

**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 schools 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 action plans.

*(cf. 0100 - Philosophy)*

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

*(cf. 0400 - Comprehensive Action Plans)*

*(cf. 6010 - Goals and Objectives)*

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

The Superintendent 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 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>

Policy

adopted: June 21, 2001

reviewed: April 16, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**

Winters, California

**VISION**

The Superintendent 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 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 Action 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

**VISION**

**District Vision Statement**

Each student in the Winters Joint Unified School District is of extreme value and will be provided every opportunity to develop to his/her fullest potential. In reaching his/her full potential, each student will achieve academic success, while developing a positive self-concept.

Students educated in the Winters Schools will be self-motivated, responsible, communicative, cooperative, involved citizens of the future. We see our students as having an awareness of other people, freedom, justice and an appreciation of other cultures and environments so they live intelligently and productively in a highly democratic and ever increasing technological society.

We will accomplish this by providing a process of learning that emphasizes a balance between the basics and fundamentals in the areas of literacy and mathematics, while continuing to stress the importance of critical thinking and exploring new ideas.

**District Mission Statement**

The mission of the Winters Joint Unified School District is to provide a quality education to all of our students, insuring that all students and the entire educational community actively participate and are valuable contributors to our changing society.

We will accomplish this through the development of skills, concepts and processes that build knowledge, foster critical thinking, and enhance positive social interaction in a supportive, safe environment that fosters the uniqueness and diversity of the individual learner.

**PHILOSOPHY**

As part of its responsibility to establish a guiding vision for the District, the Governing Board 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 given time and appropriate instruction.
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.
12. A high level of communication, trust, respect and teamwork among Board members and the Superintendent contributes to effective decision making.

**PHILOSOPHY**

13. The community provides an essential resource to the educational program.
14. Effective communication with all stakeholders helps build support for the schools.
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 basis embodiment of representative government.
16. That everyone in our educational community has the right to be treated with courtesy and respect.
17. That people deserve to be recognized for their accomplishments.
18. That all people in our educational community deserve a safe and orderly environment.
19. That people respond positively to high expectations.
20. That all people in our educational community share the responsibility for a child's education.
21. That all people in our educational community should be positive models for one another.
22. That lifelong learning should be the goal for every individual.
23. That responsibility for education is shared by children, parents, schools and the community, and that the achievement of the District's goals requires the cooperation and assistance of all of these stakeholders.
24. That teachers have the most significant role in formal learning.
25. That all children are entitled to experience a comprehensive, developmentally appropriate, and culturally supportive curriculum, responsive to different learning styles.
26. That all children are entitled to attend schools that are safe, attractive and free of prejudice.
27. That all children can achieve excellence.
28. That learning is a lifelong process.
29. That excellent schools enhance the community.

**Philosophy, Goals, Objectives and Comprehensive Plans**

BP 0100(c)

**PHILOSOPHY**

*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*

Policy  
adopted: May 1, 2003  
reviewed: April 16, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**  
Winters, California

**GOALS FOR THE SCHOOL DISTRICT**

As part of the Board of Trustee's responsibility to set direction for the school District, the Board shall adopt long-term goals focused on the achievement and needs of all District students. The goals shall be aligned with the District's vision, mission, philosophy, and priorities and shall be limited in number so as to be reasonably achievable within established timelines.

*(cf. 0000 - Vision)*

*(cf. 0100 - Philosophy)*

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

When developing the District's goals, the Board shall consider the following:

1. Developing curriculum, assessments, and instructional materials that are aligned with the state's content standards, frameworks, and assessments

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

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

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

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

2. Maintain safe and orderly campuses which promote learning

*(cf. 0450 - Comprehensive Safety Plan)*

3. Ensuring that all students achieve academic proficiency in essential areas of skill and knowledge and attain the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy

*(6142.91 – Reading/Language Arts Instruction)*

*(6142.92 – Mathematics Instruction)*

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

*(6178 – Career Technical Education)*

4. Providing for the specialized needs of identified groups of students, including providing necessary support and intervention programs and closing the gap between low-achieving and high-achieving students

*(5149 – At-Risk Students)*

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

*(cf. 6146.6 – Identification and Education under Section 504)*

*(cf. 6172 – Gifted and Talented Student Programs)*

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

*(cf. 6179 – Supplemental Instruction)*

5. Providing a system of shared accountability for student achievement with clear performance standards and consequences

**GOALS FOR THE SCHOOL DISTRICT**

*(cf. 0510 - School Accountability Report Cards)*  
*(cf. 2140 - Evaluation of the Superintendent)*  
*(cf. 4115 - Evaluation/Supervision)*  
*(cf. 4215 - Evaluation/Supervision)*  
*(cf. 4315 - Evaluation/Supervision)*  
*(cf. 9400 - Board Self-Evaluation)*

6. Promoting student health, nutrition, and physical activity in order to enhance learning

*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(5030 – Student Wellness)*  
*(cf. 6142.7 - Physical Education)*  
*(cf. 6142.8 - Comprehensive Health Education)*

7. Developing 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)*  
*(cf. 6142.3 – Civic Education)*

8. Allocating time and resources for staff collaboration, planning, and professional development activities aligned with the District’s goals

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

9. Maintaining Fiscal integrity for the District and aligning resources to instructional needs and priorities for student achievement

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

10. Improving 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)*

11. Employing technology in ways that enhance learning, teaching, and noninstructional operations

*(cf. 0440 - District Technology Plan)*  
*(cf. 4040 - Employee Use of Technology)*  
*(cf. 6163.4 - Student Use of Technology)*

**GOALS FOR THE SCHOOL DISTRICT**

12. Providing and maintaining facilities to meet the needs of present and future students

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

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

*(cf. 1100 – Communication with the Public)*  
*(cf. 1113 – District and School Web Sites)*  
*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 1240 - Volunteer Assistance)*  
*(cf. 1700 - Relations between Private Industry and the Schools)*  
*(cf. 6020 - Parent Involvement)*

14. Collaborating 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)*

Each goal shall include measurable standards, performance indicators, and benchmarks that can be used to determine the District’s progress toward meeting that goal.

The Superintendent or designee shall, with the involvement of District and school site staff, develop a strategic plan containing short-term objectives, actions, and timelines designed to enable the District to achieve its long-term goals. The Superintendent or designee shall also ensure that District improvement plans and reform efforts are aligned with the District’s goals.

*(cf. 0400 – Comprehensive Plans)*  
*(cf. 0420 – School Plans/Site Councils)*  
*(cf. 0520.1 – High Priority Schools Grant Program)*  
*(cf. 0520.2 – Title I Program Improvement Schools)*  
*(cf. 0520.3 – Title I Program Improvement Districts)*  
*(cf. 0520.4 – Quality Education Investment Schools)*  
*(cf. 6171 – Title I Programs)*

The Superintendent or designee shall ensure that these goals are communicated to staff, parents/guardians, students, and the community and that those groups are given an opportunity to provide feedback to the District about the goals.

**GOALS FOR THE SCHOOL DISTRICT**

**Monitoring and Evaluation**

The Board shall regularly monitor the progress of the District's efforts in achieving the goals. To that end, the Superintendent or designee shall provide the Board with the necessary data and analysis to help the Board evaluate the effectiveness of the District's efforts. These data shall include an analysis of the progress based on the performance indicators and benchmarks for each goal, as well as other measures of student achievement, such as the Academic Performance Index, Adequate Yearly Progress, student attendance, and graduation rates.

*(0500 – Accountability)  
(cf. 6190 – Evaluation of the Instructional Program)  
(cf. 9322 – Agenda/Meeting Materials)*

If the Board determines that sufficient progress is not being made toward a particular goal, the Board and Superintendent shall determine what types of additional District resources and support shall be provided so that progress in increasing student achievement can be made. District goals shall be revised as necessary.

*Legal References:*

- EDUCATION CODE
- 33127-33129 Standards and criteria for Fiscal Accountability
- 33400-33407 CDE evaluation of district program
- 44660-44665 Evaluation of certificated employees
- 51002 Local development of programs based on stated philosophy and goals
- 51020 Definition of goal
- 51021 Definition of objective
- 51041 Evaluation of the educational program
- 52050-52059 Public Schools Accountability Act
- 64000-64001 Consolidated application process
- CODE OF REGULATIONS, TITLE 5
- 15440-15463 Standards and criteria for fiscal accountability
- UNITED STATES CODE, TITLE 20
- 6311 Accountability, adequate yearly progress
- 6312 Local educational agency plan

*Management Resources:*

- CSBA PUBLICATIONS
- Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007
- Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2006
- Maximizing School Board Governance: Vision, 1996
- WEB SITES
- CSBA: <http://www.csba.org>
- CSBA, Agenda Online: <http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>
- California Department of Education: <http://www.cde.ca.gov>

Policy  
adopted: June 21, 2001  
revised: January 8, 2009  
reviewed: April 16, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**  
Winters, California

**COMPREHENSIVE ACTION PLANS**

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

The Superintendent or designee shall develop comprehensive action 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 action 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 action plans may be subject to review and approval by the Board.

The process for developing comprehensive action plans shall invite broad participation of school and community representatives. Committees may be appointed to assist in the development of plans. Comprehensive action 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 or designee and/or the Board.

**COMPREHENSIVE ACTION PLANS**

*(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>

Policy

adopted: June 21, 2001

reviewed: April 16, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**

Winters, California

**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

The Board of Trustees is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. 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)*

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

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

*(cf. 5124 – Communication with Parents/Guardians)*

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

*(cf. – Meetings and Notices)*  
*(cf. – 9322 – Agenda/Meeting Materials)*

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

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

*(cf. 1312.3 – Uniform Complaint Procedures)*  
*(cf. 4031 – Complaints Concerning Discrimination in Employment)*

**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

In compliance with law, the district's nondiscrimination policy shall be published in the individual's primary language to the extent practicable.

*Legal Reference:*

EDUCATION CODE

200-262.4 Prohibition of discrimination

GOVERNMENT CODE

11000 Definitions

11138 Rules and regulations

11342 Administrative regulations and rulemaking, definitions

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.6 Interference with constitutional right or privilege

UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities in Education Act

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

2301-2471 Carl D. Perkins Vocational and Applied Technology Act

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

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

*Management Resources:*

OFFICE OF CIVIL RIGHTS

Notice of Non-Discrimination, January, 1999

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

Policy

adopted: June 21, 2001

revised: March 4, 2004

reviewed: April 16, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**

Winters, California

**SCHOOL PLANS/SITE COUNCILS**

When required by law or determined to be a useful tool to accomplish District and school goals, school site councils or other school advisory groups shall develop comprehensive school plans designed to enhance student achievement at individual school sites.

- (cf. 0000 - Vision)*
- (cf. 0200 - Goals for the School District)*
- (cf. 0400 - Comprehensive Action Plans)*
- (cf. 0420.5 - School-Based Decision Making)*
- (cf. 1220 - Citizen Advisory Committees)*
- (cf. 1431 - Waivers)*
- (cf. 6020 - Parent Involvement)*

**Single Plan for Student Achievement**

The Superintendent or designee shall ensure that a single plan for student achievement has been prepared by the School Site Council as required by law for each school participating in any specified state and/or federal categorical programs. (Education Code 41507, 41572, 52055.755, 64001)

- (cf. 0420.1 – School-Based Program Coordination)*
- (cf. 0450 – Comprehensive Safety Plan)*
- (cf. 520.1 – High Priority Schools Grant Program)*
- (cf. 520.2 – Title I Program Improvement Schools)*
- (cf. 520.4 – Quality Education Investment Schools)*
- (cf. 3513.3 – Tobacco-Free Schools)*
- (cf. 4131 – Staff Development)*
- (cf. 4139 – Peer Assistance and Review)*
- (cf. 5147 – Dropout Prevention)*
- (cf. 5148.1 – Child Care Services for Parenting Students)*
- (cf. 6142.91 – Reading/Language Arts Instruction)*
- (cf. 6163.1 – Library Media Centers)*
- (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)*

Whenever feasible, any other school plan may be incorporated into the single plan for student achievement.

The Superintendent or designee shall review and approve each school’s single plan and ensure that it has been developed and approved by a properly constituted school site council, 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 subject to the Board of Trustees his/her recommendations for plan approval or recommendations regarding any subsequent materials revisions of the plan.

**SCHOOL PLANS/SITE COUNCILS**

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

**School Site Block Grants**

Upon receipt of state funding for school site block grants, the Board shall allocate the funds to District schools on an equal per-pupil basis. (AB 1802, Sec. 43, Statutes of 2006)

The school's use of the funds allocated through this block grant shall be proposed by the school site council or, if the school does not have a school site council, by a schoolwide advisory group or school support group. (AB 1802, Sec. 43, Statutes of 2006)

*Legal Reference:*

**EDUCATION CODE**

*52-53 Designation of schools*

*8240-8244 General child care and development programs*

*8750-8754 Conservation Education*

*18100-18203 School libraries*

*32228-32228.5 School Safety and violence prevention*

*33133 Information guide for school site councils*

*35147 Open meeting law exceptions*

*41500-41573 Categorical education block grants*

*44500-44508 Peer Assistance and Review Program*

*44520-44534 New Careers Program*

*44520-44534 New Careers Program*

*48400-48403 Compulsory continuation education*

*48430-48438 Continuation education*

*48660-48667 Community day schools*

*51745-51749.3 Independent study*

*51760-51769.5 Work experience education*

*51870-51874 Educational Technology*

*52000-52049.1 School Improvement Program*

*52053-52055.55 Immediate Intervention/Underperforming Schools Program*

*52055.600-52055.662 High Priority Schools Grant Program*

*52055.7000-52055.770 Quality Education Investment Act*

*52176 Advisory committees*

*52200-52212 Gifted and Talented Education Program*

*52300-52346 California Regional Career Guidance Centers*

*52500-52617 Adult Education*

*52610-52616.24 Adult Education; including*

*52610-52616.24 Adult education finances*

*52800-52887 School-Based Program Coordination Act*

**SCHOOL PLANS/SITE COUNCILS**

52890 *Qualifications and duties of outreach consultants*  
54000-54028 *Educationally Disadvantaged Youth Programs*  
54100-54145 *Miller-Unruh Basic Reading Act*  
54425 *Advisory committees (compensatory education)*  
54650-54659 *Education Improvement Incentive Program*  
54740-54749.5 *California School Age Families Education Program*  
56000-56867 *Special education*  
64000 *Categorical programs included in consolidated application*  
64001 *Single school plan for student achievement consolidated application programs*  
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS  
52012 *Establishment of school site council*  
52014-52015 *School plans*  
HEALTH AND SAFETY CODE  
104420 *Tobacco use prevention*  
MILITARY AND VETERANS CODE  
500-520.1 *California Cadet Corps*  
AB 1802 UNCODIFIED 2006 STATUTE  
43 *School site block grants*  
CODE OF REGULATIONS, TITLE 5  
3930-3937 *Compliance plans*  
UNITED STATES CODE, TITLE 20  
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 STATE DEPARTMENT OF EDUCATION PUBLICATIONS  
*A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils,*  
*April 2006*  
WEB SITES  
*California Department of Education, Single Plan for Student Achievement:*  
<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>  
*Center for Comprehensive School Reform and Improvement: <http://www.centerforcsri.org>*  
*U.S. Department of Education: <http://www.ed.gov>*

**SCHOOL PLANS/SITE COUNCILS**

**School Site Councils**

When required for participation in any categorical program, each district school shall establish a school site council or advisory committee. (Education Code 41507, 41572, 52852, 64001)

The school site council shall be composed of the following: (Education Code 41507, 41572, 52852)

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

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

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For elementary school site councils, the remaining half shall be parents/guardians or parent/guardian representatives. For secondary school site councils, the remaining half shall be equal numbers of parents/guardians (or parent/guardian representatives) and students. (Education Code 41507, 41572, 52852)

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

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

*(cf. 0520.1 - High Priority Schools Grant Program)*

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

**SCHOOL PLANS/SITE COUNCILS**

**Single Plan for Student Achievement**

In order for a school to participate in any state of federal categorical program listed in Education Code 41506, 41571, 52055.700, or 64000, the school site council shall approve, annually review, and update a single plan for student achievement. If the school does not have a school site council, a schoolwide advisory group or school support group confirming to the composition requirements of the school site council listed above shall fulfill these responsibilities. (Education Code 41507, 41572, 52055.755, 64001)

*(cf. 0420.1 - School-Based Program Coordination)*  
*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 0520.1 - High Priority Schools Grant Program)*  
*(cf. 0520.2 - Title I Program Improvement Schools)*  
*(cf. 0520.4 - Quality Education Investment Schools)*  
*(cf. 3513.3 - Tobacco-Free Schools)*  
*(cf. 4131 - Staff Development)*  
*(cf. 4139 - Peer Assistance and Review)*  
*(cf. 5147 - Dropout Prevention)*  
*(cf. 5148.1 - Child Care Services for Parenting Students)*  
*(cf. 6142.91 - Reading/Language Arts Instruction)*  
*(cf. 6163.1 - Library Media Centers)*  
*(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)*

The single plan for student achievement shall be aligned with school goals for improving student achievement and shall be based on an analysis of verifiable state data, including the Academic Performance Index (API) and the California English Language Development Test (CELDT), and any other data voluntarily developed by the district to measure student achievement. (Education Code 64001)

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

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

In addition to meeting the requirements common to all applicable school plans, the single plan shall address the content required bylaw for each individual categorical program in which the school participates.

**SCHOOL PLANS/SITE COUNCILS**

Plans developed for the state's Immediate Intervention/Underperforming Schools Program pursuant to Education Code 52054 or the Federal Title I schoolwide programs pursuant to 20 USC 6314 shall satisfy the requirement for the single plan. (Education Code 64001)

*(cf. 0520 - Intervention for Underperforming Schools)*  
*(cf. 6171 - Title I Programs)*

In developing or revising the single plan, the school site council shall:

1. Measure the effectiveness of current improvement strategies at the school

The school site council shall analyze student performance based on state and local data, identify significant low performance among all student groups, and analyze instructional programs to determine program areas that need to be addressed in order to raise performance of student groups not meeting academic standards.

*(cf. 6011 - Academic Standards)*

2. Seek input from other school advisory committees as appropriate
3. Reaffirm or revise school goals to serve as a basis for school improvement activities and expenditures
4. Revise improvement strategies and expenditures

The school site council shall specify actions to be taken, dates by which actions are to be started and completed, expenditures needed to implement the action, the funding source, anticipated annual performance growth for each student group, and the means that will be used to evaluate progress toward each goal.

5. Approve and recommend the plan to the Board of Trustees

**School Plans for Categorical Block Grants**

Whenever a school participates in the state's categorical block grant programs for student retention and/or school and library improvement, the school site council shall develop a plan which shall include, but need not be limited to: (Education Code 41507, 41572)

1. Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each student that enables all students to do all of the following:

**SCHOOL PLANS/SITE COUNCILS**

- a. Make continuous progress and learn at a rate appropriate to their abilities
- b. Master basic skills in language development and reading, writing, and mathematics
- c. Develop knowledge and skills in other aspects of the curricula, such as arts and humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education
- d. Pursue educational interests and develop esteem for self and others; personal and social responsibility, critical thinking, and independent judgment

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

*(cf. 6158 - Independent Study)*

*(cf. 6184 - Continuation Education)*

*(cf. 6185 - Community Day School)*

2. Consideration of the use of community resources to achieve instructional improvement objectives

3. Consideration of the use of education technology

*(cf. 0440 - District Technology Plan)*

4. A staff development program for teachers, other school personnel, paraprofessionals, and volunteers

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4131.1 – Beginning Teacher Support/Induction)*

*(cf. 4138 – Mentor Teachers)*

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

*(cf. 4231 - Staff Development)*

5. Provisions for utilization of the student success team process to identify and assess the needs of students who are dropouts or potential dropouts, and to develop programs to meet those needs

*(cf. 5147 - Dropout Prevention)*

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

*(cf. 6164.5 - Student Success Teams)*

6. Procedures for coordinating services from funding sources at the school level to help student participate successfully in the core academic curricula and specialized curricula related to jobs and career opportunities

*(cf. 6178 – Career Technical Education)*

*(cf. 6178.1 - Work Experience Education)*

**SCHOOL PLANS/SITE COUNCILS**

7. Instructional and auxiliary services to meet the special needs of students who are limited-English-speaking, including instruction in a language they understand; educationally disadvantaged students; gifted and talented students; and students with disabilities

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

8. Improvement of the classroom and school environments, including improvement of relationships between and among students, school personnel, parents/guardians, and the community, and reduction of the incidence of violence and vandalism among students

*(cf. 5137 - Positive School Environment)*

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

9. Improvement of student attendance, including parent/guardian awareness of the importance of regular school attendance

*(cf. 5113 - Absence and Excuses)*

*(cf. 5113.1 - Truancy)*

10. The proposed expenditure of block grant funds and the degree to which expenditures meet the plan's criteria

11. Other activities and objectives established by the school site council

12. A process for ongoing evaluation and modification of the plan

The evaluation shall be based on the degree to which the school is meeting the plan's objectives, student achievement, and improved school environment. An improved school environment shall be measured by indicators such as the incidence of absenteeism, suspension and expulsion, dropouts, school violence, vandalism and theft; student attitudes towards school, self, and others; absenteeism among staff, staff resignations, and requests for transfers; and satisfaction of students, parents/guardians, teachers, administrators and staff.

In addition, any school receiving state funding for school and library improvement shall incorporate plans pertaining to school libraries. (Education Code 41572)

**School Site Block Grants**

The school site council may propose any one-time educational purpose for the use of funds allocated to school sites under school site block grants, including, but not limited to, the following purposes: (AB 1802, Sec. 43, Statutes of 2006)

**SCHOOL PLANS/SITE COUNCILS**

1. Instructional materials
2. Classroom and laboratory supplies and materials
3. School and classroom library materials
4. Educational technology
5. Deferred maintenance
6. Expenditures designed to close the achievement gap
7. Professional development

**SCHOOL-BASED PROGRAM COORDINATION**

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

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

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

The school site council of any participating school shall develop, for approval by the Board, a school plan that addresses the components specified in Education Code 52853. This plan shall be incorporated into the school's single plan for student achievement required for the state's consolidated application process. (Education Code 52853, 64001)

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

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

*Legal Reference: (see next page)*

## **SCHOOL-BASED PROGRAM COORDINATION**

### *Legal Reference:*

#### EDUCATION CODE

8750-8754 *Conservation Education*

412500-41573 *Categorical education block grants*

44520-44534 *New Careers Program*

51870-51874 *Educational Technology*

52200-52212 *Gifted and Talented Education Program*

52340-52346 *California Regional Career Guidance Centers*

52800-52887 *School-Based Program Coordination Act*

54000-54028 *Educationally Disadvantaged Youth Programs*

54100-54145 *Miller-Unruh Basic Reading Act*

54650-54659 *Education Improvement Incentive Program*

56000-56867 *Special education*

64000 *Categorical programs included in consolidated application*

64001 *Single school plan for student achievement, consolidated application programs*

#### MILITARY AND VETERANS CODE

500-520.1 *California Cadet Corps*

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Voluntary Template for the Single Plan for Student Achievement*

#### WEB SITES

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

Policy

adopted: June 21, 2001

revised: April 16, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**

Winters, California

**CHARTER SCHOOLS**

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

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

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

*(cf. 1220 - Citizen Advisory Committees)*

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

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

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

The Board shall ensure that any charter granted by the Board contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, multiple measures for evaluating the educational program, and regular reports to the Board.

*(cf. 0500 – Accountability)*

**CHARTER SCHOOLS**

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

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

*Legal Reference:*

EDUCATION CODE

*17280-17317 Field Act)*

*17365-17374 Field Act, fitness for occupancy*

*41365 Charter school revolving loan fund*

*42100 Annual statement of receipts and expenditures*

*42238.51-42238.53 Funding for charter districts*

*44237 Criminal record summary*

*44830.1 Certificated employees, conviction of a violent or serious felony*

*45122.1 Classified employees, conviction of a violent or serious felony*

*46201 Instructional minutes*

*47600-47616.7 Charter Schools Act of 1992, as amended*

*47640-47647 Special education funding for charter school*

*47652 Funding of first-year charter schools*

*48000 Minimum age of admission (kindergarten)*

*48010 Minimum age of admission (first grade)*

*48011 Minimum age of admission from kindergarten or other school*

*51745-51749.3 Independent study*

*52052 Alternative accountability system*

*54032 Limited English or low-achieving pupils*

*56026 Special Education*

*56145-56146 Special education services in charter schools*

*60600-60649 Assessment of academic achievement, including:*

*60605 Academic content and performance standards; assessments*

*60640-60649 Standardized Testing and Reporting Program*

*60850-60859 High school exit examination*

GOVERNMENT CODE

*3540-3549.3 Educational Employment Relations Act*

*54950-54963 The Ralph M. Brown Act*

PENAL CODE

*667.5 Definition of violent felony*

*1192.7 Definition of serious felony*

CODE OF REGULATIONS, TITLE 5

*11700.1-11705 Independent Study*

*11960-11969 Charter schools*

CODE OF REGULATIONS, TITLE 24

*101 et seq. California Building Code*

**CHARTER SCHOOLS**

UNITED STATES CODE, TITLE 20

6311 Adequate yearly progress

6319 Qualifications of teachers and paraprofessionals

7223-7225 Charter schools

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.78 Accountability

300.18 Highly qualified special education teachers

ATTORNEY GENERAL OPINIONS

80 Ops.Cal.Atty.Gen. 52 (1997)

89 Ops.Cal.Atty.Gen. 52 (1997)

78 Ops.Cal.Atty.Gen. 297 (1995)

COURT DECISIONS

*Ridgecrest Charter School v. Sierra Sands Unified School District*, (2005) 130 Cal.App.4<sup>th</sup> 986

*Management Resources:*

CSBA PUBLICATIONS

*Charter Schools: A manual for Governance Teams*, revised 2005

CSBA ADVISORIES

*Charter School Facilities and Proposition 39: Legal Implications for School Districts*, September 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Special Education and Charter Schools: Questions and Answers*, September 10, 2002

U. S. DEPARTMENT OF EDUCATION GUIDANCE

*Charter School Program*, July 2004

*The Impact of the New Title I Requirements on Charter Schools*, July 2004

WEB SITES

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

California Building Standards Commission: <http://www.bsc.ca.gov>

California Charter Schools Association: <http://www.charterassociation.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

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

National Association of Charter School Authorizers: <http://www.charterauthorizers.org>

National School Boards Association: <http://www.nsba.org>

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

Policy

adopted: June 21, 2001

reviewed: April 16, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**

Winters, California

**CHARTER SCHOOLS**

**Petition Signatures**

To be considered by the Board of Trustees, a petition for the establishment of a charter school within the district 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

If the charter petition calls for an existing public school to be converted to a charter school, the petition must be signed by at least 50 percent of the permanent status teachers currently employed at the school. (Education Code 47605)

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

In circulating a petition, the petitioners shall include 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. The proposed charter shall be attached to the petition. (Education Code 47605)

**Components of Charter Petition**

A charter petition shall include affirmations of the conditions described in Education Code 47605(d) as well as descriptions of all of the following: (Education Code 47605, 47611.5)

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.

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-G" admissions criteria may be considered to meet college entrance requirements.

**CHARTER SCHOOLS**

2. 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.
3. The method by which student progress in meeting those student outcomes is to be measured.
4. The governance structure of the school, including but not limited to the process to be followed by the school to ensure parent/guardian involvement.
5. The qualifications to be met by individuals to be employed by the school.
6. The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237.
7. 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.
8. Admission requirements, if applicable.
9. 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.
10. The procedures by which students can be suspended or expelled.
11. 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.
12. The public school attendance alternatives for students residing within the district who choose not to attend charter schools.
13. A description of the rights of any district employee upon leaving district employment to work in a charter school, and of any rights of return to the district after employment at a charter school.
14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.

**CHARTER SCHOOLS**

15. 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.
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.

Charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including but not limited to: (Education Code 47605)

1. The facilities to be used by the school, including where the school intends to locate

*(cf. 7160 - Charter School Facilities)*

2. The manner in which administrative services of the school are to be provided
3. Potential civil liability effects, if any, upon the school and district
4. Financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation

**Location of Charter School**

Unless otherwise exempted by law, any charter petition submitted to the Board on or after July 1, 2002, shall identify a single charter school that will operate within the geographic boundaries of the district. A charter school may propose to operate at multiple sites within the district as long as each location is identified in the petition. (Education Code 47605, 47605.1)

A charter school that is unable to locate within the district's jurisdictional boundaries may establish one site outside district boundaries but within the county, if: (Education Code 47605, 47605.1)

1. The District is notified prior to approval of the petition.
2. The County Superintendent of Schools and Superintendent of Public Instruction are notified before the charter school begins operations.
3. The school has attempted to locate a single site or facility to house the entire program but such a facility or site is unavailable in the area in which the school chooses to locate, or the site is needed for temporary use during a construction or expansion project.

**CHARTER SCHOOLS**

A charter school may establish a resource center, meeting space or other satellite facility located in an adjacent county if both of the following conditions are met: (Education Code 47605.1)

1. The facility is used exclusively for the educational support of students who are enrolled in nonclassroom-based independent study of the charter school.
2. The charter school provides its primary educational services in, and a majority of the students it serves are residents of, the county in which the school is authorized.

All charter schools shall be subject to these requirements by June 30, 2005, or upon the expiration of a charter that is in existence on January 1, 2003, whichever is later. Until this date, any charter school that provided educational services before July 1, 2002, shall be subject to these requirements only for new educational services or school sites it establishes or acquires. (Education Code 47605.1)

**Charter Approval/Denial**

Within 30 days of receiving a petition to establish a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district and parents/guardians. (Education Code 47605)

*(cf. 9320 - Meetings and Notices)*

Within 60 days of receiving a petition, or within 90 days with the consent of the petitioners and the Board, the Board shall either grant or deny the request to establish a charter school. (Education Code 47605)

The Board shall grant the charter if doing so is consistent with sound educational practice. A charter shall be denied only if the Board presents written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605)

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b) listed in “Components of Charter Petition” above.



**CHARTER SCHOOLS**

The Board shall not grant any charter that authorizes the conversion of a private school to a charter school. (Education Code 47602)

The Board shall not approve any charter petition that proposes to serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district. (Education Code 47605)

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll disabled students who reside outside the special education local plan area (SELPA) in which the district participates. (Education Code 47605.7, 47647)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

In granting charter petitions, the Board shall give preference to schools best able to provide comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education under Education Code 54032. (Education Code 47605)

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

It shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the California Department of Education and the State Board of Education. (Education Code 47605)

**Material Revisions**

Material revisions to a charter may be made only with Board approval. Material revisions shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.. (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)

**CHARTER SCHOOLS**

**Renewals**

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.

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

In addition, beginning on January 1, 2005, or after a charter school has been in operation for four years, whichever is later, a charter school shall meet at least one of the following criteria prior to receiving a charter renewal: (Education Code 47607)

1. The charter school attains its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
2. The charter school ranks in deciles 4-10 on the API in the prior year or in two of the last three years.
3. The charter school ranks in deciles 4-10 on the API for a demographically comparable school in the prior year or in two of the last three years.
4. The Board 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 students would otherwise have been required to attend, as well as the academic performance of district schools, taking into account the composition of the student population that is served at the charter school.

The Board's determination shall be based on documented, clear and convincing data; student achievement data from the Standardized Testing and Reporting Program, and any other available assessments, for demographically similar student populations in comparison schools; and information submitted by the charter school. The Board shall submit to the Superintendent of Public Instruction copies of supporting documentation and a written summary of the basis for its determination.

A charter renewal may not be granted to a charter school prior to 30 days after the school submits related materials.

**CHARTER SCHOOLS**

5. The charter school qualifies for an alternative accountability system pursuant to Education Code 52052(h).

Each renewal shall be for a period of five years. (Education Code 47607)

**Revocations**

The Board may revoke a charter whenever it finds, through a showing of substantial evidence, that the charter school has done any of the following: (Education Code 47607)

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 mismanagement
4. Violated any provision of law

Prior to revocation, the Board shall notify the charter school of any violation(s) listed in items #1-4 above and give the school a reasonable opportunity to remedy the violation(s) unless the Board determines, in writing, that the violation(s) constitutes a severe and imminent threat to the health or safety of the students. (Education Code 47607)

If the charter school does not successfully remedy the above violation(s), the Board shall provide the charter school with a written notice of intent to revoke the charter and notice of facts in support of revocation. No later than 30 days after providing the notice of intent to revoke the charter, the Board shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the charter. No later than 30 days after the public hearing, unless the Board and the charter school agree to a 30-day extension, the Board shall issue its final decision as to whether or not to revoke the charter. The Board shall not revoke a charter unless the action is supported by written factual findings supported by substantial evidence specific to the charter school. A decision to revoke a charter shall be reported to the County Board of Education and the CDE. (Education Code 47607)

**CHARTER SCHOOLS**

**Requirements for Charter Schools**

In providing general oversight of a charter school, the Board shall determine whether the school meets the legal requirements applicable to charter schools. 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)*

5. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making “satisfactory progress” toward a high school diploma as defined in 5 CCR 11965 (Education Code 47612)
6. 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:
  - 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. (Education Code 47605)

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 47605.3)

**CHARTER SCHOOLS**

- 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. (Education Code 47605)
  - 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. Require its teachers of core academic subjects to satisfy requirements for “highly qualified teachers” as defined by the State Board of Education (20 USC 6319)

*(cf. 4112.24 – Teacher Qualifications Under the No Child Left Behind Act)*

10. 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)*

11. Meet the requirements of Education Code 47611 regarding the State Teachers’ Retirement System (Education Code 47610)
12. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)
13. If applicable, meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds (20 USC 6319)

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

14. Meet all statewide standards and conduct the student assessments required by Education Code 60605 and any other statewide standards or student assessments applicable to noncharter public schools (Education Code 47605, 47612.5)

## CHARTER SCHOOLS

*(cf. 6011 - Academic Standards)*

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

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

15. 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)*

16. Meet the requirements of Education Code 51745-51749.3 if it provides independent study, except that it may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705)

*(cf. 6158 - Independent Study)*

17. Identify and report to the Superintendent of Public Instruction any portion of its average daily attendance that is generated through nonclassroom-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)
18. On a regular basis, consult with parents/guardians and teachers regarding the school's educational programs (Education Code 47605)
19. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5)
20. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605)
21. By January 1, 2007, comply with the California Building Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code 47610, 47610.5)
  - a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374
  - b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Code, including but not limited to the federal government

## **CHARTER SCHOOLS**

22. Promptly respond to all reasonable inquiries from the 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)
23. Annually prepare and submit financial reports to the Board and the County Superintendent in accordance with the following reporting cycle:
  - a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement. (Education Code 47604.33)
  - b. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code 47604.33)
  - c. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code 47604.33)
  - d. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code 42100, 47604.33)
  - e. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the District's audit. The audit report shall also be submitted to the state Controller and the CDE. (Education Code 47605)

### **Administrative and Other District Services**

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)

**CHARTER SCHOOLS**

**Waivers**

If a charter school submits to the district an application for a waiver of any state 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 33054)

The Superintendent or designee 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 report the reasons for its disapproval in written documentation that shall be forwarded to the State Board of Education. (Education Code 33054)

**District Oversight**

For each charter school under the Board's authority, the Superintendent shall: (Education Code 47604.32, 47604.33)

1. Identify at least one staff member as a contact person for the charter school
2. Visit the charter school at least annually
3. Ensure that the charter school complies with all reports required of charter schools by law
4. Monitor the fiscal condition of the charter school based on any financial information obtained from the charter school, including but not limited to the reports listed above in "Requirements for Charter Schools"
5. Provide timely notification to the California Department of Education if a renewal of the charter is granted or denied, the charter is revoked, or the charter school will cease operation for any reason

The Board and the Superintendent or designee may inspect or observe any part of the charter school at any time. (Education Code 47607)

Regulation  
approved: June 21, 2001  
revised: April 5, 2007  
reviewed: April 16, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**  
Winters, California

**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION**

The Board of Trustees desires to provide a free and appropriate public education to all individuals with disabilities, aged 3 to 21 years, 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 (IEP))*  
*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*  
*(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)*  
*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*  
*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*  
*(cf. 6164.4 - Identification of Individuals for Special Education)*  
*(cf. 6164.6 - Identification and Education Under Section 504)*

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

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 Yolo Special Education Local Plan Area (SELPA).

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

*(cf. 1312.3 - Uniform Complaint Procedures)*

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

*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, implementation, and review
- 56440-56449 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

- 95000-95029 California Early Intervention Services Act
- CODE OF REGULATIONS, TITLE 5
- 3000-3089 Regulations governing special education
- UNITED STATES CODE, TITLE 20
- 1400-1485 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
- 300.500-300.514 Due process procedures for parents and children
- 303.1-303.654 Early intervention program for infants and toddlers with disabilities

*Management Resources:*

WEB SITES

- CDE, Special Education Division: <http://www.cde.ca.gov/spbranch/sed>
- U.S. Department of Education, Office of Special Education Programs:  
<http://www.ed.gov/offices/OSERS/OSEP>

Policy  
adopted: March 4, 2004  
reviewed: April 7, 2005  
revised: April 16, 2009

WINTERS JOINT UNIFIED SCHOOL DISTRICT  
Winters, California

**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION**

**Definitions**

Free and appropriate 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, at no cost to the parent/guardians, 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 in 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
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

**COMPREHENSIVE LOCAL PLAN FOR 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 parents/guardians. 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. 6159.4 - Appointment of Surrogate Parent for Special Education)*

**Elements of the Local Plan**

The local plan developed by the special education local plan (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) and 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
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

**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION**

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 (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 of Individuals for Special Education)*

*(cf. 6164.41 – Children with Disabilities Enrolled by Their*

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

Regulation

adopted: March 4, 2004

revised: August 21, 2008

reviewed: April 16, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**

Winters, California

**DISTRICT TECHNOLOGY PLAN**

The Board of Trustees recognizes that technological resources can enhance student achievement by increasing student access to information, developing their technological literacy skills, and providing instruction tailored to student needs. Effective use of technology can also increase the efficiency of the District's noninstructional operations and governance. The Board is committed to the development and maintenance of a districtwide infrastructure and to providing staff professional development that will allow the implementation of existing and new technologies.

*(cf. 4040 – Employee Use of Technology)*  
*(cf. 4131 – Staff Development)*  
*(cf. 4222 – Teacher Aides/Paraprofessionals)*  
*(cf. 4231 – Staff Development)*  
*(cf. 4331 – Staff Development)*  
*(cf. 6163.4 – Student Use of Technology)*

The Superintendent or designee shall develop a three- to five-year technology plan which:

1. Focuses on the use of technology to improve student achievement and is aligned with the District's vision and goals for student learning.
2. Contains clear goals for the use of technology based on an assessment of District needs
3. Addresses all components required for state or federal technology grant programs, administered by the California Department of Education, in which the District participates (Education Code 51871.5, 52295.35; 5 CCR 11974; 20 USC 6764; 47 CFR 54.508)
4. Addresses the use of technology to improve District governance, District and school site administration, support services, and communications

*(cf. 0400 – Comprehensive Plans)*  
*(cf. 1113 – District and School Web Sites)*  
*(cf. 3580 – District Records)*

**Planning Team**

The Superintendent or designee shall appoint a planning team to assist with the development of the technology plan. The recommendations of the committee shall be advisory only and shall not be binding on the Board. The plan shall be submitted to the Board for approval.

**DISTRICT TECHNOLOGY PLAN**

*Legal Reference:*

EDUCATION CODE

10550-10555 Telecommunications standards

11800 K-12 High Speed Network grant program

51006 Computer education and resources

51007 Programs to strengthen technological skills

51865 California distance learning policy

51870-51874 Educational Technology

52270-52272 Education technology and professional development grants

52295.10-52295.55 Implementation of federal Enhancing Education Through Technology (EETT) grant program

60010 Instructional materials definitions

66940-66941 Distance learning

PENAL CODE

502 Computer crimes, remedies

CODE OF REGULATIONS, TITLE 5

11971-11979.5 Enhancing Education Through Technology grants

UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, No Child Behind Act, Title II, Part D

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 47

54.500-54.523 Universal service support for schools, especially:

54.508 Technology Plan

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Education Technology Planning: A guide for School District, 2001

WEBSITES:

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

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

California Learning Resource Network: <http://www.clrn.org>

California Technology Assistance Project: <http://www.ctap.k12.ca.us>

International Society for Technology in Education: <http://www.iste.org>

Technical Support for Education Technology in Schools: <http://www.techsets.org>

The California Master Plan for Educational Technology, 1992

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

Policy

adopted: June 21, 2001

revised: April 17, 2008

reviewed: April 16, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**

Winters, California

**DISTRICT TECHNOLOGY PLAN**

**Development of Plan**

The District's technology plan shall be developed by a planning team which may include, but is not limited to, the Superintendent, the District curriculum and technology administrators, site administrators, teachers, library media teachers, classified staff, parents/guardians, students, community members, including members of the business community.

*(cf. 1220 – Citizen Advisory Committees)*  
*(cf. 9140 – Board Representatives)*

The Superintendent or designee shall present the planning team with its specific duties and responsibilities and a timeline for completing its recommendations and for reporting to the Board of Trustees.

**Plan Components**

The District's technology plan shall address, at a minimum, all of the following components:

1. Curriculum
  - a. Teachers' and students' current access to technology tools both during the school day and outside of schools hours
  - b. The current use of hardware and software to support teaching and learning
  - c. The District's curricular goals and academic content standards as presented in various District and school site comprehensive planning documents

*(cf. 000 – Vision)*  
*(cf. 0200 – Goals for the School District)*  
*(cf. 0400 – Comprehensive Plans)*  
*(cf. 0420 – Schools Plans/Site Councils)*  
*(cf. 6011 – Academic Standards)*

- d. A list of clear goals and a specific implementation plan to:
  - (1) Use technology to improve teaching and learning by supporting the District's curricular goals and academic content standards
  - (2) Delineate how and when students will acquire technological and information literacy skills needed to succeed in the classroom and the workplace
  - (3) Ensure appropriate access for all students
  - (4) Use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs

**DISTRICT TECHNOLOGY PLAN**

- (5) Use technology to make teachers and administrators more accessible to parents/guardians

*(cf. 6020 – Parent Involvement)*

*(cf. 6143 – Courses of Study)*

- e. Benchmarks and a timeline for implementing planned strategies and activities
- f. The process that will be used to monitor whether the strategies and methodologies using technology are being implemented according to the benchmarks and timeline

2. Professional development

- a. Teachers' and administrators current technology skills and needs for professional development
- b. Clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and on the curriculum goals, benchmarks, and timeline described in item #1 above
- c. Benchmarks and a timeline for implementing planned strategies and activities
- d. The process that will be used to monitor whether the professional development goals are being met and the planned professional development activities are being implemented according to the benchmarks and timeline

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

*(cf. 4131 – Staff Development)*

*(cf. 4222 – Teacher*

3. Infrastructure, hardware, technical support, and software

- a. The technology hardware, electric learning resources, networking, and telecommunications infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in items #1 and #2 above
- b. The existing hardware, Internet access, electronic learning resources, infrastructure, and technical support currently in place in the District which could be used to support the components described in items #1 and #2 above
- c. Benchmarks and timeline for obtaining the hardware, infrastructure, electronic learning resources, and technical support required to support the other components of the plan
- d. The process that will be used to monitor the goals and benchmarks are being reached within the specified time frame
- e. Funding and budget

**DISTRICT TECHNOLOGY PLAN**

4. Funding and budget
  - a. All costs and the current budget associated with implementing each component of the plan
  - b. Existing and potential funding sources
  - c. Options for reducing costs
  - d. Annual budgets for the term of the plan
  - e. Provision of ongoing technical support
  - f. The District's policy for replacing obsolete equipment
  - g. A process for monitoring progress and updating funding and budget decisions

*(cf. 3100 – Budget)*

5. Appropriate and ethical use of technology (Education Code 51871.5)
  - a. Appropriate and ethical use of technology
  - b. Internet safety
  - c. The manner in which to avoid committing plagiarism
  - d. The concept, purpose, and significance of a copyright so that students are equipped with the skills necessary to distinguish lawful from unlawful online downloading
  - e. The implications of illegal peer-to-peer network file sharing

*(cf. 5131 – Conduct)*

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

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

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

6. Monitoring and evaluation
  - a. A process for evaluating the impact of technology on student learning using the goals and benchmarks for each component of the plan
  - b. A schedule for evaluating the effect of plan implementation on student achievement
  - c. How and when the results of the monitoring process and evaluation will be used

*(cf. – 0500 – Accountability)*

Regulation  
adopted: April 17, 2008  
reviewed: April 16, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**  
Winters, California

**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 includes strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

*(cf. 0510 – School Accountability Record)*

*(cf. 5131 – Conduct)*

*(cf. 5137 – Positive School Climate)*

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

The school site council at each district school shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (Education Code 32281)

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

*(cf. 1220 - Citizen Advisory Committees)*

The school safety plan shall take into account the school's staffing, available resources and building design, as well as other factors unique to the site.

Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operation. (Education Code 32286)

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

The Board shall approve the plan at a regularly scheduled meeting.

*(cf. 9322 – Agenda/Meeting Materials)*

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

**COMPREHENSIVE SAFETY PLAN**

The Superintendent 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 32282)

*Cf. 1340 - Access to District Records)*

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 32281. (Education Code 32288)

*Legal Reference:*

EDUCATION CODE

200-262.4 Prohibition of sex discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety codes

32280-32288 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

41510-41514 School safety and consolidated grant

48900-48927 Suspension and expulsion

48950 Speech and other communication

49079 Notification to teacher; student who has committed acts constituting grounds for suspension or expulsion

67381 Violent crime, definition

PENAL CODE

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

11992-11993 Definition, persistently dangerous schools

11987-11987.7 School Community Violence Prevention Program Requirements

UNITED STATES CODE, TITLE 20

7101-7165 Safe and Drug Free Schools and Communities, especially;

7114 Application for local educational agencies

7912 Transfers from persistently dangerous schools

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

**COMPREHENSIVE SAFETY PLAN**

*Management Resources:*

CSBA PUBLICATIONS

*911! A Manual for Schools and the Media During a Campus Crisis, 2001*

*Protecting Our Schools: Board of Trustees Strategies to Combat School Violence, 1999*

CDE PUBLICATIONS

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

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

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

*Early Warning, Timely Response: A Guide to Safe Schools, August 1998*

WEB SITES

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

American Red Cross: <http://www.redcross.org>

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

California Office of Emergency Services: <http://www.oes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

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

National Alliance for Safe Schools: <http://www.cde.ca.gov/spbranch/safety>

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

U.S. Department of Education, Safety Schools: <http://www.ed.gov/about/offices/list/osep/gtss.html>

Policy

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**WINTERS JOINT UNIFIED SCHOOL DISTRICT**

Winters, California

**COMPREHENSIVE SAFETY PLAN**

**Development and Review of School Site Safety Plan**

When developing the comprehensive school safety plan, the school site council shall consult with local law enforcement as well as other school site councils and safety committees, when practical. (Education Code 32281, 32282)

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

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

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

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

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

Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the school safety plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs

*(cf. 1230 - School-Connected Organizations)*

**COMPREHENSIVE SAFETY PLAN**

4. A representative of each teacher organization at the school site

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

5. A representative of the student body government

6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. A representative of the local churches

2. Local civic leaders

3. Local business organizations

*(cf. 1220 - Citizen Advisory Committees)*

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

**Content of the Safety Plan**

The districtwide and/or school site safety plan shall include an assessment of the current status of school crime committee on campus(es) and at school-related functions. (Education Code 32282)

The 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 Prevention and Reporting)*

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. 0410 - Nondiscrimination in District Programs and Activities)*

*(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)*

**COMPREHENSIVE SAFETY PLAN**

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

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 6159 - Individualized Education Program)*

- d. 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)*

- e. 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)*

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

*(cf. 5131.7 - Weapons and Dangerous Instruments)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

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

*(cf. 4158/5258/4358 - Employee Security)*

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

*(cf. 1312.3 - Uniform complaint Procedures)*  
*(cf. 4119.1/4219.1/4319.1 - Sexual Harassment)*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*  
*(cf. 5145.7 - Sexual Harassment)*

- 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”

**COMPREHENSIVE SAFETY PLAN**

*(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. 5137 - Positive School Climate)*

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

*(cf. 5144 - Discipline)*

10. Hate crime reporting procedures

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

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. 6141.3 - Recognition of Religious Beliefs and Customs)*

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.1 - Truancy)*

*(cf. 5131 - Conduct)*

*(cf. 5136 - Gangs)*

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

*(cf. 6141.6 - Multicultural Education)*

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.4 - Learning through Community Service)*

**COMPREHENSIVE SAFETY PLAN**

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. 5120 - 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 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)*

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

*(cf. 1020 - Youth Service)*

7. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school

*(cf. 3541.1 - Hazardous Substances)*

*(cf. 3514.2 - Integrated Pest Management)*

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, protecting buildings against vandalism, and providing for a law enforcement presence on campus

*(cf. 1250 - Visitors/Outsiders)*

*(cf. 3515- Campus Security)*

*(cf. 3515.3 - District Police/Security Department)*

*(cf. 3530 - Risk Management/Insurance)*

*(cf. 3112.5 - Open/Closed Campus)*

*(cf. 5131.5 - Vandalism, Theft and Graffiti)*

**COMPREHENSIVE SAFETY PLAN**

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

- b. Assignment of staff members responsible for each identified task and procedures
- c. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
- d. Coordination of communication to schools, Board of Trustee members, parents/guardians, and the media

*(cf. 1112 - Media Relations)*  
*(cf. 0-1 - Public Statements)*

- e. Development of a method for the reporting of violent incidents
- f. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

11. Staff training in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

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

**ACCOUNTABILITY**

The Board of Trustees 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 systems and processes to monitor results and to evaluate the district's progress toward accomplishing the district's vision and goals.

*(cf. 0000 - Vision)*  
*(cf. 0200 - Goals for the School District)*  
*(cf. 0400 - Comprehensive Plans)*  
*(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. 9000 - Role of the Board)*  
*(cf. 9005 - Governance Standards)*  
*(cf. 9400 - Board Self-Evaluation)*

The Board and the Superintendent shall agree upon appropriate measures of district, school, and student performance and shall establish a schedule for providing regular reports to the Board and the public regarding district progress.

*(cf. 0510 - School Accountability Report Card)*  
*(cf. 1100 - Communication with the Public)*  
*(cf. 1112 - Media Relations)*

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

*(cf. 6020 - Parent Involvement)*

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

*(cf. 0520 - Intervention for Underperforming Schools)*  
*(cf. 0520.1 - High Priority Schools Grant Program)*  
*(cf. 0520.2 - Title I Program Improvement Schools)*  
*(cf. 0520.3 - Title I Program Improvement Districts)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6162.51 - Standardized Testing and Reporting Program)*  
*(cf. 6162.52 - High School Exit Examination)*

**ACCOUNTABILITY**

Following the annual publication of the API and school rankings by the Superintendent of Public Instruction, the Board shall, at a regularly scheduled meeting, discuss the results of each school's annual ranking. (Education Code 52056)

This discussion shall include an examination of scores from the Standardized Testing and Reporting (STAR) program, by school, grade, and student subgroup, including disaggregated data based on socioeconomic status, race/ethnicity, enrollment in special education, English proficiency, and gender.

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

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

*Legal Reference:*

*EDUCATION CODE*

*33127-33129 Standards and criteria for fiscal accountability*

*33400-33407 CDE evaluation of district programs*

*44660-44665 Evaluation of certificated employees*

*51041 Evaluation of the educational program*

*52050-52059 Public Schools Accountability Act*

*60640-60649 Standardized Testing and Reporting Program*

*CODE OF REGULATIONS, TITLE 5*

*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*

*200.30-200.35 Identification of program improvement schools*

*200.36-200.38 Notification requirements*

*200.52-200.53 District improvement*

*Management Resources:*

*CSBA PUBLICATIONS*

*Maximizing School Board Governance*

*WEB SITES*

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

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

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

Policy

adopted: June 21, 2001

revised: October 5, 2006

reviewed: April 16, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**

Winters, California

**SCHOOL ACCOUNTABILITY REPORT CARD**

The Board of Trustees recognizes its responsibility to inform parents/guardians and the community about the conditions, needs, and progress at each District school and to provide data by which parents/guardians can make meaningful comparisons between schools. The process of gathering and analyzing data also provides opportunities for school and District staff to review achievements and identify areas for improvement.

The Board shall annually issue a school accountability report card (SARC) for each school site.

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

33125.15 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, 2 and 3

46113 Minimum school day for grades 4 through 8

46117 Minimum kindergarten school day

46141 Minimum school day (high school)

51225.3 Requirements for graduation

52052 Academic performance index

52053 Immediate intervention/underperforming schools program

52056 Meeting growth target

60119 Textbook sufficiency

60600-60618 General provisions

60640-60648 Standardized testing and reporting program

60800 Physical fitness testing

60850 High school exit examination

60851 High school exit examination

CALIFORNIA CONSTITUTION

Article 16, Section 8.5(e) Allocations to State School Fund

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

**SCHOOL ACCOUNTABILITY REPORT CARD**

*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: June 21, 2001

revised: August 21, 2008

reviewed: April 16, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**

Winters, California

**HIGH PRIORITY SCHOOLS GRANT PROGRAM**

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

*(cf. 0400 - Comprehensive Plans)*

*(cf. 0500 - Accountability)*

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

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

*(cf. 9322 – Agenda/Meeting Materials)*

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

The Board shall, at a regularly scheduled meeting, approve an action plan for each participating school and certify that it contains all the essential components specified in Education Code 52055.625. (Education Code 52055.630)

*(cf. 9322 – Agenda/Meeting Materials)*

In reviewing the proposed school action plan, the Board shall consider, at a minimum, the resources necessary to implement the plan, the implications for the District's collective bargaining agreements, alignment of the action plan with the Title I local educational agency plan and/or other improvement plans, and the extent to which strategies in the plan are focused on areas of greatest need as identified through achievement data, self-assessments, and other District reports.

**HIGH PRIORITY SCHOOLS GRANT PROGRAM**

*(cf. 3100 – Budget)*  
*(cf. 4141/4241 – Collective Bargaining Agreement)*  
*(cf. 6171 – Title I Programs)*

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

*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 0520.2 – Title I Program Improvement Schools)*  
*(cf. 0520.3 – Title I Program Improvement Districts)*  
*(cf. 0520.4 – Quality Education Investment Schools)*  
*(cf. 6020 – Parent Involvement)*

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

As necessary, the Board may direct the school site council to review and revise the school action plan in order to raise student achievement. In the event that school improvement efforts do not produce adequate growth in achievement after two or more years of receiving program funding to implement the action, the Board shall cooperate with the SPI and the State Board of Education in the development of strategies to help the school succeed.

*Legal Reference:*

EDUCATION CODE

*17014 Facilities maintenance*  
*17032.5 Facilities maintenance*  
*17070.75 Facilities maintenance*  
*17089 Facilities maintenance*  
*33126 School accountability report card*  
*33400-33407 CDE evaluation of district programs*  
*41507 Single plan, Pupil Retention Block Grant*  
*41572 Single plan, School and Library Improvement Block Grant*  
*44510-44517 Principal Training Program*  
*45125.1 Criminal background checks for contractors*  
*48985 Parental notifications, languages other than English*  
*51041 Evaluation of the educational program*  
*51101 Rights of parents/guardians*  
*52053-52055.55 Immediate Intervention/Underperforming Schools Program*  
*52055.600-52055.656 High Priority Schools Grant Program*  
*52055.700-52055.770 Quality Education Investment Act*  
*52070-52075 High School Pupil Success Act*  
*60119 Sufficiency of textbooks and instructional materials*  
*60640 Standardized Testing and Reporting Program*  
*60810 English language development test*  
*64001 Single plan for student achievement*  
*99220-99227 California Professional Development Institutes*  
*99230-99242 Mathematics and Reading Professional Development Program*

**HIGH PRIORITY SCHOOLS GRANT PROGRAM**

CODE OF REGULATIONS, TITLE 5

*1030.7-1030.8 Determination of significant academic growth*

UNITED STATES CODE, TITLE 20

*6301-6578 Academic achievement of the disadvantaged, including:*

*6318 Parent involvement*

*6319 Qualifications of highly qualified teachers*

*6511-6518 Comprehensive School Reform program*

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Cohort 2 HPSGP: Questions and Answers*

*High Priority Schools Grant Program: Guidance and Application*

*A guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils, November 2006*

WEB SITES

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

California Department of Education, HPSG: <http://www.cde.ca.gov/ta/lp/hp>

**HIGH PRIORITY SCHOOLS GRANT PROGRAM**

**Development of Action Plan**

For each school participating in the High Priority Schools Grant Program (HPSGP), an action plan shall be developed, in partnership with the District, by the school site council or, if the school does not have one, by a schoolwide advisory group or school support group whose members are self-selected. (Education Code 52055.620)

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

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

The District shall involve teachers in the development of the action plan and shall certify that it has met and consulted with the exclusive representative of certificated employees on the plan. (Education Code 52055.630)

In developing the action plan, the school and District shall use the results of the initial needs assessment of the school's current conditions and performance, potential barriers to student achievement, and the nature and coherence of the District's support of the school's instructional program.

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

**Content of Action Plan**

The action plan shall meet the requirements specified in Education Code 52054 (d) and (e) and 52055.620. (Education Code 52055.620, 52055.625)

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

1. Student literacy and achievement

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

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

**HIGH PRIORITY SCHOOLS GRANT PROGRAM**

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

*(cf. 6011 – Academic Standards)*

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

- b. Increase achievement of each significant subgroup at the school on the Academic Performance Index (API) by the end of the implementation period
- c. Increase performance of English language learners at the school on the English language development test required by Education Code 60810 and the achievement tests required by Education Code 60640

*(cf. 6162.5 - Student Assessment)*

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

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

- 2. Quality of staff, including highly qualified teachers as required by the Federal No Child Left Behind Act and appropriately credentialed teachers for English learners

*(cf. 4111 – Recruitment and Selection)*

*(cf. 4112.2 – Certification)*

*(cf. 4112.22 – Staff Teaching Students of Limited English Proficiency)*

*(cf. 4112.23 – Special Education Staff)*

*(cf. 4112.24 – Teacher Qualifications Under the No Child Left Behind Act)*

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

- a. Increase the number of credentialed teachers working at the school site
- b. Increase or target professional development opportunities for teachers related to the goals of the action plan and state English language development standards, including but not limited to participation in professional development institutes established pursuant to Education Code 99220-992266
- c. Ensure that school administrators successfully complete, by the end of implementation period, a program

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

**HIGH PRIORITY SCHOOLS GRANT PROGRAM**

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

3. Parental involvement

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

- a. For any school that offers any of grades kindergarten through 5, a commitment to jointly develop with parents/guardians a school-parent compact pursuant to 20 USC 6318 as required by Education Code 51101

*(cf. 6020 – Parent Involvement)*

*(cf. 6171 - Title I Programs)*

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

*(cf. 5020 - Parent Rights and Responsibilities)*

4. Facilities, maintained in good repair as specified in Education Code 17014, 17032.5, 17070.75, and 17089; curriculum; instructional materials consistent with the requirements of Education Code 60119; and support services e

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

*(cf. 3517 – Facilities Inspection)*

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

**District/School Liaison Team**

The Superintendent or designee and the school site council of a participating school shall establish a district/school liaison team to facilitate communications between the District and school, assist with self-assessment process, and assist with developing the school’s action plan.

**HIGH PRIORITY SCHOOLS GRANT PROGRAM**

**Required Professional Development**

The District shall provide eligible administrators and teachers, including instructional aides and paraprofessionals, in each participating school with professional development activities pursuant to the Principal Training Program (Education Code 44510-44517) and the Mathematics and Reading Professional Development Program (Education code 99203-99242), as appropriate. (Education Code 52055.647)

*(cf. 4131 – Staff Development)*

*(cf. 4331 – Staff Development)*

**Progress Reports**

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

*(cf. 0500 – Accountability)*

**HIGH PRIORITY SCHOOLS GRANT PROGRAM**

The Board may require any participating school to use assessments of students' academic growth in core curriculum areas to annually review whether changes are needed in the school action plan.

Any school that uses assessments in this manner shall use the English language development test administered pursuant to Education Code 60810 to measure progress toward achieving English language proficiency, where appropriate, and the tests that are part of the Standardized Testing and Reporting Program pursuant to Education Code 60640. A school may use any additional curriculum-based achievement test to assess student growth if the test is proven to be valid and reliable. The results of these assessments shall be reported annually to the Board. (Education Code 52055.645)

**Consequences After 24 Months of Implementation**

If a school has not met its growth targets on the API each year for 24 months after receiving program funding to implement the school's action plan, the Board may, if so directed by the State Board of Education (SBE), take appropriate action and adopt appropriate strategies to provide corrective assistance to the school in order to achieve the components and benchmarks established in the school's action plan. (Education Code 52055.650)

**Consequences After 36 Months**

After 36 months of receiving implementation funding, if a participating school has not met its growth targets each year but has demonstrated "significant growth" as defined in 5 CCR 1030.7-1030.8, it shall continue to be monitored by the SPI. (Education Code 52055.650; 5 CCR 1030.7-1030.8)

If a participating school has neither met its growth targets each year nor demonstrated "significant growth," it shall be deemed a state-monitored school and shall be subject to the actions specified in Education Code 52055.650, as determined by the SPI and approved by the SBE. The Board shall, at a regularly scheduled public meeting, inform parents/guardians of this fact as well as the fact that the corrective actions specified in Education Code 52055.650(h) may occur. (Education Code 52055.650)

Whenever the corrective action selected by the SPI and SBE provides that the District will enter into a contract with a school assistance and intervention team (SAIT) to provide intensive support and expertise to implement the school reform initiatives in the school's action plan: (Education Code 52055.650)

**HIGH PRIORITY SCHOOLS GRANT PROGRAM**

1. School staff, site planning teams, administrators, and District staff shall work with the SAIT to improve student literacy and achievement by assessing the degree of implementation of the school's current action plan, refining and revising the action plan, and making recommendations to maximize the use of fiscal resources and personnel in achieving the goals of the plan. The Superintendent or designee shall provide support and assistance to enhance the work of the team at the targeted school site. A report of recommended corrective actions shall be completed by the SAIT not later than 60 days after assignment of the SAIT to the school.
2. Not later than 90 days after the assignment of the SAIT to the school, the Board shall adopt the team's initial recommendations at a regularly scheduled meeting. Any subsequent recommendations proposed by the SAIT shall be submitted to the Board and adopted by the board within 30 days of the submission. The adoption of recommendations shall not be placed on the Board's consent agenda.

*(cf. 9322 – Agenda/Meeting Materials)*

3. No less than three times during the year, the Superintendent or designee and the school site shall present the SAIT with data regarding progress toward the goals established by the team's initial assessment. The data shall be presented to the Board at a regularly scheduled meeting.

When a school is deemed to be a state-monitored school, the Board shall: (Education Code 52055.650; 5 CCR 1030.7-1030.8)

1. At a minimum, make the proportion of fiscal, human, and educational resources available to the school as was available before the school was identified as a state-monitored school, excluding funding for the Immediate Intervention/Underperforming School Program and HPSGP
2. Continue its current ownership status with respect to the school site
3. Continue to provide the same insurance coverage with respect to property liability, errors and omissions, and other regularly provided insurance policies
4. Name the SPI and California Department of Education as additional insureds upon transfer of legal rights, duties, and responsibilities to the SPI
5. Continue to provide facilities support including maintenance, if appropriate to the management arrangement, and full school-site participation in bond financing
6. Remain involved with the school throughout the sanctions period

Regulation  
adopted: April 7, 2005  
revised: April 16, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**  
Winters, California

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

The Board of Trustees is committed to enabling all District students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the board shall assist all district schools, including those receiving federal Title I funds, to achieve adequate yearly progress, as defined by the State Board of Education.

*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*  
*(cf. 6011 - Academic Standards)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6162.51 - Standardized Testing and Reporting Program)*  
*(cf. 6171 - Title I Programs)*

Whenever a district school is identified as in need of program improvement (PI), the Superintendent or designee shall ensure that school improvement efforts are coordinated and aligned. He/she shall also revise the school's Single Plan for Student Achievement in accordance with law and as specified in administrative regulation.

*(cf. 0420 – School Plans/Site Councils)*  
*(cf. 0420.1 - School-Based Program Coordination)*  
*(cf. 0520.1 - High Priority Schools Grant Program)*  
*(cf. 0520.4 – Quality Education Investment Schools)*

Depending on the length of time a district school has been identified for program improvement, the District shall provide opportunities for student transfers, supplemental educational services, other corrective actions and/or restructuring in accordance with law.

*(cf. 5116.1 - Intradistrict Open Enrollment)*  
*(cf. 6179 - Supplemental Instruction)*

**Program Evaluation**

The Board shall annually review the adequate yearly progress of each district school based on state academic assessments and other indicators specified in the state plan for the No Child Left Behind Act. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to help all students meet state academic standards. (20 USC 6316)

*(cf. 0510 – School Accountability Report Card)*  
*(cf. 6190 – Evaluation of the Instructional Program)*

The Board and Superintendent or designee also shall review the effectiveness of the actions and activities carried out by PI schools with respect to parental involvement, professional development, and other PI activities. (20 USC 6316)

*(cf. 4131 – Staff Development)*  
*(cf. 6020 – Parent Involvement)*

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

As necessary based on the results of these evaluations, the Board may require the Superintendent or designee to review and revise any of the school's reform plans including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.

*Legal Reference:*

EDUCATION CODE

*35256 School accountability report card*

*60642.5 California Standards Tests*

*60850-60856 High School Exit Examination*

*64000 Categorical programs included in consolidated application*

*64001 Single school plan for student achievement*

CODE OF REGULATIONS, TITLE 5

*11992-11994 Persistently dangerous schools, definition*

*13075 Supplemental services providers, record of effectiveness*

UNITED STATES CODE, TITLE 20

*1232g Family Educational Rights and Privacy Act*

*6301 Title I program purpose*

*6311 Adequate yearly progress*

*6312 Local educational agency plan*

*6313 Eligibility of schools and school attendance areas; funding allocation*

*6316 School improvement*

*7912 Persistently dangerous schools*

UNITED STATES CODE, TITLE 29

*794 Section 504 of the Rehabilitation Act*

CODE OF FEDERAL REGULATIONS, TITLE 34

*99.1-99.67 Family Educational Rights and Privacy*

*200.13-200.20 Adequate yearly progress*

*200.30-200.35 Identification of program improvement schools*

*200.36-200.38 Notification requirements*

*200.39-200.43 Requirements for program improvement, corrective action and restructuring*

*200.44 School choice option*

*200.45-200.47 Supplemental services*

*200.48 Funding for transportation and supplemental services*

*200.49-200.51 State responsibilities*

*200.52-200.53 District improvement*

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*2008 Adequate Yearly Progress Report Information Guide, August 2008*

*California's Accountability Workbook*

FEDERAL REGISTER

*Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages 644366-64513*

U.S. DEPARTMENT OF EDUCATION GUIDANCE

*Public School Choice, January 14, 2009*

WEB SITES

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

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>

U.S. Department of Education, No Child Left Behind:

<http://www.nclb.gov>

Policy

adopted: April 7, 2005

revised: November 5, 2009

**WINTERS JOINT UNIFIED SCHOOL DISTRICT**

Winters, California

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

**Definitions**

Adequate yearly progress (AYP) is a series of annual academic performance goals, as defined by the State Board of Education, that incorporate student participation levels on state assessments, minimum required percentages of students, scoring at the proficient level or above on English language arts and mathematics state assessments, high school graduation rates, and growth on the state's Academic Performance Index (API).

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

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

Numerically significant subgroups include economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency, when the number of students in the subgroup is sufficient to yield statistically reliable results. (20 USC 6311)

Program improvement (PI) school is a school receiving federal Title I funds that has failed to make AYP for each of two consecutive school years in the same content area (i.e., English-language arts or mathematics) schoolwide or for any numerically significant subgroup, or has failed to make AYP on the same additional indicator (i.e., API for all schools or, for high schools, graduation rate) schoolwide.

**Year 1 Program Improvement**

When any Title I school is identified for Year 1 PI; (20 USC 6316)

1. The Superintendent or designee shall provide students enrolled in the school the option of transferring to another district school or charter school that has not been identified for PI, as described below under "Student Transfer."

*(cf. 0420.4 – Charter Schools)*

2. The principal and school community shall revise the school's Single Plan for Student Achievement in accordance with 20 USC 6316, and present it for approval by the Board of Trustees

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

*(cf. 6171 – Title I Programs)*

3. Within 45 days of receiving the plan, the Board shall establish a peer review process to assist with the review of the plan, work with the school as necessary, and approve the plan if it meets the requirements of law. (20 USC 6316)

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

4. The school shall implement the plan no later than the beginning of the next full school year following the school's identification for PI, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan. (20 USC 6316)
5. As the school develops and implements the school plan, the Superintendent or designee shall ensure that the school receives technical assistance either from the district, the California Department of Education (CDE), an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement, including assistance in: (20 USC 6316)
  - a. Analyzing data from state assessments and other examples of student work to identify and address problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school plan
  - b. Identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research and that have been proven effective in addressing the specific instructional issues that caused the school to be identified for PI
  - c. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and remove the school from PI status

*(cf. 3100 – Budget)*

**Year 2 Program Improvement**

For any Title I school that fails to make AYP by the end of the first full school year after being identified for PI, the Superintendent or designee shall: (20 USC 6316)

1. Continue to provide all students enrolled in the school the option of transferring to another district school or charter school that has not been identified for PI, as described below under "Student Transfers"
2. Arrange for the provision of supplemental educational services to eligible students from low-income families by a provider with a demonstrated record of effectiveness, as described below under "Supplemental Educational Services"
3. Continue to provide for technical assistance

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

**Year 3 Program Improvement: Corrective Action**

When a school continues to fail to make AYP by the end of the second full school year after identification for PI (four consecutive years of failure to make AYP), the Superintendent or designee shall continue to provide all elements of Year 1 and Year 2 PI. In addition, the Board shall take at least one of the following corrective actions: (20 USC 6316)

1. Replace school staff relevant to the failure

*(cf. 4113 – Assignment)*

2. Implement a new curriculum and related professional development

*(cf. 4131 – Staff Development)*

*(cf. 4231 – Staff Development)*

*(cf. 4331 – Staff Development)*

3. Significantly decrease management authority at the school level

4. Appoint an outside expert to advise the school

5. Extend the school year or school day for the school

*(cf. 6111 – School Calendar)*

6. Restructure the internal organization of the school

**Year 4 Program Improvement and Beyond: Restructuring**

For any school that continues to fail to make AYP after one full year of corrective action, the Superintendent or designee shall continue to provide all students enrolled in the school with the option to transfer to another district school or charter school and continue to make supplemental educational services available to eligible students who remain in the school. In addition, the Board shall develop a plan and make necessary arrangements to implement one of the following options for alternative governance restructuring, consistent with state law: (20 USC 6316)

1. Reopen the school as a charter school

2. Replace all or most of the school staff relevant to the failure

3. Enter into a contract with an entity with a demonstrated record of effectiveness to operate the school

4. Turn the operation of the school over to the CDE

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

5. Institute any other major restructuring of the school's governance arrangements that makes fundamental reforms

**Notifications**

Whenever a school is identified for PI, corrective action, or restructuring, the Superintendent or designee shall promptly notify parents/guardians of students enrolled in that school. The notification shall include: (20 USC 6316; 34 CFR 200.37)

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools in the district and state
2. The reasons for the identification
3. An explanation of what the school is doing to address the problem of low achievement
4. An explanation of what the district or state is doing to help the school address the achievement problem
5. An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for PI
6. An explanation of the option to transfer to another district school or charter school as described below under "Student Transfers"
7. If the school is in Year 2 of PI or beyond, an explanation of how parents/guardians can obtain supplemental educational services for their child as described below under "Supplemental Educational Services"

*(cf. 5145.6 – Parental Notifications)*

The Superintendent or designee shall disseminate information about corrective actions taken at any district school to the parents/guardians of each student in that school and to the public through such means as the Internet, the media, and public agencies. (20 USC 6316)

The Superintendent or designee shall promptly notify teachers and parents/guardians whenever a school is identified for restructuring and shall provide them adequate opportunities to comment before taking action and to participate in developing any plan for restructuring school governance. (20 USC 6316)

All notifications pertaining to PI shall be written in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians understand. (20 USC 6316)

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

To the extent practicable, the district shall partner with outside groups, such as faith-based organization, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer or to receive supplemental educational services. (34 CFR 200.48)

**Student Transfers**

34 CFR 200.44 provides that a district subject to a desegregation plan, whether voluntary, court ordered, or required by a federal or state administrative agency, is not exempt from the requirement to allow such transfers. However, the district may take into account the requirements of the desegregation plan in determining how to provide students with the option to transfer to another school.

Because NCLB requires the district to offer intradistrict transfers to all students in PI schools, it is recommended that the district give priority to such students in its intradistrict open enrollment policy; see BP 5116.1 – Intradistrict Open Enrollment.

All students enrolled in a school in Year 1 of PI or beyond shall be provided an option to transfer to another district school or charter school that: (20 USC 6316; 34 CFR 200.44)

1. Has not been identified for PI, corrective action, or restructuring
2. Has not been identified by the CDE as a “persistently dangerous” school pursuant to 20 USC 7912 and 5 CCR 11992-11994

*(cf. 0450 – Comprehensive Safety Plan)*  
*(cf. 5116.1 – Intradistrict Open Enrollment)*

Among these students, priority shall be given to the lowest achieving students from low-income families, as defined by the district for purposes of allocating Title I funds. (20 USC 6316; 34 CFR 200.44)

If two or more district schools are eligible to accept transfers based on criteria listed in items #1-2 above, the district shall provide a choice of more than one such school and shall take into account parent/guardian preferences among the choices offered. (34 CFR 200.44)

School capacity shall not be used to deny transfer opportunities to students. However, the Superintendent or designee may consider capacity in selecting schools that will be offered as alternatives for school choice. The Board may increase capacity in eligible district schools to accommodate all students who wish to transfer.

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

The transfer option shall be offered so that students may transfer in the school year following the school year in which the district administered the assessments that resulted in the identification of the school for PI, corrective action, or restructuring. In order to provide adequate time for parents/guardians to exercise their transfer option before the school year begins, the Superintendent or designee shall notify parents/guardians of the available school choices sufficiently in advance of, but no later than 14 calendar days before, the start of the school year.

Notice of transfer option shall:

1. Inform parents/guardians that their child is eligible to attend another public school due to the identification of the current school as in need of improvement
2. Identify each public school or public charter school that the parent/guardian can select
3. Explain why the choices made available to the parents/guardians may have been limited
4. Provide information on the academic achievement of the school(s) to which the student may transfer (34 CFR 200.37)
5. Explain the provision of transportation to the new school (34 CFR 200.37)

The notice may include other information about the school(s) to which the student may transfer, such as a description of any special academic programs or facilities, the availability of before- and after-school programs, the professional qualifications of teachers in the core academic subjects, and a description of parent involvement opportunities. (34 CFR 200.37)

*(cf. 5148.2 – Before/After School Programs)*

In addition to mailing notices directly to parents/guardians, the Superintendent or designee shall provide information about transfer options through broader means, such as the Internet, the media, and public agencies serving students and their families. (34 CFR 200.36)

To ensure that parents/guardians have current information, the District shall prominently display on its web site, in a timely manner each school year, the number of students who were eligible for and who participated in the student transfer option, beginning with data from the 2007-2008 school year and each subsequent year thereafter, and a list of available school to which eligible students may transfer in the current school year. (34 CFR 200.39)

The Superintendent or designee may establish reasonable timelines for parents/guardians to indicate their intent to transfer their child and for the district to notify parents/guardians of the school assignment.

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

The Superintendent or designee may require parents/guardians to rank-order their preferences from among schools that are eligible to receive transfer students. Parents/guardians may decline their assigned school and remain in their school of origin.

The district shall provide, or shall pay for the provision of, transportation for the student to the public school that student chooses to attend. (20 USC 6316; 34 CFR 200.44)

*(cf. 3540 – Transportation)*

To ensure that transportation may be reasonably provided, the Superintendent or designee may establish transportation zones based on geographic location. Transportation to schools within a zone shall be fully provided, while transportation outside the zone may be partially provided.

Any student who transfers to another school may remain in that school until he/she has completed the highest grade in that school. However, the district shall not be obligated to provide, or pay for the provision of, transportation for the student after the end of the school year that the school origin is no longer identified for PI, corrective action, or restructuring. (20 USC 6316; 34 CFR 200.44)

In the event that all district schools are identified for PI, corrective action, or restructuring, the district shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for an interdistrict transfer. (20 USC 6316; 34 CFR 200.44)

*(cf. 5117 – Interdistrict Attendance)*

**Supplemental Educational Services**

When required by law, supplemental educational services shall be provided outside the regular school day and shall be specifically designed to increase achievement of eligible students from low-income families on state academic assessments and to assist them in attaining state academic standards. (20 USC 6316)

*(cf. 6011 – Academic Standards)*

*(cf. 6179 – Supplemental Instruction)*

When a school is required to provide supplemental educational services, the Superintendent or designee shall annually notify parents/guardians of: (20 USC 6316; 34 CFR 200.37)

1. The availability of supplemental educational services
2. The identity of approved providers that are within the district or are reasonably available in neighboring local educational agencies

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

3. The identity of approved providers of technology-based or distance learning supplemental educational services
4. The services, qualifications, or demonstrated effectiveness of each provider, including an indication of those providers who are able to serve students with disabilities or limited English proficiency
5. The benefits of receiving supplemental educational services

In addition, the notification shall describe procedures and timelines that parents/guardians must follow to select a provider.

The notification shall be clearly distinguishable from other information sent to parents/guardians regarding identification of the school for PI, corrective action, or restructuring. (34 CFR 200.37)

To ensure that parents/guardians have current information, the district shall prominently display on its web-site, in a timely manner each school, the number of students who were eligible for and who participated in supplemental educational services, beginning with data from the 2007-08 school year and each subsequent year thereafter, a list of state-approved providers serving the district in the current year, and the location where services are provided. (34 CFR 200.39)

See E(2) 0520.2 for a sample service request form.

The Superintendent or designee shall distribute sign-up forms for supplemental educational services directly to all eligible students and their parents/guardians and make them available and accessible through broad means of dissemination such as the Internet, other media, and communications through public agencies serving eligible students and their families. (34. CFR 200.48)

The district shall provide a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable parents/guardians of eligible students to make informed decisions about requesting supplemental educational services and selecting a provider. (34 CFR 200.48)

Eligible supplemental service providers shall be given access to school facilities, using a fair, open, and objective process, on the same basis as other groups that seek access to school facilities. (34 CFR 200.48)

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

Within a reasonable period of time established by the Superintendent or designee, parents/guardians shall select a service provider from among those approved by the SBE. Upon request, the Superintendent or designee shall assist parents/guardians in choosing a provider. (20 USC 6316; 34 CFR 200.46)

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

When the district is an approved service provider, the Superintendent or designee shall be careful to provide parents/guardians with a balanced presentation of the options available to them and shall ensure that they understand their right to select the district or any other provider.

The Superintendent or designee shall ensure that eligible students with disabilities, student covered under Section 504 of the federal Rehabilitation Act, and students with limited English proficiency receive appropriate supplemental educational services with any necessary accommodations or language assistance. (34 CFR 200.46)

*(cf. 6159 – Individualized Education Program)*

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

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

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

If no provider is able to make the services available to such students, the district shall provide these services with necessary accommodations or language assistance, either directly or through a contract. Supplemental educational services shall be consistent with a student’s individualized educational program (IEP) or Section 504 services plan.

If available funds are insufficient to provide supplemental educational services to each eligible student whose parents/guardians request those services, priority shall be given to the lowest achieving eligible students. (20 USC 6316)

If the number of parents/guardians selecting a particular provider exceeds the capacity of that provider, priority shall be given to the lowest achieving eligible students.

Once a provider has been selected by a parent/guardian, the Superintendent or designee shall enter into an agreement with the provider. The agreement shall: (20 USC 6316)

1. Require the district to develop, in consultation with the parents/guardians and the provider, a statement of specific achievement goals for the student, how the student’s progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, the statement shall be consistent with the student’s IEP.
2. Describe how the student’s parents/guardians and teacher(s) will be regularly informed of the student’s progress.
3. Provide for the termination of the agreement if the provider is unable to meet such goals and timetables.

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

4. Contain provisions with respect to the district making payments to provider.
5. Prohibit the provider, without written parent/guardian permission, from disclosing to the public the identity of any student eligible for or receiving supplemental educational services.

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

**PARENT/GUARDIAN TRANSFER REQUEST BASED ON SCHOOL'S  
PROGRAM IMPROVEMENT STATUS**

Instructions: To request a transfer for your child out of a school that has been identified for program improvement, please complete the following form and return it by \_\_\_\_\_ to \_\_\_\_\_. You will be notified by \_\_\_\_\_ regarding your child's school assignment for the next school year and your options if you decide to decline the school assignment at that time.

Child's Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Please write numbers in the boxes below to rank your top choices of available schools:

[ ] \_\_\_\_\_

[ ] \_\_\_\_\_

[ ] \_\_\_\_\_

If you have any questions, please contact the District Office at (530) 796-6100 or your school site principal.

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

**PARENT/GUARDIAN SELECTION OF  
SUPPLEMENTAL EDUCATIONAL SERVICES**

Instructions: To select supplemental educational services for your child, please complete the following form and mail, fax, or deliver it to the principal of your child’s school or to the District Office by \_\_\_\_\_.

Student’s Name: \_\_\_\_\_

School: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Please write numbers in the boxes below to indicate your top choices of service providers:

- [ ] \_\_\_\_\_
- [ ] \_\_\_\_\_
- [ ] \_\_\_\_\_

Once a service provider has been determined for your child, the district will enter into a formal contract with the provider in accordance with law.

If you have any questions or need assistance selecting a provider, please contact \_\_\_\_\_ at (530) \_\_\_\_\_.

**TITLE I PROGRAM IMPROVEMENT DISTRICTS**

The Board of Trustees shall annually review and analyze the district's performance in making adequate yearly progress (AYP) toward student achievement standards, in accordance with criteria established by the State Board of Education (SBE). The Board's review shall include an evaluation of whether district improvement efforts are aligned and adequately focused on increasing achievement levels for all students. As necessary, the Board and the Superintendent or designee shall take steps to improve district operations and programs to enable students to achieve proficiency.

*(cf. 0500 - Accountability)*

*(cf. 6011 - Academic Standards)*

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

**Early Warning Program**

In the event that the district is provided notice by the California Department of Education (CDE) that it is in danger of being identified for program improvement (PI) within two years under the federal No Child Left Behind Act, the Board shall determine whether to participate in the voluntary Early Warning Program. If the Board elects to have the district participate in the program, the district shall conduct a voluntary self-assessment using research-based criteria provided by the CDE and may revise its Title I local educational agency (LEA) plan based on the results of that assessment. (Education Code 52055.57)

*(cf. 6171 - Title I Programs)*

**Year 1-2 PI: Revision and Implementation of LEA Plan**

In the event that the district is identified for PI by the CDE, the Superintendent or designee shall, in accordance with law and administrative regulation, notify parents/guardians, administer a district self-assessment process, and revise the LEA plan. (20 USC 6316; Education Code 52055.57)

The revised LEA plan or plan addendum shall be approved by the Board and submitted to the CDE. The Superintendent or designee shall regularly report to the Board regarding the implementation of the plan during Years 1 and 2 of the program.

The Superintendent or designee shall utilize available state and local resources to identify specific problems contributing to low student achievement and provide technical assistance and support to resolve those problems. He/she also shall work closely with individual school sites to raise student achievement in accordance with school plans.

*(cf. 0520.1 - High Priority Schools Grant Program)*

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

**TITLE I PROGRAM IMPROVEMENT DISTRICTS**

**Year 3 PI: Corrective Action**

If the district does not make AYP after two years of receiving program funding, the Board shall cooperate with the Superintendent of Public Instruction (SPI) and the SBE in the identification and implementation of appropriate corrective actions.

The Board shall enter into a contract with a district assistance and intervention team (DAIT) whenever the SPI and SBE determine this to be the most appropriate corrective action. Upon receiving a report of recommendations from the DAIT: (Education Code 52055.57, 52059)

1. The Board may, not later than 30 days after completion of the report, appeal to the SPI to be exempted from implementing one or more of the report's recommendations.
2. Not later than 60 days after completion of the report, the Board shall, at a regularly scheduled meeting, adopt the report recommendations, as modified by any exemptions granted by the SPI.

The Superintendent or designee shall establish a district leadership team to collaborate with the DAIT in the development and implementation of an action plan to address high-priority needs. This team may include site and district administrators, teacher leaders, special education teachers, English learner experts, fiscal officers, and other key personnel, as appropriate.

The Board and the Superintendent or designee shall monitor the district's progress in implementing the DAIT's recommendations and shall continually use student performance data to determine whether additional district or school site changes are necessary to improve student achievement.

*Legal Reference:*

EDUCATION CODE

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

*52059 Statewide system of school support*

UNITED STATES CODE, TITLE 20

*6301 Title I program purpose*

*6311 Adequate yearly progress*

*6312 Local educational agency plan*

*6316 School and district improvement*

*6321 Fiscal responsibilities*

CODE OF FEDERAL REGULATIONS, TITLE 34

*200.13-200.20 Adequate yearly progress*

*200.30-200.35 Identification of program improvement schools*

*200.36-200.38 Notification requirements*

*200.52-200.53 District improvement*

**TITLE I PROGRAM IMPROVEMENT DISTRICTS**

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Blueprint for District Assistance and Intervention, 2008*

*2007 Adequate Yearly Progress Report Information Guide, August 2007*

*A Training Guide for Local Educational Agencies and Schools: Program Improvement, September 2006*

U.S. DEPARTMENT OF EDUCATION GUIDANCE

*LEA and School Improvement Non-Regulatory Guidance, rev. July 21, 2006*

WEB SITES

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

*California Department of Education, Program Improvement:*

*<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>*

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

**TITLE I PROGRAM IMPROVEMENT DISTRICT**

**Year 1-2 Program Improvement (PI): Revision and Implementation of LEA Plan**

Whenever the district is notified that it has been identified for PI under the federal No Child Left Behind Act, the district shall complete all of the following actions:

1. Promptly notify parents/guardians of each district student regarding the district's PI status, the reasons for the identification, and how parents/guardians can participate in upgrading the quality of the district's programs. The notification shall be in a format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316)

*(cf. 5145.6 - Parental Notifications)*

2. Conduct a self-assessment using materials and criteria based on current research and provided by the California Department of Education. (Education Code 52055.57)
3. Contingent upon state funding, contract with a county office of education or another external entity, no later than 90 days after the district is identified for PI and after working with the County Superintendent of Schools, for both of the following purposes: (Education Code 52055.57)
  - a. Verifying the fundamental teaching and learning needs in district schools as determined by the self-assessment and identifying the specific academic problems of low-achieving students, including a determination as to why the prior Title I local educational agency (LEA) plan failed to increase student academic achievement
  - b. Ensuring that the district receives intensive support and expertise to implement reform initiatives in the LEA plan

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

*(cf. 6171 - Title I Programs)*

4. Within three months after the district's identification for PI, develop or revise the LEA plan in consultation with parents/guardians, school staff, and others. This plan shall reflect the findings of the self-assessment and shall: (20 USC 6316; 34 CFR 200.52; Education Code 52055.57)
  - a. Incorporate scientifically based research strategies that will strengthen the core academic program in district schools
  - b. Identify actions that have the greatest likelihood of improving student achievement in meeting the state's academic achievement standards

**TITLE I PROGRAM IMPROVEMENT DISTRICT**

- c. Address the professional development needs of the instructional staff by committing to spending at least 10 percent of the district's allocation of Title I, Part A, funds for professional development

*(cf. 4131 - Staff Development)*

*(cf. 4331 - Staff Development)*

- d. Include specific measurable achievement goals and targets for each of the student subgroups identified pursuant to 20 USC 6311, especially those that did not make adequate yearly progress (AYP)
- e. Address the fundamental teaching and learning needs in the district's schools and the specific academic problems of low-achieving students, including a determination of why the district's prior plan failed to bring about increased student academic achievement
- f. Incorporate, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year

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

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

*(cf. 6177 - Summer School)*

*(cf. 6179 - Supplemental Instruction)*

- g. Specify the responsibilities of the district and the state under the plan, including the district's fiscal responsibilities under 20 USC 6321 and the technical assistance to be provided by the state
- h. Include strategies to promote effective parent/guardian involvement in district schools

*(cf. 6020 - Parent Involvement)*

5. Contingent upon state funding, after working with the County Superintendent or an external verifier, contract with an external provider to provide support and implement recommendations to assist the district in resolving shortcomings identified in the verified self-assessment (Education Code 52055.57)
6. Implement the LEA plan expeditiously, but not later than the beginning of the next school year after the school year in which the district administered the assessments that resulted in its PI identification (20 USC 6316; 34 CFR 200.52; Education Code 52055.57)

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The district shall exit PI status when it makes AYP for two consecutive years. (20 USC 6316; 34 CFR 200.53; Education Code 52055.57)

Year 3 PI: Corrective Action

If the district fails to make AYP by the end of the second year in PI, it shall be subject to corrective actions determined by the State Board of Education (SBE). (20 USC 6316; 34 CFR 200.53; Education Code 52055.57)

If the SBE takes any corrective action other than, or in addition to, the appointment of a district assistance and intervention team (DAIT), the Superintendent or designee shall appear before the SBE within Year 3 of PI to review the district's progress. The Superintendent or designee, the DAIT, and/or the County Superintendent shall provide testimony and written data sufficient for the SBE to determine whether an alternative corrective action is needed. (Education Code 52055.57)