meet all statewide standards and conduct the student assessments required by Education Code 60605 and any other statewide standards or student assessments applicable to non-charter public schools. (*Education Code 47605, 47612.5*)

(*cf. 6011 - Academic Standards*)

(*cf. 6162.5 - Student Assessment*)

(*cf. 6162.51- Standardized Testing and Reporting Program*)

13. Offer, at a minimum, the same number of instructional minutes set forth in Education Code 46201 for the appropriate grade levels. (*Education Code 47612.5; cf. 6111 - School Calendar*)
14. Meet the requirements of Education Code 51745-51749.3 if it provides independent study. (*Education Code 47612.5, 51747.3; 5 CCR 11705; cf. 6158 - Independent Study*)
15. Identify and report to the Superintendent of Public Instruction any portion of its average daily attendance that is generated through non-classroom-based instruction, including but not limited to independent study, home study, work study, and distance and computer-based education. (*Education Code 47612.5, 47634.2*)
16. On a regular basis, consult with parents/guardians and teachers regarding the school's educational programs. (*Education Code 47605*)
17. On or before September 15 of each year, approve and file with the district an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (*Education Code 42100*)
18. By December 15 of each year, transmit a copy of its annual, independent financial audit report for the preceding fiscal year to the Superintendent or designee, the state Controller, the County Superintendent of Schools, and the California Department of Education, unless the charter school's audit is encompassed in the district's audit. (*Education Code 47605*)
19. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection upon request by the School District, the County Office of Education, or the Superintendent of Public Instruction. (*Education Code 47604.3, 47604.33, 47604.4, 47604.5 47612.5*)



## **CHARTER SCHOOLS**

20. Promptly respond to all reasonable inquiries from the School District, the County Office of Education, or the Superintendent of Public Instruction, including but not limited to inquiries regarding its financial records. (*Education Code 47604.3, 47604.33, 47604.4, 47604.5*)
21. Comply with all requirements set forth in the charter and the Operating Agreement.

### **Operating Agreement**

The relationship between the charter school and the School District, as well as any services to be provided by the School District, shall be described in an Operating Agreement. The provisions of this written agreement shall be discussed concurrently with consideration of charter approval. Additional services may be provided by the School District subject to mutual written agreement, setting forth the amount to be paid for the service provided.

### **Financial Relationship**

The district may charge for the actual costs of supervisory oversight of a charter school not to exceed one percent of the charter school's revenue. If the district is able to provide substantially rent-free facilities to the charter school, the district may charge actual costs up to three percent of the charter school's revenue for supervisory oversight. (*Education Code 47613*)

The charter school may separately purchase administrative or other services from the district or any other source. (*Education Code 47613*)

At the request of a charter school, the Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System and the Public Employees' Retirement System on behalf of the charter school. The charter school may be charged for the actual costs of the reporting services, but shall not be required to purchase payroll processing services from the district as a condition for creating and submitting these reports.

(*Education Code 47611.3*)

### **Reports**

Each charter school shall annually prepare and submit the following reports to the School District and the county superintendent of schools:

1. On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Education Code Section 47605 satisfies this requirement.

**CHARTER SCHOOLS**

2. On or before December 15, an interim financial report. This report shall reflect changes through October 31.
3. On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
4. On or before September 15, a final unaudited report for the full prior year. (*See - 47604.33*)

**Waivers**

If a charter school whose charter was granted by the Board submits an application to it for a waiver of any Education Code provisions, the Board shall hold a public hearing on the waiver request no later than 90 days following receipt of the request (*Education Code Section 33054*)

The Board shall subsequently prepare a summary of the public hearing to be forwarded with the waiver request to the State Board of Education. If the Board recommends against approval of the waiver request, it shall set forth the reasons for its disapproval in written documentation that shall be forwarded to the State Board of Education. (*Education Code Section 33054*)

**SCHOOL-BASED DECISION MAKING**

The Board of Trustees desires to improve student learning by giving decision making opportunities to the people who are closest to the students. The 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 Board, school employees, parents/guardians, 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, when making significant changes in instructional practices or learning environment the school must have a broad-based consensus regarding their specific objectives, priorities and methods for assessing student learning.

The Board desires to support staff decision making responsibilities with appropriate inservice training, to encourage creativity at the school and to evaluate staff performance in relation to school objectives.

The Superintendent/Principal or designee shall appoint a District restructuring committee composed of teachers, parents/guardians, administrators, bargaining unit representatives and one or more Board member representatives. This committee shall help school decision teams request changes or waivers from laws, Board policies, administrative regulations, and collective bargaining agreements.

*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 1431 - Waivers)*

*Legal Reference:*

EDUCATION CODE

*35160 Authority of Board*

*35161 Delegation of Board authority*

*58900-58928 Demonstration of restructuring in public education*

**SCHOOL-BASED DECISION MAKING**

**School Decision Teams**

The school decision team shall be composed of the principal, certificated employees, classified employees, parents/guardians and community representatives. 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)*

**SCHOOL-BASED DECISION MAKING** (continued)

**District Requirements**

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

1. Work to support District goals and objectives
2. Adhere to 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**

The school decision team shall:

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

The Governing Board desires to provide a free appropriate public education to all individuals with disabilities, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303)

*(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)*  
*(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)*  
*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*  
*(cf. 6164.6 - Identification and Education Under Section 504)*

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 special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds. (Education Code 56195)

*(cf. 1220 - Citizen Advisory Committees)*

**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION**

*(cf. 1312.3 - Uniform Complaint Procedures)*  
*(cf. 3541.2 - Transportation for Students with Disabilities)*  
*(cf. 4112.23 - Special Education Staff)*

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 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)

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.

*Legal Reference:*

*EDUCATION CODE*

*56000-56001 Education for individuals with exceptional needs*  
*56020-56035 Definitions*  
*56040-56046 General provisions*  
*56048-56050 Surrogate parents*  
*56055 Foster parents*  
*56060-56063 Substitute teachers*  
*56170-56177 Children enrolled in private schools*  
*56190-56194 Community advisory committees*  
*56195-56195.10 Local plans*  
*56205-56208 Local plan requirements*  
*56213 Special education local plan areas with small or sparse populations*  
*56240-56245 Staff development*  
*56300-56385 Identification and referral, assessment, instructional planning*  
*56440-56447.1 Programs for individuals between the ages of three and five years*  
*56500-56508 Procedural safeguards, including due process rights*  
*56520-56524 Behavioral interventions*  
*56600-56606 Evaluation, audits and information*  
*56836-56836.05 Administration of local plan*

*GOVERNMENT CODE*

*7579.5 Surrogate parent, appointment, qualifications, liability*  
*95000-95029 California Early Intervention Services Act*

**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION**

*WELFARE AND INSTITUTIONS CODE*

*361 Limitations on parental control*

*726 Limitations on parental control*

*CODE OF REGULATIONS, TITLE 5*

*3000-3089 Regulations governing special education*

*UNITED STATES CODE, TITLE 20*

*1400-1482 Individuals with Disabilities Education Act*

*UNITED STATES CODE, TITLE 29*

*794 Rehabilitation Act of 1973, Section 504*

*UNITED STATES CODE, TITLE 42*

*12101-12213 Americans with Disabilities 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*

*300.1-300.818 Assistance to states for the education of children with disabilities, including:*

*300.500-300.520 Due process procedures for parents and children*

*303.1-303.654 Early intervention program for infants and toddlers with disabilities*

*Management Resources:*

*WEB SITES*

*California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>*

*U.S. Department of Education, Office of Special Education Programs: <http://www.ed.gov/about/offices/list/osers/osep>*



**Comprehensive Local Plan for Special Education**

**Definitions**

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104; Education Code 56040)

FAPE applies to students who are suspended or expelled or placed by the district in a nonpublic, nonsectarian school. (34 CFR 300.17, 300.101, 300.104)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR 300.107, 300.114, 300.117; Education Code 56040.1)

Special education means specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities including a full continuum of program options including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education to meet the educational and service needs in the least restrictive environment. (Education Code 56300, 56031)

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031)

1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards
2. Travel training

**Comprehensive Local Plan for Special Education**

3. Career technical education
4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education

Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the district. (34 CFR 300.39)

Surrogate parent means an individual assigned to act as a surrogate for the parent/guardian. The surrogate may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with disability. (34 CFR 300.519; Education Code 56050)

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

**Elements of the Local Plan**

The local plan developed by the special education local plan area (SELPA) shall include, but not be limited to, the following: (Education Code 56205, 56206)

1. Assurances that policies, procedures, and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-22) and in conformity with 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201
2. An annual budget plan and annual service plan adopted at a public hearing held by the SELPA
3. A description of programs for early childhood special education from birth through five years of age
4. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
5. A description of a dispute resolution process
6. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205

**Comprehensive Local Plan for Special Education**

7. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
8. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met
9. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public. (Education Code 56205)

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code 56195.1 and 56195.7. (Education Code 56195.8)

*(cf. 3541.2 - Transportation for Students with Disabilities)*

*(cf. 3542 - School Bus Drivers)*

*(cf. 4112.23 - Special Education Staff)*

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

*(cf. 6159 - Individualized Education Program)*

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

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

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

*(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)*

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

**DISTRICT TECHNOLOGY PLAN**

The Board of Trustees recognizes that technology can greatly enhance the instructional program as well as the efficiency of District and school site administration. Technological resources can enhance student achievement by increasing student access to information, supporting teacher effectiveness, and facilitating the administration of student assessments. The Board also realizes that effective use of technology can also increase the efficiency of the district's noninstructional operations and governance. Careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks.

*(cf. 6162.51 - State Academic Achievement Tests)*

The Superintendent or designee shall develop, for Board approval, a comprehensive three-year technology plan based on an assessment of current uses of technology in the district and an identification of future needs. The Superintendent or designee may appoint an advisory committee consisting of a variety of staff and community stakeholders to assist with the development of the technology plan. 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.

*(cf. 0400 - Comprehensive Plans)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 9140 - Board Representatives)*

The plan shall be integrated into the district's vision and goals for student learning and shall contain research-based strategies and methods for the effective use of technology. When required for state or federal grant programs in which the district participates, the plan shall also address all components required for receipt of such grants.

*(cf. 0000 - Vision)*

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

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

*(cf. 6000 - Concepts and Roles)*

The Superintendent or designee shall ensure that any use of technological resources in the district protects the private and confidential information of students and employees in accordance with law.

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

*(cf. 5125 - Student Records)*

**DISTRICT TECHNOLOGY PLAN**

*Legal Reference:*

*BUSINESS AND PROFESSIONS CODE*

*22584-22585 Student Online Personal Information Protection Act*

*EDUCATION CODE*

*10550-10555 Telecommunications standards*

*11800 K-12 High Speed Network grant program*

*49060-49085 Student records*

*51006 Computer education and resources*

*51007 Programs to strengthen technological skills*

*51865 California distance learning policy*

*51870-51871.5 Educational technology planning*

*60010 Instructional materials, definition*

*66940 Distance learning*

*PENAL CODE*

*502 Computer crimes, remedies*

*UNITED STATES CODE, TITLE 20*

*1232g Family Educational Rights and Privacy Act*

*1232h Protection of Pupil Rights Amendment*

*UNITED STATES CODE, TITLE 47*

*254 Universal service discounts (E-rate)*

*CODE OF FEDERAL REGULATIONS, TITLE 16*

*Part 312 Children's Online Privacy Protection Rule*

*CODE OF FEDERAL REGULATIONS, TITLE 34*

*Part 99 Family Educational Rights and Privacy*

*CODE OF FEDERAL REGULATIONS, TITLE 47*

*54.500-54.523 Universal service support for schools*

*Management Resources:*

*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*

*California K-12 Education Technology Plan Template, Criteria, and Guiding Questions, November 2014*

*Empowering Learning: A Blueprint for California Education Technology 2014-2017, April 2014*

*FEDERAL COMMUNICATIONS COMMISSION PUBLICATIONS*

*E-rate Modernization Order, July 11, 2014*

*WEB SITES*

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

*California Department of Education, Education Technology Office: <http://www.cde.ca.gov/ls/et>*

*California Educational Technology Professionals Association: <http://www.cetpa.net>*

*Computer-Using Educators: <http://www.cue.org>*

*Federal Communications Commission: <http://www.fcc.gov>*

*ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>*

*Technology Information Center for Administrative Leadership: <http://www.portical.org>*

Policy

adopted: March 8, 2000

revised: March 11, 2015

**LUCERNE ELEMENTARY SCHOOL DISTRICT**

Lucerne, California

**DISTRICT TECHNOLOGY PLAN**

When developing the District's technology plan, the Superintendent/Principal or designee shall address, at a minimum, the following components:

1. Background Information: A guide to the district's use of technology for the next three years, including:
  - a. Specific starting and ending dates of the plan
  - b. An overview of the district's location and demographics
  - c. A description of how stakeholders from the district and community were involved in the planning process
  - e. A description of the relevant research behind the strategies and/or methods in the plan and how the research supports the plan's curricular and professional development goals
2. Curriculum: Clear goals and realistic strategies for using telecommunications and information technology to improve educational services, including:
  - a. A description of teachers' and students' current access to instructional technology and current use of digital tools, including district policies or practices to ensure equitable technology access for all students
  - b. Goals and an implementation plan, including annual activities, for:
    - (1) How technology will be used to improve teaching and learning, how these goals align with district curricular goals and other plans, how the district budget and local control and accountability plan support these goals, and whether future funding proposals or partnerships may be needed for successful implementation
    - (2) How and when students will acquire the technology skills and information literacy skills needed for college and career readiness
    - (3) Internet safety and the appropriate and ethical use of technology in the classroom

*(cf. 0000 - Vision)*

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

*(cf. 0400 - Comprehensive Plans)*

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

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

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

*(cf. 6162.54 - Test Integrity/Test Preparation)*

*(cf. 6162.6 - Use of Copyrighted Materials)*

**DISTRICT TECHNOLOGY PLAN**

*(cf. 6163.4 - Student Use of Technology)*

3. Professional Development: A professional development strategy to ensure that staff understands how to use new technologies to improve education services, including:
  - a. A summary of teachers' and administrators' current technology proficiency and integration skills and needs for professional development
  - b. Goals and an implementation plan, including annual activities, for providing professional development opportunities based on district needs assessment data and the curriculum component of the technology plan

*(cf. 4040 - Employee Use of Technology)*

*(cf. 4131 - Staff Development)*

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

4. Infrastructure, Hardware, Technical Support, Software, and Asset Management: An assessment of the telecommunication services, hardware, software, asset management, and other services that will be needed to improve education services, including:
  - a. A description of existing hardware, Internet access, electronic learning resources, technical support, and asset management in the district
  - b. A description of technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by district teachers, students, and administrators to support the activities in the curriculum and professional development components of the plan

*(cf. 3100 - Budget)*

*(cf. 7000 - Facilities Master Plan)*

5. Monitoring and Evaluation: An evaluation process that enables the school to monitor progress toward the specific goals and mid-course corrections in response to new developments and opportunities as they arise, including:
  - a. The process for evaluating the plan's overall progress and impact on teaching and learning
  - b. The schedule for evaluating the effect of plan implementation and a description of the process and frequency of communicating evaluation results to technology plan stakeholders

**DISTRICT TECHNOLOGY PLAN**

*(cf. 0500 - Accountability)*

6. Noninstructional Uses of Technology: A description of how technology will be used to improve district governance, district and school site administration, support services, and communications

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

*(cf. 3580 - District Records)*

7. Cost: An estimate of the cost for each year of the plan and each of its major components



**COMPREHENSIVE SAFETY PLAN**

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The 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. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 1312.3 - Uniform Complaint Procedures)*  
*(cf. 3515 - Campus Security)*  
*(cf. 3515.2 - Disruptions)*  
*(cf. 3515.3 - District Police/Security Department)*  
*(cf. 3515.7 - Firearms on School Grounds)*  
*(cf. 5131 - Conduct)*  
*(cf. 5131.2 - Bullying)*  
*(cf. 5131.4 - Student Disturbances)*  
*(cf. 5131.7 - Weapons and Dangerous Instruments)*  
*(cf. 5136 - Gangs)*  
*(cf. 5137 - Positive School Climate)*  
*(cf. 5138 - Conflict Resolution/Peer Mediation)*  
*(cf. 5144 - Discipline)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*  
*(cf. 5145.7 - Sexual Harassment)*  
*(cf. 5145.9 - Hate-Motivated Behavior)*

The Superintendent/Principal or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

*(cf. 0500 - Accountability)*  
*(cf. 9320 - Meetings and Notices)*

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 33281. (Education Code 32288)

*Cf. 1312.3 – Uniform Complaint Procedures*

**COMPREHENSIVE SAFETY PLAN**

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials are readily available for inspection by the public. (Education code 32282)

*(cf. 1340 – Access to District Records)*

*Legal Reference:*

*EDUCATION CODE*

*200-262.4 Prohibition of discrimination*

*32260-32262 Interagency School Safety Demonstration Act of 1985*

*32270 School safety cadre*

*32280-32289 School safety plans*

*32290 Safety devices*

*35147 School site councils and advisory committees*

*35183 School dress code; uniforms*

*35291 Rules*

*35291.5 School-adopted discipline rules*

*35294.10-35294.15 School Safety and Violence Prevention Act*

*48900-48927 Suspension and expulsion*

*48950 Speech and other communication*

*49079 Notification to teacher; student act constituting grounds for suspension or expulsion*

*67381 Violent crime*

*PENAL CODE*

*422.55 Definition of hate crime*

*626.8 Disruptions*

*11164-11174.3 Child Abuse and Neglect Reporting Act*

*CALIFORNIA CONSTITUTION*

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

*CODE OF REGULATIONS, TITLE 5*

*11987-11987.7 School Community Violence Prevention Program requirements*

*11992-11993 Definition, persistently dangerous schools*

*UNITED STATES CODE, TITLE 20*

*7111-7122 Student Support and Academic Enrichment Grants*

*7912 Transfers from persistently dangerous schools*

*UNITED STATES CODE, TITLE 42*

*12101-12213 Americans with Disabilities Act*

**COMPREHENSIVE SAFETY PLAN**

*Management Resources:*

**CSBA PUBLICATIONS**

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

*Safe Schools: Strategies for Governing Boards to Ensure Student Success, October 2011*

*Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010*

*Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010*

*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014*

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*Safe Schools: A Planning Guide for Action, 2002*

**FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS**

*Uniform Crime Reporting Handbook, 2004*

**U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

*Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007*

**U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

*Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004*

**WEB SITES**

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

*California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>*

*California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>*

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

*Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention>*

*Federal Bureau of Investigation: <http://www.fbi.gov>*

*National Center for Crisis Management: <http://www.schoolcrisisresponse.com>*

*National School Safety Center: <http://www.schoolsafety.us>*

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

*U.S. Secret Service, National Threat Assessment Center: <http://www.secretservice.gov/protection/ntac>*

**COMPREHENSIVE SAFETY PLAN**

**Contents of the Safety Plan**

The Comprehensive Safety Plan shall include an assessment of the current status of school crime committed on campus and at school-related functions (Education Code 32282).

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

*(cf. 0500 - Accountability)*

*(cf. 0510 - School Accountability Report Card)*

The Comprehensive Safety Plan also shall identify 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. The Plan shall include the development of all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

*(cf. 5141.4 - Child Abuse Reporting Procedures)*

2. Routine and emergency disaster procedures including, but not limited to:

- a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act.

*(cf. 6159 – Individualized Education Program)*

- b. An earthquake emergency procedure system in accordance with Education Code 32282.

*(cf. 3516 – Emergencies and Disaster Preparedness Plan)*

*(cf. 3516.3 – Earthquake Emergency Procedure System)*

- c. A procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

*(cf. 1330 – Use of School Facilities)*

*(cf. 3516.1 - Fire Drills and Fires)*

*(cf. 3516.2 - Bomb Threats)*

*(cf. 3516.5 – Emergency Schedules)*

*(cf. 3543 - Transportation Safety and Emergencies)*

**COMPREHENSIVE SAFETY PLAN**

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in 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))*

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

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

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

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

*(cf. 1312.3 - Uniform Complaint Procedures)*

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

*(cf. 5131.2 - Bullying)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

*(cf. 5132 - Dress and Grooming)*

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

*(cf. 5142 - Safety)*

8. A safe and orderly school environment conducive to learning

*(cf. 5131 - Conduct)*

*(cf. 5137 - Positive School Climate)*

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

*(cf. 5144 - Discipline)*

**COMPREHENSIVE SAFETY PLAN**

**Safety Plan Strategies**

Among the strategies for providing a safe environment, the school safety 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, such as strategies to prevent bullying and hazing and cyberbullying as well as behavioral expectations and consequences for violations.

*(cf. 5113 - Absences and Excuses)*

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

*(cf. 5131 - Conduct)*

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

*(cf. 6142.3 - Civic Education)*

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

*(cf. 6142.8 - Comprehensive Health Education)*

4. Parent involvement strategies, including strategies to help ensure parent/guardian 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)*

*(cf. 5131.63 – Steroids)*

**COMPREHENSIVE SAFETY PLAN**

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

*(cf. 1020 - Youth Services)*

7. District policy related to possession of firearms and ammunition on school grounds

*(cf. 3515.7 - Firearms on School Grounds)*

8. Procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

*(cf. 5116.1 - Intradistrict Open Enrollment)*

9. 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.

*(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 and Graffiti)*

10. Crisis prevention and 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. 3515.5 - Sex Offender Notification)*

*(cf. 5131.4 - Campus Disturbances)*

- b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
- c. Assignment of staff members responsible for each identified task and procedure.

**COMPREHENSIVE SAFETY PLAN**

- d.. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for student and staff to practice the evacuation plan.
  - e. Coordination of communication to the school, Board of Trustees members, parents/guardians and the media.  
*(cf. 1112 – Media Relations)*  
*(cf. 9010 – Public Statements)*
  - f. Development of a method for the reporting of violent incidents.
  - g. Development of follow-up procedures that may be required after the crisis has occurred, such as counseling.
11. Staff development 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)*
12. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants  
*(cf. 3510 - Green School Operations)*  
*(cf. 3513.3 - Tobacco-Free Schools)*  
*(cf. 3514 - Environmental Safety)*  
*(cf. 3514.1 - Hazardous Substances)*  
*(cf. 3514.2 - Integrated Pest Management)*

**Evaluation of the Safety Plan**

The Superintendent/Principal and Board of Trustees 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)

The Superintendent/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)



**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

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

*(cf. 0000 - Vision)*

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

The Board shall adopt a districtwide local control and accountability plan (LCAP), using the template provided by the State Board of Education, which addresses the state priorities specified in Education Code 52060. The LCAP shall be effective for three years and shall be updated on or before July 1 of each year. (Education Code 52060)

In addition, the LCAP shall address any local priorities adopted by the Board.

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

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

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

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

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

To minimize duplication of effort and provide clear direction for program implementation, the LCAP and other district and school plans shall be aligned to the extent possible.

*(cf. 0400 - Comprehensive Plans)*

*(cf. 0440 - District Technology Plan)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5030 - Student Wellness)*

*(cf. 6171 - Title I Programs)*

*(cf. 7110 - Facilities Master Plan)*

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

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

**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

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

*(cf. 1312.3 - Uniform Complaint Procedures)*

**Plan Development**

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

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. (Education Code 52060)

*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 4140/4240/4340 - Bargaining Units)*  
*(cf. 4143/4243 - Negotiations/Consultation)*  
*(cf. 6020 - Parent Involvement)*

**Public Review and Input**

The Board shall establish the following committee(s) to review and comment on the LCAP: (Education Code 52063)

1. A parent advisory committee including at least one parent/guardian of unduplicated students as defined above
2. An English learner parent advisory committee whenever district enrollment includes at least 15 percent English learners and at least 50 students who are English learners

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

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update to the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed

**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

notices or sending notices by mail. All written notifications related to the LCAP or the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

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

*(cf. 3100 - Budget)*  
*(cf. 3460 - Financial Reports and Accountability)*  
*(cf. 9320 - Meetings and Notices)*

**Adoption of the Plan**

Prior to adopting the district budget, but at the same public meeting, the Board shall adopt the LCAP or the annual update. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

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

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

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

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

**Monitoring Progress**

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation data shall be used to recommend

**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

any necessary revisions to the LCAP.

*(cf. 0500 - Accountability)*

**Technical Assistance/Intervention**

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

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

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

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

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

*Legal Reference:*

*EDUCATION CODE*

*17002 State School Building Lease-Purchase Law, including definition of good repair*

*41020 Audits*

*42127 Public hearing on budget adoption*

*42238.01-42238.07 Local control funding formula*

**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

*44258.9 County superintendent review of teacher assignment*  
*48985 Parental notices in languages other than English*  
*51210 Course of study for grades 1-6*  
*51220 Course of study for grades 7-12*  
*52052 Academic Performance Index; numerically significant student subgroups*  
*52060-52077 Local control and accountability plan*  
*52302 Regional occupational centers and programs*  
*52372.5 Linked learning pilot program*  
*54692 Partnership academies*  
*60119 Sufficiency of textbooks and instructional materials; hearing and resolution*  
*60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission*  
*60811.3 Assessment of language development*  
*64001 Single plan for student achievement*  
*99300-99301 Early Assessment Program*  
*UNITED STATES CODE, TITLE 20*  
*6312 Local educational agency plan*  
*6826 Title III funds, local plans*

*Management Resources:*

*CSBA PUBLICATIONS*

*Impact of Local Control Funding Formula on Board Policies, November 2013*

*Local Control Funding Formula 2013, Governance Brief, August 2013*

*State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013*

*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*

*California School Accounting Manual*

*WEB SITES*

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

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

**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

**Content of the Plan**

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. The LCAP shall identify goals for each of the following state priorities:
  - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*(cf. 3517 - Facilities Inspection)*

*(cf. 4112.2 - Certification)*

*(cf. 4113 - Assignment)*

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

- b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

*(cf. 6011 - Academic Standards)*

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

- c. Parent/guardian involvement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy

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

*(cf. 6020 - Parent Involvement)*

*(cf. 6159 - Individualized Education Program)*

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

- d. Student achievement, as measured by all of the following as applicable:

**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

(1) Statewide assessments of student achievement

(2) Academic Performance Index

(3) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692

(4) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

(5) The English learner reclassification rate

(6) The percentage of students who have passed an advanced placement examination with a score of 3 or higher

(7) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

*(cf. 0500 - Accountability)*

*(cf. 6141.5 - Advanced Placement)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

*(cf. 6178 - Career Technical Education)*

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

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

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

*(cf. 5147 - Dropout Prevention)*

*(cf. 5149 - At-Risk Students)*

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

*(cf. 5137 - Positive School Climate)*

*(cf. 5144 - Discipline)*

**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

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

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

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

*(cf. 6143 - Courses of Study)*

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

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

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

*(cf. 0510 - School Accountability Report Card)*

**Annual Updates**

On or before July 1 of each year, the LCAP shall be updated using the template developed by the



**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

SBE and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Content of the Plan" above
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment
3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above
4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

**Availability of the Plan**

The Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the district's web site. (Education Code 52065)

*(cf. 1113 - District and School Web Sites)*

**ACCOUNTABILITY**

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of district schools. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in improving student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals.

*(cf. 9000 - Role of the Board)*

To enable the Board to fulfill these responsibilities, the Superintendent/Principal or designee shall identify and/or develop appropriate measures to evaluate student achievement, parent/guardian involvement and other District goals. He/she shall then regularly report to the Board regarding progress toward the District's vision and goals and the implementation of comprehensive plans.

*(cf. 0000 - Vision)*

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

*(cf. 2140 - Evaluation of the Superintendent)*

*(cf. 3460 - Financial Accountability and Reports)*

*(cf. 4115 - Evaluation/Supervision)*

*(cf. 4215 - Evaluation/Supervision)*

*(cf. 4315 - Evaluation/Supervision)*

*(cf. 6011 - Academic Standards)*

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

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

*(cf. 9400 - Board Self-Evaluation)*

**\*\*\*Note: California's accountability system is based on both state and federal requirements, including the calculation of an Academic Performance Index (API) pursuant to Education Code 52052-52052.1 and a determination as to whether schools and districts make "adequate yearly progress" (AYP) pursuant to 20 USC 6311. Both the API and AYP incorporate multiple measures, including, but not limited to, student performance on statewide assessments. However, as amended by AB 484 (Ch. 489, Statutes of 2013), Education Code 52052 authorizes the State Board of Education to suspend the API in the 2013-14 and 2014-15 school years while the state assessment system is transitioning from the Standardized Testing and Reporting program to the California Measurement of Academic Performance and Progress.**

Indicators of district progress in improving student achievement shall include, but are not limited to, the state Academic Performance Index (API) and the measures of "adequate yearly progress" (AYP) required under the federal accountability system.

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

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

**ACCOUNTABILITY**

Alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, and community day schools, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052)

The district and each district school shall demonstrate comparable improvement in academic achievement, as measured by the API, for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth. (Education Code 52052)

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the local control and accountability plan (LCAP).

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

*(cf. 0510 - School Accountability Report Card)*

*(cf. 1100 - Communication with the Public)*

*(cf. 1112 - Media Relations)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 6020 - Parent Involvement)*

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

*(cf. 0400 - Comprehensive Plans)*

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

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 0520.3 - Title I Program Improvement Districts)*

*(cf. 0520.4 - Quality Education Investment Schools)*

*(cf. 4141/4241 - Collective Bargaining Agreement)*

**ACCOUNTABILITY**

*Legal Reference:*

*EDUCATION CODE*

*33127-33129 Standards and criteria for fiscal accountability*

*33400-33407 California Department of Education evaluation of district programs*

*44660-44665 Evaluation of certificated employees*

*51041 Evaluation of the educational program*

*52052-52052.1 Academic Performance Index*

*52055.57-52055.59 Districts identified or at risk of identification for program improvement*

*52060-52077 Local control and accountability plan*

*CODE OF REGULATIONS, TITLE 5*

*1068-1074 Alternative schools accountability model, assessments*

*15440-15463 Standards and criteria for fiscal accountability*

*UNITED STATES CODE, TITLE 20*

*6311 Accountability, adequate yearly progress*

*6312 Local educational agency plan*

*6316 School and district improvement*

*CODE OF FEDERAL REGULATIONS, TITLE 34*

*200.13-200.20 Adequate yearly progress*

*200.30-200.53 Program improvement*

*Management Resources:*

*WEB SITES*

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

*California Department of Education, Accountability: <http://www.cde.ca.gov/ta/ac>*

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

**SCHOOL ACCOUNTABILITY REPORT CARD**

The Board of Trustees views school accountability report cards as an excellent way to inform the community about conditions, needs and progress at the school and to help provide data by which parents/guardians can get meaningful information about the school. 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 Board shall annually issue a school accountability report card (SARC) for each school site. (Education Code 35256)

In preparing the district's report cards, the Superintendent or designee may choose to use or adapt the model template provided by the California Department of Education. If the model template is not used, the Superintendent or designee shall ensure that data are reported in a manner that is consistent with the definitions for school conditions as provided in the template. At least every three years, the Board shall compare the content of the district's report cards to the state's model template, recognizing that variances are allowed by law as necessary to meet local needs. (Education Code 33126.1, 35256)

The Board shall annually approve the SARCs for all district schools and shall evaluate the data contained in the SARCs as part of the Board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

*(cf. 0500 - Accountability)*  
*(cf. 6190 - Evaluation of the Instructional Program)*  
*(cf. 9000 - Role of the Board)*

The Superintendent or designee shall develop strategies for communicating the information contained in the SARCs to all stakeholders, including opportunities for staff and the community to discuss their content.

*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 1100 - Communication with the Public)*  
*(cf. 1112 - Media Relations)*

**Notification and Dissemination of SARCs**

The Superintendent or designee shall annually publicize the issuance of the SARCs and notify parents/guardians that a paper copy will be provided upon request. On or before February 1 of each year, the Superintendent or designee shall make the SARCs available in paper copy and on the Internet. (Education Code 35256)

*(cf. 5145.6 - Parental Notifications)*

**SCHOOL ACCOUNTABILITY REPORT CARD**

*Legal Reference:*

*EDUCATION CODE*

*1240 County superintendent, general duties*  
*17002 Definition, including good repair*  
*17014 Plan for building maintenance*  
*17032.5 Portable classroom maintenance*  
*17070.15 School Facilities Act; definitions*  
*17089 Portable classroom maintenance*  
*33126 School Accountability Report Card*  
*33126.1 School Accountability Report Card model template*  
*33126.15 School Accountability Report Card 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 through 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*  
*60119 Textbook sufficiency*  
*60600-60618 General provisions*  
*60640-60649 California Assessment of Student Performance and Progress*  
*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*  
*UNITED STATES CODE, TITLE 20*  
*6311 State plans, including local educational agency report cards*

*Management Resources:*

*U.S. DEPARTMENT OF EDUCATION GUIDANCE*

*Report Cards, September 12, 2003*

*WEB SITES*

*CSBA, SARC Select: <http://www.csba.org/Services/Services/DistrictServices/SARC.aspx>*

*California Department of Education, School Accountability Report Card: <http://www.cde.ca.gov/ta/ac/sa>*

*U.S. Department of Education, No Child Left Behind Act: <http://www.nclb.gov>*

Policy  
adopted: March 8, 2000  
revised: October 8, 2014

**LUCERNE ELEMENTARY SCHOOL DISTRICT**  
Lucerne, California

**SCHOOL ACCOUNTABILITY REPORT CARD**

**Contents**

Each year the Superintendent/Principal or designee 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)

1. Student achievement in and progress toward meeting reading, writing, arithmetic and other academic goals, including:
  - a. 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
  - c. 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
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 the percentage of students in grades K-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)*

5. The total number of the school's 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

*(cf. 6161 - Equipment, Books and Materials)*

**SCHOOL ACCOUNTABILITY REPORT CARD** (continued)

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. 5144.1 - Suspension and Expulsion/Due Process (Students with Disabilities))*

12. Teacher and staff training and curriculum improvement programs

*(cf. 4131 - Staff Development)*

13. Quality of school instruction and leadership

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



**SCHOOL ACCOUNTABILITY REPORT CARD** (continued)

Every three years the Board of Trustees shall compare District report cards with the State Board of Education model report card. (Education Code 35256)

**Notifications**

The Board of Trustees shall annually issue a school accountability report card for the school, 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/Principal 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)