

**PHILOSOPHY-GOALS-OBJECTIVES
& COMPREHENSIVE PLANS**

Series 0000 contains policies, regulations and exhibits on the District's legal role in providing public education and the basic principles underlying school board governance. These policies provide a setting for all of the school board's other policies and regulations. Included in this section are policies on nondiscrimination, educational philosophy, and accountability.

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**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

CONCEPTS AND ROLES

The Governing Board believes that public education is essential to a democracy. In order to have a populace that is literate, educated and productive, there must be an ongoing partnership between parents/guardians, students, educators, and the community.

To prepare students to succeed in our increasingly complex society, the schools must be guided by:

1. A philosophy that puts the needs of students first

(cf. 0100 - Philosophy)

2. Goals that set the educational agenda

(cf. 0200 - Goals for the School District)

3. Comprehensive plans that ensure consistent, thoughtful and well-coordinated efforts to fully develop all students' capabilities

As part of its responsibility to establish a vision for the District, the Board shall ensure that the District's philosophy, goals and comprehensive plans are clearly articulated and regularly reviewed.

(cf. 9000 - Role of the Board (Powers and Responsibilities))

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

51019 Definition: Philosophy

51020 Definition: Goals

51021 Definition: Objective

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

PHILOSOPHY

The Governing Board believes that all students can succeed regardless of their race, background or ability. School Staff shall embody this philosophy in all district programs and activities.

The District further believes that: (1) the central interest of schools is the learner, (2) learning is an active process, (3) our schools are responsible for each learner, (4) experiencing success is crucial to the learning process, (5) the qualities of teaching and learning are inextricably interwoven, (6) program improvement is a continuing process, (7) providing quality program education is a responsibility of our community, and (8) our community provides an essential resource to the educational program.

In order to create the environment necessary for effective schools, the Board endorses and prescribes strong instructional leadership, a safe and orderly climate, schoolwide emphasis on basic skills, high teacher expectations for student achievement, and continuous assessment of student progress.

The Superintendent shall keep the Board fully informed regarding the District's efforts to achieve effective schools and any hindrances to meeting district goals.

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

GOALS FOR THE SCHOOL DISTRICT

1. Foster an educational atmosphere in which all students are given the opportunity to learn to their full potential.

(cf. 6000 – Concepts and Rules)
(cf. 6030 – Integrated Academic and Vocational Instruction)
(cf. 6010 – Goals and Objectives)
(cf. 6142.91 – Reading/Language Arts Instruction)
(cf. 6142.92 – Mathematics Instruction)
(cf. 6142.93 – Science Instruction)

2. Provide for, improve and further develop a full array of support services, (including health and nutrition), for all students and staff.

(cf. 6164.4 – Identification for individuals for Special Education)
(cf. 6164.6 – Identification and Education under section 504)
(cf. 6171 – Title I programs)
(cf. 6172 – Gifted and Talented Program)
(cf. 7174 – Education for English Language Learners)
(cf. 6175 – Migrant Children Program)

3. Provide ongoing and pertinent training for all administrators, teachers, certificated and classified staff.

(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)

4. Provide parent education with regard to the various important roles parents play in their school communities.

(cf. 1220 – Citizen Advisory Committees)
(cf. 1700 – Relations between Private Industry and the Schools)
(cf. 6020 – Parent Involvement)

5. Provide a safe school environment for all students, teachers, administrators, support staff and parents.

(cf. 3515 – School Safety and Security)
(cf. 5137 – Positive School Climate)
(cf. 5144 – Discipline)

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS (continued)

6. The main focus of the District's Technology Plan should be to infuse computer and other technology into the curriculum.

(cf. 0440 – District Technology Plan)

7. To establish a comprehensive testing and evaluation program which is informative, equitable and appropriate for all students.

(cf. 6190 – Evaluation of the Instructional Program)

8. Develop better understanding of the communication among all ethnic groups and races in order to promote the concept of a global community; further, to promote appreciation of unity and uniqueness amidst diversity.

(cf. 6141.6 – Multicultural Education)

9. Support the schools in their efforts to maintain clean, safe, secure and physically adequate facilities.

(cf. 7000 – Concepts and Roles)

10. Ensure ongoing fiscal solvency of the school district.

(cf. 3100 – Budget)

(cf. 3400 – Management of District Assets/Accounts)

(cf. 3460 – Financial Reports and Accountability)

11. Continue to promote a Human Resources process which is effective, efficient and fair in the various areas of personnel, and which continually seeks to build cooperative and respective relationships.

(cf. 4000 – Concepts and Roles)

(cf. 4100 – Certificated Personnel)

(cf. 4200 – Classified Personnel)

(cf. 4300 – Management, Supervisory and Confidential Personnel)

12. Create and develop a District organization and local site organizations which foster the involvement of all stakeholders in the decision making process.

(cf. 2000 – Concepts and Roles)

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Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE PLANS

The Superintendent shall be responsible for the development of plans for research, evaluation and long-term planning to guide the Governing Board in policy development. It is the policy of the Governing Board that proper planning and policy development be an important part of district level administration.

Legal Reference:

EDUCATION CODE

35035 Powers and duties of Superintendent

35291 Rules (power of governing board)

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Governing Board 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, or 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 - Career Technical Education)
(cf. 6200 - Adult Education)

District programs and facilities, viewed 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.

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

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

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

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (continued)

To the extent possible, the District's nondiscrimination policy shall be published in the individual's primary language.

(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

GOVERNMENT CODE

11000 Definitions

11138 Rules and regulations

11340-11356 Administrative regulations and rulemaking

UNITED STATES CODE, TITLE 20

1400 - 1491o 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

2000h - 2000h-6 Title IX

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 or blindness, effectuating Title VI
especially:

106.9 Dissemination of policy

Board policy

adopted: 10.13.98

revised: 11.18.08

**ABC UNIFIED SCHOOL DISTRICT
Administrative Regulation**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

AB-65 DISTRICT MASTER PLAN

The District shall develop and update annually as needed a master plan to implement Education Code Section 52000, et seq. (AB65). Representatives of the community, administrators, and teachers shall participate in this process under the direction of district staff. Implementation of this master plan shall be governed by appropriate sections of board policies and regulations, the AB65 District Master Plan Handbook and administrative guides and directives issued to carry out the intent of AB65.

Legal Reference:

Education Code

52000 Improvement of Elementary and Secondary Education

52001 Chapter definitions

52034 Governing board duties; district master plan

Board policy
adopted: 5.19.80
10.13.98

**ABC UNIFIED SCHOOL DISTRICT
Administrative Regulation**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLAN

AB-65 DISTRICT MASTER PLAN COUNCIL

1. Purpose – This master plan council is established to provide recommendations to the Board of Education regarding implementation of Education Code Section 52000 et seq. in the District.
2. Role – The master plan council is advisory to the Board of Education relative to those functions specified below, and is immediately responsible to the superintendent or his designee.
3. Functions
 - a. Secure input from the general public and from school representatives for the development and refinement of the District master plan.
 - b. Develop and recommend to the Board of Education a district master plan for the phasing-in of all schools, in accordance with the provisions of Education Code Section 52000 et seq.
 - c. Recommend to the board relative to applications from district schools for planning grants.
 - d. Recommend to the board with respect to standards of proficiency for pupils.
 - e. Recommend to the board alternative means for students to complete the prescribed district course of study.
 - f. Perform other advisory functions, relative to Education Code Section 52000 et seq., as requested by the board.
4. Membership and Selection
 - a. Representation
 - (1) Board of Education – one (1) member, non-voting – Selected by the board
 - (2) General Public – five (5) members – One member selected by the ABCPTA council, three members selected from the school site councils and one member from the District bilingual master plan committee.
 - (3) High School Pupil – two (2) members – Selected by the high school representatives to the Board of Education.

AB-65 DISTRICT MASTER PLAN COUNCIL (continued)

- (4) District Employees
 - (a) Superintendent's designee – one (1) member, non-voting, Selected from the curriculum services department.
 - (b) Teachers – three (3) members – Selected by the exclusive representative of the teacher's unit. One member shall be selected from each level, elementary, middle, high school.
 - (c) Special Projects – one (1) member – Selected by the head non-voting of special projects.
 - (d) Management – two (2) members – Selected by the District management assembly.
- b. Duration – The council shall be constituted annually in June, and serve at the pleasure of the board.

5. Officers

- a. Officers – The officers of the council shall be a chairperson, a vice-chairperson, and a secretary, and such other officers as a council may deem desirable. Under no conditions shall the chairperson or vice-chairperson be a school district employee.
- b. Election and Term of Office – The officers of the council shall be elected at the first regular meeting and shall serve for one (1) year or until each successor has been elected.
- c. Notification – The superintendent shall be presented with a list of officers following the election.
- d. Definition of Roles – It is important that each member of the District council understand his/her own role as well as the roles of other members. By an understanding of these roles the council will better fulfill its responsibilities and functions. The roles of council members are as follows:
 - (1) Council Chairperson – The chairperson shall preside at all meetings of the council and may sign all letters, reports, and other communications of the council. In addition, the chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the council from time to time.
 - (2) Vice-Chairperson – The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the council.

AB-65 DISTRICT MASTER PLAN COUNCIL (continued)

- (3) Recording Secretary – The secretary shall keep the minutes of the meetings, both regular and special, and shall promptly transmit to each of the members, to the superintendent, to the board, and to such other persons as the council may deem, true and correct copies of the minutes of such meetings; see that all notices are dully given in accordance with the provisions of this document; be custodian of the council records; keep a register of the address and telephone number of each member of the council which shall be furnished to the secretary by such member; and, in general, perform all duties as from time to time that may be assigned to the office by the chair-person or by the council.

6. Meetings

- a. Regular Meetings – Council shall meet regularly as determined at the first general meeting. Meetings shall be scheduled to permit the greatest number of members to attend. The first official meeting of the council shall be held as soon as practicable following the completion of appointments.
- b. Special Meetings – Special meetings may be called by the chairperson or by majority vote of a council.
- c. Place of Meetings – The master plan council shall hold its regular meetings and its special meetings in a facility provided by the District and readily accessible by all members of the public, including handicapped persons.
- d. Notice of Meetings – Public notice shall be given of regular meetings at least forty-eight (48) hours in advance of the meeting. Any change in the established date, time, or location must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing; shall state the day, hour, and location of the meeting; and shall be delivered either personally or by mail to each member not less than forty-eight (48) hours nor more than two (2) weeks prior to the date of such meeting.
- e. Meetings Open to the Public – All regular and special meetings of the council and of its standing or special committees shall be open to the public.
- f. Agenda – The chairperson in consultation with the superintendent's designee shall be responsible for preparation of the agenda for each meeting. The agenda shall include an opportunity for presentation of new business from the floor, and shall provide for public comment and testimony on each topic.
- g. Decisions – All decisions of the council shall be made only upon an affirmative vote of a majority of its members in attendance, provided a quorum is present.
- h. Quorum – A quorum consists of a simple majority of the council, excluding vacancies.

AB-65 DISTRICT MASTER PLAN COUNCIL (continued)

- i. Minutes – Minutes shall be kept for each meeting and submitted for approval at the next meeting. The minutes of the meeting shall be made available for any interested person or group.
 - j. Subcommittees – The council may establish subcommittees to study and recommend to the full council in regard to specified topics.
7. Voting – A majority vote on a recommendation shall be the basis for reaching final decision. Although the meetings and discussions are open, voting shall be restricted to council members.
- Each member shall be entitled to one (1) vote on each matter. Proxy voting and absentee ballots shall not be permitted.
- No member of the council shall vote on a subject in which he/she has a vested interest, and no votes shall be taken in the absence of a quorum of qualified members.
8. Orientation – Orientation and general information shall be provided for the council as needed. This shall be a shared responsibility of the council chairperson and the superintendent's designee. Inservice training shall be provided if required by the council.
9. Bylaws – The council may adopt bylaws for its own operation which are consistent with state laws and board policies and procedures.
10. Operations – Robert's Rules of Order shall govern the proceedings of council meetings, unless set aside by a majority vote.
11. Limitations -- All participants, whether citizen, student or staff, may advise on matters related to educational programs, policies, and procedures. The accountability and responsibility for decisions shall rest with the Board of Education.

The design of programs to meet the needs of students is the responsibility of professional educators who must consider relationship and articulation with other programs and activities, legal requirements, short and long-term plans and goals, and policies and requirements established by the Board of Education. Such design shall take into consideration recommendations of this council.

The responsibility for recommendations relative to district personnel matters rests with the superintendent. Any challenge to the conduct or competence of an individual must be pursued through procedures established by state law and/or regulations of the school district.

Responsibility for the establishment of policy is vested by law in the District's elected Board of Education.

Legal Reference:

Education Code
52000 et seq. AB65

Regulation
approved: 5.19.80
revised: 10.13.98

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

AB-65 COUNCILS

The District shall establish and maintain councils to assist in the implementation of Education Code Section 52000 et seq. Such councils shall be broadly representative of district parents and other residents, employees, and of secondary pupils where specified.

The AB-65 district master plan council shall be governed by administrative regulations and be in conformity with state law. The AB-65 school site councils shall be governed by the AB-65 District Master Plan Handbook. Nothing in this policy, or the AB-65 District Master Plan Handbook shall abridge the authority of the Board of Education or its designees, the school principals, to make policy, render decisions and delegate the authority needed to properly manage the schools of the District.

Legal Reference:

EDUCATION CODE
52000 et seq.

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

**EDUCATION CONSOLIDATION IMPROVEMENT ACT, CHAPTER I,
DISTRICT ADVISORY COUNCIL**

The District shall establish a district policy on parent involvement as mandated by the Education Consolidation Improvement Act (ECIA), Chapter I, establishing the District Advisory Council (DAC).

The purpose of the ECIA, Chapter I/State Compensation Education (SCE) District Advisory Council is to make recommendations related to the participation, development, implementation, monitoring, evaluation, and modification of the Chapter I/SCE program to the District project staff, who serve as the Superintendent's designees. The adoption of such recommendations must be in accordance with district goals and objectives, and state and federal regulations.

1. Purposes

This District Advisory Council is to meet the requirements for parent involvement and election procedures in ECIA, Chapter I/State Compensatory Education programs.

Schools receiving Chapter I/SCE funds shall provide the following services involving parents:

- a. Notify each child's parent/guardian in a timely manner that the child has been selected to participate in Chapter I/SCE and why the child has been selected.
- b. Inform each child's parent/guardian of the instructional objectives for the child.
- c. Report to each child's parent/guardian on the child's progress, including results of standardized, norm-referenced test results.
- d. Establish conferences between parents/guardians and teachers.
- e. Provide materials and suggestions to parents/guardians to help promote the education of their children at home.
- f. Inservice parents/guardians to promote the education of their children at home.
- g. Provide timely information concerning the Chapter I program including program plans and evaluations.
- h. Invite parents/guardians' suggestions in the planning, development, and operation of the program.

**EDUCATION CONSOLIDATION IMPROVEMENT ACT, CHAPTER I,
DISTRICT ADVISORY COUNCIL** (continued)

- i. Consult with parents/guardians on how the school can work with them to achieve the program's objectives.
 - j. Provide timely responses to parents/guardians' recommendations.
 - k. Facilitate volunteer participation by parents/guardians in school.
 - l. Designate Local Educational Agency (LEA) parent/guardian activities.
 - m. Establish parent/guardian advisory councils.
2. The District Advisory Council shall have at least one publicly advertised meeting to which all parents/guardians of eligible Chapter I/SCE children are invited and at which they shall elect their officers in accordance with DAC bylaws.

Legal Reference:

Education Consolidated and Improvement Act, Chapter I; Federal Regulations Section 200.53

**ABC UNIFIED SCHOOL DISTRICT
Board Policy****PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS****SCHOOL PLANS/SITE COUNCILS**

When required by law and/or determined to be a useful tool to accomplish district and school goals, school site councils shall develop comprehensive school plans designed to enhance student achievement at individual school sites. The Board may approve or disapprove school plans as necessary in order to fulfill the District's mission, accomplish the Board's adopted goals, and/or comply with legal requirements.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

(cf. 0420.5 - School-Based Decision Making)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1431 – Waivers)

(cf. 6020 - Parent Involvement)

Single Plan for Student Achievement

The Superintendent or designee shall ensure that schools participating in state-funded school-based programs establish and maintain a school site council and that such develop a single plan for student achievement as required by law (Education Code 41507, 41572, 52055.755, 64001) Whenever feasible, any other school plan may be incorporated into the single plan for student achievement. School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

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), STAR Testing, Annual Yearly Progress (AYP), California English Language Development Test (CELDT), and any other data developed by the District to measure student achievement (Education Code 64001).

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

1. Address how categorical program funds will be used to improve the academic performance of all students
2. Identify the means of evaluating progress toward accomplishing those goals
3. Identify how state and federal law governing these programs will be implemented

The Superintendent or designee shall review 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 links improvement strategies to identified needs of the school and students.

The Superintendent shall submit to the Governing Board his/her recommendations for plan approval or for revisions of the plan. The Board shall approve each school's single plan for student achievement at a regularly scheduled meeting and shall also approve any subsequent revisions to any single plan. The Board shall certify that, to the extent allowable under federal

SCHOOL PLANS/SITE COUNCILS (continued)

law, the plan is consistent with district improvement plans required as a condition of receiving federal funding (Education Code 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 & 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)

Legal Reference:**EDUCATION CODE**

52 Designation of schools
53 Designation of high schools
8750-8754 Conservation Education
44520-44534 New Careers Program
44670.1-44671.5 Staff Development and Resource Centers
51870-51877 Morgan Farr-Quackenbush Educational Technology ct
52000-52049 School Improvement Program
52176 Advisory committees
52200-52212 Gifted and Talented Education Program
52340-52346 California Regional Career Guidance Centers
52800-52904 School-Based Program Coordination Act
54000-54041 Educationally Disadvantaged Youth Programs
54100-54145 Miller-Unruh Basic Reading Act
54425 Advisory committees (compensatory education)
54650-54659 Education Improvement Incentive Program
54720-54734 School-Based Pupil Motivation and Maintenance Program
56000-56885 Special education

Management Resources:**CDT PUBLICATIONS**

School Site Councils: Their Composition, Role and Responsibilities, 1991 **WEB SITES**

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

**ABC UNIFIED SCHOOL DISTRICT
Administrative Regulation**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL PLANS/SITE COUNCILS

As required for participation in categorical programs, school site councils shall be composed of the following: (Education Code 41507, 41572, 52852, 54724)

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

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0420.2 - School Improvement Program)

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

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

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

School site councils may function on behalf of other committees in accordance with law. (Education Code 52055.620, 52176, 52870, 54425; CCR 3932)

(cf. 1220 -Citizen Advisory Committees)

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL-BASED PROGRAM COORDINATION

In order to best serve students with special needs, as well as students participating in designated educational programs, the Governing Board encourages school-based program coordination as a means for achieving flexibility in the use of the categorical funds received by each school. The 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 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:

EDUCATION CODE

*8750-8754 Conservation Education
41500-41573 Categorical education block grants
44520-44534 New Careers Program
51870-51877 Education Technology
52200-52212 Gifted and Talented Education Program
52340-52346 California Regional Career Guidance Centers
52800-52904 School-Based Program Coordination Act
54000-54041 Educationally Disadvantaged Youth Programs
54100-54145 Miller-Unruh Basic Reading Act
54650-54659 Education Improvement Incentive Program
56000-56885 Special education
64000 Categorical programs included in consolidated application
64001 Single school plan for student achievement, consolidated application programs*

MILITARY AND VETERANS CODE

500-520.1 California Cadet Corps

SCHOOL-BASED PROGRAM COORDINATION (continued)

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>

ABC UNIFIED SCHOOL DISTRICT
Administrative Regulation

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL-BASED PROGRAM COORDINATION

The Superintendent or designee shall provide information to each principal about the School-Based Program Coordination Act. Each principal shall provide this information to teachers, other school personnel, parents/guardians, and secondary students. (Education Code 52852.5)

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

1. Conservation Education (Education Code 8750-8754)
(cf. 6142.5 - Environmental Education)
2. New Careers Program (Education Code 44520-44534)
(cf. 4112.21 - District Interns)
3. Educational Technology (Education Code 51870-51879)
(cf. 0440 - District Technology Plan)
4. Gifted and Talented Education Program (Education Code 52200-52212)
(cf. 6172 - Gifted and Talented Student Program)
5. California Regional Career Guidance Centers (Education Code 52340-52346)
(cf. 6178 - Career Technical Education)
6. Educationally Disadvantaged Youth Programs (Education Code 54000-54041)
(cf. 5149 - At-Risk Students)
7. Miller-Unruh Basic Reading Act (Education Code 54100-54145)
(cf. 6142.91 - Reading/Language Arts Instruction)
8. Special Education (Education Code 56000-56885)
(cf. 0430 - Comprehensive Local Plan for Special Education)
9. California Cadet Corps (Military and Veterans Code 500-520.1)

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

Any participating school in school-based program coordination shall not be required to meet any state laws or regulations for any coordinated program listed above except as specifically provided under the School-Based Program Coordination Act. (Education Code 52851)

SCHOOL-BASED PROGRAM COORDINATION (continued)

Plan

The site council at participating schools shall develop a school plan which includes an explicit statement of what the school seeks to accomplish by the coordinated use of categorical funds. The school plan shall also address: (Education Code 52853)

(cf. 0420 - School Plans/Site Councils)

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

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

4. Ongoing evaluation of the school's educational program

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

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

The Governing Board shall review and approve or disapprove the school plan. If a plan is not approved, the Board shall give the site council its specific reasons. (Education Code 52855) The site council shall annually review the school plan, revise it as necessary to reflect changing needs and priorities and establish a new budget based on the allocation granted to the school by the Board out of the District's grant for this program. (Education Code 52853, 52857) Subsequent changes in the plan developed by the site council shall be approved or disapproved by the Board, and specific reasons stated for any disapproval. (Education Code 52855.) The plan shall be kept at the school site. (Education Code 52850)

Regulation

approved: 10.13.98

revised: 8.17.99

revised: 11.18.08

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

PROJECTS DEVELOPMENT

The District shall seek optional categorically-funded projects which contribute to the accomplishment of adopted district goals and conform to district priorities and regulations. In order to give direction to projects development, the District shall annually adopt goals, objectives and instructional priorities.

Categorically-funded projects should be self-supporting in order to protect and preserve district resources. In those cases where programs are not self-supporting, all district expenses shall be clearly identified prior to project approval.

**ABC UNIFIED SCHOOL DISTRICT
Administrative Regulation**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

PROJECTS DEVELOPMENT

1. Criteria – Each project shall:
 - a. Enhance the accomplishment of district goals, objectives or mandates.
 - b. Possess a realistic potential for the accomplishment of the stated objectives.
 - c. Provide significant benefits to pupils, the District or the community served.
 - d. Be self-supporting or clearly identify any district expenses.
 - e. Conform to the terms of board policy 2234.
2. Project Information – The written description of each project shall include information as follows:
 - a. A general description of the project including title, objectives, participation, scope, evaluation plan, special features, schools to be involved.
 - b. A statement about the relationship of the project to district goals, objectives or legal mandates.
 - c. A statement about project funding including amount, term, degree to which it is self-supporting, major categories of expenditure, whether project is competitive or an entitlement and funding source.
 - d. In the case of reapplications, an evaluation of the effectiveness of the current program shall be made.
 - e. A statement about the relationship of the project to what is being done at the school, including subject, grade level, number of pupils to be reached, how it will strengthen instruction.
 - f. Information about the participation of the school or unit to be involved in the project planning.
 - g. A description of the evaluation plan for the project.
3. Fiscal Guidelines – Procedures placing categorically funded programs on a self-supporting basis shall be consistent with district goals, Education Code statutes and state and federal guidelines. These procedures shall provide that district expenses related to indirect costs and direct costs shall be reimbursed, except when prohibited by law.

PROJECTS DEVELOPMENT (continued)

- a. Indirect costs: Expenses to be recovered from programs shall include those elements of indirect costs necessary in the operation of the District or in the performance of a service that is of such nature that the amount applicable to each accounting unit cannot be separately identified. Indirect costs include but are not limited to such services as personnel, purchasing, account and payroll.
 - b. Direct costs: Direct costs shall include salaries of all management personnel, clerical staff, employee benefits, supplies and other costs necessary at the District level to administer these programs.
4. Project Development Procedure – Upon receipt of adequate information upon which to proceed with the development of any proposed project, the department responsible for such development shall follow the procedure outlined below:
- a. Convene a meeting of the project planning committee (one representative each from special programs and services and educational services) to examine the proposal in order to determine if it qualifies under these guidelines.
 - b. Prepare the proposed project cooperatively to assure that the following components conform with the appropriate recommendations:
 - (1) Line item budget conforms with recommendations from business services.
 - (2) Personnel plan conforms with recommendations from personnel services.
 - (3) Instructional plan conforms with recommendations from curriculum services, including staff development.
 - (4) Evaluation plan conforms with recommendations from curriculum services, including staff development.
 - (5) School-level program conforms with recommendations from research, planning and evaluation.
 - (6) The proposed, completely drafter project is presented to the deputy superintendent for submission to the cabinet. Cabinet reviews the project and recommends revision, if necessary; placement on the board agenda; or cancellation of the project.
 - (7) Emergency procedures to meet short deadlines:
 - (a) Project review committee may schedule a special meeting to accomplish step a.

PROJECTS DEVELOPMENT (continued)

- (b) The project may be presented to the board as a conference item requesting board approval of project submission to meet the deadline. The project is submitted to the board for ratification at the next meeting.

Project requests originating at a school be taken to the special programs and services department and processed in accordance with this procedure.

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL IMPROVEMENT PROGRAM

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

Legal Reference:

EDUCATION CODE

52000-52049 Improvement of K-12 education

62000-62007 Evaluation and sunseting of programs

CODE OF REGULATIONS, TITLE 5

4000-4091 School Improvement Programs

Management Resources

CDE PROGRAM ADVISORIES

06271.09 School-Based Program Coordination Act

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

0620.09 Use of Categorical Funds for Motivation Incentives

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

1107.89 Implementation of new procedures for noncompliance

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL-BASED STUDENT MOTIVATION AND MAINTENANCE PROGRAM

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

(cf. 5147 - Dropout Prevention)

To encourage the flexible coordination of categorical programs at each school for this purpose, the Superintendent or designee shall give all district principals information about the School Based Pupil Motivation and Maintenance Program (Education Code 54720 et seq.). This information shall be shared with staff, parents/guardians and secondary students.

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

(cf. 0420 - School Plans/Site Councils)

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

1. A staff development program.

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

2. Student study teams.

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

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

SCHOOL-BASED STUDENT MOTIVATION AND MAINTENANCE PROGRAM (continued)

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

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

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

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

Legal Reference:

EDUCATION CODE

52850-52863 School plans

52885-52888 State administration

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

Management Resources

CDE PROGRAM ADVISORIES

0620.09 Use of Categorical Funds for Motivation Incentives

1107.89 Implementation of new procedures for noncompliance

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

CHARTER SCHOOLS

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

As needed, the Superintendent or designee may work with charter school petitioners to establish workable plans for technical assistance or contracted services which the District may provide to the proposed charter school.

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 District shall not require any student to attend a charter school and shall not require any district employee to work at a charter school (Educational 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 as well as multiple measures for evaluating the educational program. To assist the Board in its general oversight responsibility, charters shall provide regular reports to the Board related to the charter provisions.

(cf. 0500 - Accountability)

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 law, Board policy, and administrative regulations.

Legal Reference:

EDUCATION CODE

41365 Charter school revolving loan fund

44237 Criminal record summary

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

47600-47616.5 Charter Schools Act of 1992

48000 Minimum age of admission (kindergarten)

48010 Minimum age of admission (first grade)

48011 Minimum age of admission from kindergarten or other school

51747.3 Apportionments for independent study

54032 Limited English or low-achieving pupils

56145-56146 Special education services in charter schools

60605 Academic content and performance standards; assessments

60640-60647 Standardized Testing and Reporting Program

GOVERNMENT CODE

CHARTER SCHOOLS (continued)

54950-54962 *The Ralph M. Brown Act*

PENAL CODE

667.5 *Definition of violent felony*

1192.7 *Definition of serious felony*

CODE OF REGULATIONS, TITLE 5

11960 *Regular average daily attendance for charter schools*

COURT DECISIONS

Evensen v. Vicki L. Barber et al, (1996) No. PV 94-0465, Superior Ct., County of El Dorado

Desert Sands Unified School District and Washington Charter School v. Public Employment Relations Board and California School Employees Association and its Desert Sands Chapter #106, No. BC126357, Superior Ct., County of Los Angeles

ATTORNEY GENERAL OPINIONS

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

78 *Ops.Cal.Atty.Gen. 253 (1995)*

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

Management Resources:

WEB SITES

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

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

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

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL-BASED DECISIONMAKING

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

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

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

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

(cf. 1220 - Citizen Advisory Committees)

(cf. 1431 - Waivers)

Legal Reference:

EDUCATION CODE

35160 Authority

35161 Delegation of authority

58900-58928 Demonstration of restructuring in public education

**ABC UNIFIED SCHOOL DISTRICT
Administrative Regulation**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL-BASED DECISIONMAKING

School Decision Teams

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

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

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

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

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

(cf. 0510 - Accountability Report Card)

SCHOOL-BASED DECISIONMAKING (continued)

District Requirements

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

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

Guidelines for Planning

Each school decision team shall:

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

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The Governing Board desires to provide a high-quality education for all students, including those with disabilities. The Board recognizes that all individuals with disabilities who reside in the District, including students who have been suspended or expelled or placed in the District in a nonpublic, non sectarian school have the right to receive a free and appropriate public education.

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)

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

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

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

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

Districts that participate in a multidistrict SELPA

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

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

In addition, the plan shall describe procedures by which the Board shall establish a SELPA community advisory committee. This committee shall make suggestions for the development, amendment and review of the local plan, recommend annual priorities, promote parent/guardian and community involvement, assist in parent/guardian education, and support activities on behalf of individuals with exceptional needs. (Education Code 56190-56194)

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

- (cf. 1220 - Citizen Advisory Committees)
 (cf. 3541.2 - Transportation for Students with Disabilities)
 (cf. 4112.23 - Special Education Staff)
 (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
 (cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)
 (cf. 6159 - Individualized Education Program (IEP))
 (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
 (cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)
 (cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
 (cf. 6159.4 - Behavioral Interventions for Special Education Students)

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

*Legal Reference:*EDUCATION CODE

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

GOVERNMENT CODE

95000-95030 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5

3000-3082 Regulations governing special education

UNITED STATES CODE, TITLE 20

1400 - 1485 Individuals with Disabilities Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

12101 - 12213 Americans with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10 - 99.22 Inspection, review and procedures for amending education records

104.1 - 104.39 Section 504 of the Rehabilitation Act of 1973

300.500 - 300.517 Due process procedures for parents and children

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

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

Management Resources:

CDE LEGAL ADVISORIES

0101.91 *Interagency Coordination Enforcement*

CDE PROGRAM ADVISORIES

06271.09 *School-Based Program Coordination Act, PAC: 89/90-15*

0831.95 *Low Incidence Funding Update, FY 1995-96*

1107.89 *Implementation of New Procedures for Noncompliance, CCPMD: 89/90-4*

1106.95 *Occupational Therapy and Physical Therapy, SPB: 95/96-02*

**ABC UNIFIED SCHOOL DISTRICT
Administrative Regulation**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

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

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

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

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

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)

The District would only appoint a surrogate parent when a student is a ward of the court, and the court has limited the right of the parent/guardian to make educational decisions for his/her child and the student has no responsible adult, such as a foster parent, to represent him/her.

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

(cf. 6159.4 - Appointment of Surrogate Parent for Special Education)

Elements of the Local Plan

The local plan developed by the special education local plan area (SELPA) shall include, all elements as described in Education Code 56205, 56206.

Regulation
approved: 11.18.08

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

DISTRICT TECHNOLOGY PLAN

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

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

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

(cf. 6162.7 - Use of Technology in Instruction)

(cf. 6163.4 - Student Use of Technology)

Legal Reference:

EDUCATION CODE

10550-10555 Telecommunications standards

11320-11320.6 Distance learning projects

51006 Computer education and resources

51007 Programs to strengthen technological skills

51865 California distance learning policy

51870-51884 Educational Technology Act of 1992

60011 Instructional materials definition

60017.1 Technology-based materials

UNITED STATES CODE, TITLE 20

6801-7005 Technology for Education Act of 1994

Management Resources:

CDE PUBLICATIONS

The California Master Plan for Educational Technology, 1992

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

**ABC UNIFIED SCHOOL DISTRICT
Administrative Regulation**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

DISTRICT TECHNOLOGY PLAN

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

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

(cf. 6163.1 - Library Media Centers)

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

9. The feasibility of providing system access to students and staff who have their own computers at home.

DISTRICT TECHNOLOGY PLAN (continued)

10. Staff development for teachers and/or library media specialists in how to use the new technology and make it an integral part of the instructional process in all parts of the curriculum.
11. Staff development needs of staff who will provide ongoing technical support.
12. Potential sources of ongoing funding and assistance, including support from parents/guardians and the business community.

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

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

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

**ABC UNIFIED SCHOOL DISTRICT
Board Policy****PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS****COMPREHENSIVE SAFETY PLAN**

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

The Superintendent or designee shall oversee the development of a comprehensive districtwide safety plan that identifies major safety concerns as well as the District's goals and priorities for safe schools. The plan shall include violence prevention strategies and actions to be taken in the event of a crisis. The Superintendent or designee may appoint a district-level safety committee to assist with the development of the safety plan.

In addition, each principal or designee shall ensure the development of a site-level plan aligned with the District plan and 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 principal or designee may appoint a broad-based committee to assist with the development and implementation of the safety plan.

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

The District's comprehensive safety plan shall be regularly reviewed and updated in order to reflect changed circumstances and to evaluate the District's progress in achieving safety goals and objectives. In addition, school safety plans and programs shall be reviewed and revised as needed to ensure consistency with the goals and objectives of the District's comprehensive plan.

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

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

Public Access to Safety Plan(s)

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)

COMPREHENSIVE SAFETY PLAN (continued)*Legal Reference:*EDUCATION CODE*200-262.4 Prohibition of discrimination**32260-32262 Interagency School Safety Demonstration Act of 1985**32270 School safety cadre**32280-32289 School safety plans**32290 Safety devices**35147 School site councils and advisory committees**35183 School dress code; uniforms**35291 Rules**35291.5 School-adopted discipline rules**35294.10-35294.15 School Safety and Violence Prevention Act**48900-48927 Suspension and expulsion**48950 Speech and other communication**49079 Notification to teacher; student act constituting grounds for suspension or expulsion**67381 Violent crime*PENAL CODE*422.55 Definition of hate crime**626.8 Disruptions**11164-11174.3 Child Abuse and Neglect Reporting Act*CALIFORNIA STATE CONSTITUTION*Right to Safe Schools" Article 1, Section 28(c)*CODE OF REGULATIONS, TITLE 5*11987-11987.7 School Community Violence Prevention Program requirements**11992-11993 Definition, persistently dangerous schools*UNITED STATES CODE, TITLE 20*7111-7122 Student Support and Academic Enrichment Grants**7912 Transfers from persistently dangerous schools*UNITED STATES CODE, TITLE 42*12101-12213 Americans with Disabilities Act**Management Resources:***CSBA PUBLICATIONS***Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016**Safe Schools: Strategies for Governing Boards to Ensure Student Success, October 2011**Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010**Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010**Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014***CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS***Safe Schools: A Planning Guide for Action, 2002***FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS***Uniform Crime Reporting Handbook, 2004***U.S. DEPARTMENT OF EDUCATION PUBLICATIONS***Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007***U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS***Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004*

COMPREHENSIVE SAFETY PLAN (continued)

WEB SITES

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

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

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

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

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

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

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

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

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

U.S. Secret Service, National Threat Assessment Center:

<http://www.secretservice.gov/protection/ntac>

**ABC UNIFIED SCHOOL DISTRICT
Administrative Regulation**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE SAFETY PLAN

Advisory Committee

An advisory committee shall be established at the District and at each school site to provide input on the development and implementation of safety plans.

The school site council shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

(cf. 0420 - School Plans/Site Councils)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

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

(cf. 1220 - Citizen Advisory Committees)

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

Before adopting the comprehensive 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 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, including the parent teacher association and parent teacher clubs

(cf. 1230 - School-Connected Organizations)

COMPREHENSIVE SAFETY PLAN (continued)

4. A representative of each teacher organization at the school

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

5. A representative of the school's 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. Representatives of local religious organizations

2. Local civic leaders

3. Local business organizations

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

Contents of the Safety Plan

The Superintendent or designee shall ensure that the following elements are addressed in the District and/or site safety plan:

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

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

(cf. 0500 - Accountability)

(cf. 0510 - School Accountability Report Card)

The 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, including 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. 6159 - Individualized Education Program)

COMPREHENSIVE SAFETY PLAN (continued)

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

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.3 - Earthquake Emergency Procedure System)

- c. A procedure to allow public agencies, 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(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

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

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

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

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. 5132 - Dress and Grooming)

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

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5137 - Positive School Climate)

COMPREHENSIVE SAFETY PLAN (continued)

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

(cf. 5144 - Discipline)

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

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

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

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

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

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

(cf. 6142.3 - Civic Education)

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

(cf. 6142.8 - Comprehensive Health Education)

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

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

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

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

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

(cf. 1020 - Youth Services)

COMPREHENSIVE SAFETY PLAN (continued)

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

(cf. 3515.7 - Firearms on School Grounds)

8. Measures to prevent or minimize the influence of gangs on campus

(cf. 5136 - Gangs)

9. Procedures for receiving verification from law enforcement when 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)

10. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, 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. 5112.5 - Open/Closed Campus)

(cf. 5131.5 - Vandalism and Graffiti)

11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

- a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
- b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
- c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

12. Strategies for suicide prevention and intervention

(cf. 5141.52 - Suicide Prevention)

13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

(cf. 3515.2 - Disruptions)

COMPREHENSIVE SAFETY PLAN (continued)

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

(cf. 3515.5 - Sex Offender Notification)

(cf. 5131.4 - Student Disturbances)

- b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
- c. Assignment of staff members responsible for each identified task and procedure
- d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
- e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

(cf. 1112 - Media Relations)

(cf. 9010 - Public Statements)

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

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

(cf. 3510 - Green School Operations)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 3514.2 - Integrated Pest Management)

Regulation

approved: 10.13.98

Revised: 12.6.16

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

REVIEW AND EVALUATION

The Governing Board desires to provide the public with Board policies and administrative regulations which clearly explain district responsibilities and to provide for the review and evaluation of the District in accordance with these policies and regulations.

The Governing Board recognizes that ongoing review and evaluation are necessary if the Board is to be held accountable for the governance of the District. The Governing Board accepts that being accountable includes a duty to explain to the public how district responsibilities are being met.

(cf. 0510 - School Accountability Report Card)

(cf. 4115 - Personnel Evaluation)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9300 - Governance)

(cf. 9400 - Board Self-Evaluation)

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL ACCOUNTABILITY REPORT CARD

The Governing Board views annual school accountability report cards as an excellent way to inform the community about conditions, needs and progress at each school. In addition, the process of developing the report cards gives the school staff opportunities to review achievements, identify areas for improvement, enlist local support, and establish a vision for the future.

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

(cf. 0420 - School-Based Management/Site Councils)

(cf. 6190 - Evaluation of the Instructional Program)

Legal References:

EDUCATION CODE

33126 *School Accountability Report Card*

35256 *School Accountability Report Card*

35256.1 *Information required in school accountability report card*

41409 *Calculation of statewide averages*

41409.3 *Salary information required in 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)*

CALIFORNIA CONSTITUTION

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

Management Resources:

CDE PUBLICATIONS

California Model School Accountability Report Card

**ABC UNIFIED SCHOOL DISTRICT
Administrative Regulation**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL ACCOUNTABILITY REPORT CARD

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

1. Student achievement in and progress toward meeting reading, writing, arithmetic and other academic goals, including results by grade level from the assessments used by the District for the most recent 3-year period. Secondary schools with seniors will list average SAT scores and the percent of seniors taking the SAT.
2. Progress toward reducing dropout rates.
3. Estimated expenditures per student and types of services funded.
4. Progress toward reducing class sizes and teaching loads.
5. Number of credentialed teachers, teachers with emergency credentials, teachers working without credentials and teachers working outside their subject area of competence.
6. Quality and currency of textbooks and other instructional materials.
7. The availability of qualified personnel to provide counseling and other student support services.
8. Availability of qualified substitute teachers.
9. Safety, cleanliness, and adequacy of school facilities.
10. Adequacy of teacher evaluations and opportunities for professional improvement.
11. Classroom discipline and climate for learning, including suspension and expulsion rates.
12. Staff training and curriculum improvement programs, including the number of staff development days.
13. Quality of school instruction and leadership.
14. The degree to which students are prepared to enter high schools and the work force.

SCHOOL ACCOUNTABILITY REPORT CARD (continued)

15. The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year required by state law, separately stated for each grade level.
16. The total number of minimum days in the school year, as specified in Education Code 46112, 46113, 46117, and 46141.

School accountability report cards shall also include the following information:

1. The beginning, median, and highest salary paid to teachers in the District, as reflected in the District's salary scale.
2. The average salary for school-site principals in the District.
3. The salary of the Superintendent.
4. The percentage of the District's budget allocated to teachers' salaries.
5. The percentage of the District's budget allocated to administrative salaries.
6. As provided by the state, the statewide average in districts of the same size and type for:
 - a. Beginning, mid-range and highest teacher's salary.
 - b. School-site principal's salary.
 - c. Superintendent's salary.
 - d. Percentage of the District budget allocated to teachers' salaries.
 - e. Percentage of the District budget allocated to administrative salaries.
7. The number of schools of choice applications to that school for admission and the number of intra-district permits accepted. Also included will be the number of inter-district permits accepted at that site.

The Governing Board shall annually issue a school accountability report card for each school site. Schools must make an effort to notify parents of the purpose of the school accountability report cards and ensure that all parents receive a copy of the report card.

AB 568 requires school districts connected to the Internet to make the information in the School Accountability Report Cards accessible on the Internet by July 1, 1998.

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

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

The Governing Board desires to assist all schools receiving federal Title I funds to achieve adequate yearly progress as defined by the State Board of Education.

Whenever a district school is identified as in need of program improvement, the Superintendent or designee shall coordinate improvement efforts with federal, state, and local school improvement programs as appropriate and shall develop an improvement plan in accordance with law and as specified in administrative regulation.

(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)

Depending on the length of time a district school has been identified for program improvement, the Board and Superintendent or designee shall implement:

1. Opportunities for student transfers (beginning year one in Program Improvement)
2. Opportunities for supplemental educational services (SES – beginning year two)
3. Other corrective actions and/or restructuring in accordance with law (beginning year three)

(cf. 5116.1 – Intradistrict Open Enrollment)
(cf. 6179 – Supplemental Instruction)

The Superintendent or designee shall provide the Board with regular reports on the implementation of the school improvement plan and the effectiveness of the program improvement efforts in raising student achievement.

(cf. 6190 – Evaluation of the Instructional Program)

Legal References:

EDUCATION CODE
60642.5 California Standards Tests
60850-60856 High School Exit Examination

CODE OF REGULATIONS, TITLE 5
13075-13075.4 Supplemental Services

UNITES STATES CODE, TITLE 20
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

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

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

200.39-200.43 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

CSBA ADVISORIES

California's Implementation of the No Child Left Behind Act, July 2003

No Child Left Behind: Update on Federal Regulations and State Board of Education Actions, January 2003

CDE PUBLICATIONS

California's Accountability Workbook

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Public School Choice, February 6, 2004

Supplemental Educational Services, August 22, 2003

WEB SITES

California Department of Education, Program Improvement:

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

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

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

**ABC UNIFIED SCHOOL DISTRICT
Administrative Regulation**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Adequate yearly progress (AYP) encompasses the following four requirements:

1. Annual measurable objectives: Achievement of the statewide annual measurable objectives (AMOs) on the English-language arts (ELA) and mathematics assessments (schoolwide/districtwide and subgroups.) AMOs are the minimum required percentages of students at proficient or above in each content area.
2. Participation rate: Achievement of 95 percent student participation rate on ELA and mathematics assessments (schoolwide/districtwide and subgroups) or average of 95 percent over a three-year period.
3. Academic Performance Index (API): Growth in the API score of at least one point or a minimum growth API as defined annually by the State Board of Education (schoolwide/ districtwide).
4. Graduation Rate: Improvement in the graduation rate of at least .1 percent or a graduation rate of 100 percent (schoolwide/districtwide.) This applies only to high schools and districts with high school students.

At or above the proficient level, for students in grades 2-8, means the percentage of students scoring at the proficient or advanced level on the California Standards Tests. At the high school level, proficiency is determined by equivalent levels on the California High School Exit Examination as determined by the State Board of Education. For special education students, proficient is limited to the performance on the California Alternate Performance Assessment (CAPA).

Numerically significant subgroups include economically disadvantaged students, students from major racial and ethnic groups, student with disabilities, and students with limited English proficiency. For purposes of determining AYP, a significant subgroup is at least 100 students, or 50 students who represent at least 15 percent of the students to be tested.

(cf. 6162.51 – Standardized Testing and Reporting Program)

(cf. 6162.52 – High School Exit Examination)

Year One Program Improvement

When any Title I school is identified for Year One Program Improvement: (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 program improvement, as described below under “Student Transfers.”
2. The principal and school community shall develop or revise a two-year improvement plan in accordance with 20 USC 6316, for approval by the Governing Board.

(cf. 0420.4 – School Plans/Site Councils)

(cf. 6171 – Title I Programs)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

3. The school shall implement the improvement plan no later than the beginning of the next full school year following the school's identification for program improvement, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan (20 USC 6316).

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, an institution of higher learning, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement, including assistance in: (20 USC 6316)

1. Analyzing state and local assessment data to identify and address causes of low student achievement, including instruction, implementation of Title I requirements pertaining to parent involvement, professional development, or other school or district responsibilities identified in the school's single plan.
2. Identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientific research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement.
3. 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 to remove the school from program improvement status.

Year Two Program Improvement

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

1. Continue to provide all the elements of Year One Program Improvement
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 technical assistance

Year Three Program Improvement

When a school continues to fail to make AYP by the end of the second full school year after identification for program improvement, the Superintendent or designee shall continue to provide all elements of Year One and Year Two Program Improvement. 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
2. Implement a new curriculum and related professional 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

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

6. Restructure the internal organization of the school

Year Four and Beyond Program Improvement

When a school continues to fail to make AYP after one full year of corrective action, the Superintendent or designee shall continue to provide all elements of Year One and Year Two Program Improvement. In addition, the Board shall take at least one of the following options for alternative governance and restructuring, consistent with California 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 California Department of Education
5. Institute any other major restructuring of the school's governance arrangements that makes fundamental reforms

Notifications

Whenever a school is identified for program improvement, 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)

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary school in the District and state
2. The reasons for 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 program improvement
6. An explanation of the option to transfer to another district school or charter school or to obtain supplemental educational services

(cf. 5445.6 – 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 (20 USC 6316).

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

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 program improvement shall be written in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand (20 USC 6316).

Student Transfers

All students enrolled in a Title I school that is identified for program improvement in Year One and 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 program improvement, corrective action, or restructuring
2. Has not been identified by the California Department of Education as a “persistently dangerous” school pursuant to 20 USC 7912

(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).

If two or more district schools are eligible to accept transfers based on criteria listed in items #1 and #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 alternative for school choice.

The transfer option shall be offered not later than the first day of the school year following the administration of the assessments that resulted in the school being identified for program improvement for schools in Year One Program Improvement. The transfer option shall be offered at the same time as the intradistrict open enrollment for the following school year for all schools in Year Two Program Improvement and beyond.

An explanation of the option to transfer shall be promptly provided to parents/guardians of each student enrolled in a school identified for Program Improvement. Such notice shall be provided in an understandable and uniform format and, to the extent possible, in a language that the parents/guardians can understand. Notice of the transfer shall: (20 USC 6316)

1. Inform parents/guardians that their child is eligible to attend another public school due to the identification of the current school in Program Improvement
2. Identify each public school that the parent/guardian can select
3. Explain why the choices made available to them may have been limited
4. Provide information on the academic achievement of the schools to which the student may transfer (34 CFR 200.37)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

5. Explain the provision of transportation to the new school (34 CFR 200.37)

The Superintendent or designee may establish reasonable a timeline for parents/guardians to indicate their intent to transfer their child and for the District to notify the parents/guardians of the school assignment. Parents/guardians may be required to rank-order their preferences from among their school preferences. Parents/guardians may decline their assigned school and remain in their school of origin.

The District shall provide transportation for the student from the home school to the selected school. To ensure that transportation may be reasonably provided, the Superintendent or designee may establish transportation zones based on geographic location.

Any student who transfers from an identified Program Improvement school may remain in that school and be provided with transportation to that school until: (20 USC 6316; 34 CFR 200.44)

1. The student completes the highest grade in that school
2. The school of origin is no longer identified for Program Improvement

Supplemental Instruction

When a school is required to provide supplemental educational services (SES) the Superintendent or designee shall annually notify the parents/guardians of:

1. The availability of supplemental educational services (20 USC 6316)
2. The identity, services, qualifications, and demonstrated effectiveness of approved providers that have indicated they will provide services to students in the District or through technology, such as distance learning (20 USC 6316)
3. The procedures and timelines that parents/guardians must follow to select a provider

The District may apply to the State Board of Education to become a SES provider. When the District is a provider, the Superintendent or designee shall be careful to provide parents/guardians with a balanced presentation of the options available to them and ensure that they understand their right to select the District or any of approved providers.

The Superintendent or designee shall establish a reasonable timeline for parents/guardians to select a service provider. Upon request, the Superintendent or designee shall assist parents/guardians in choosing a provider.

The Superintendent or designee shall ensure that eligible students with disabilities, a 504 plan, and those with limited English proficiency receive appropriate SES with any necessary accommodations or language assistance. SES shall be consistent with a child's IEP or 504 plan.

(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)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

If available funds are insufficient to provide SES to each eligible student whose parents/guardians request those services or the number of parents selecting a particular provider exceeds the capacity of that provider, priority shall be given to the lowest achieving eligible students (20 USC 6316).

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

1. Require the District to develop, in consultation with the parents/guardians and the provider, specific goals for the student, how the student's progress will be measured, and a timetable for improving achievement
2. Describe how the parent/guardian will be informed of the student's progress
3. Provide for the termination of the agreement/contract if the provider is unable to meet such goals and timetables
4. Contain provisions with respect to the District making payments to the provider
5. Prohibit the provider, without written parent/guardian permission, from disclosing public the identity of any student eligible for or receiving SES

**ABC UNIFIED SCHOOL DISTRICT
Board Policy**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT DISTRICTS

The Governing Board shall review and analyze districtwide performance in making adequate yearly progress toward student achievement standards, in accordance with criteria established by the State Board of Education. 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 Superintendent 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 within two years under the federal No Child Left Behind Act, the Board shall determine whether to participate in the voluntary Early Warning Program. Under this program, the Superintendent or designee shall conduct a voluntary self-assessment using research-based criteria provided by the CDE and revise the District's Title I plan based on the results of that assessment. (Education Code 52055.57)

(cf.6171 – Title I Programs)

Program Improvement

In the event that the District is identified for program improvement by the CDE, the Superintendent or designee shall administer a district self-assessment process, revise the District's Title I plan, notify parents/guardians, and set aside funds in accordance with law and administrative regulation (20 USC 6316; Education Code 52055.57).

The District's revised Title I plan shall be approved by the Governing Board and submitted to the CDE.

The Superintendent or designee shall utilize state and local resources available to provide technical assistance and support. The District will also work closely with individual school sites to raise student achievement in accordance with school plans. The Superintendent shall regularly report to the Board regarding the implementation of the revised Title I plan.

Legal Reference:

EDUCATION CODE

52055.57 Districts identified or at risk of identification for program improvement

52059 Statewide system of school support

UNITES STATES CODE, TITLE 20

6301 Title I program purpose

6311 Adequate yearly progress

6312 Local educational agency plan

6316 School improvement

TITLE I PROGRAM IMPROVEMENT DISTRICTS

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

Management Resources:

CDE PUBLICATIONS

2005 Accountability Progress Report Information Guide, August 2005

U.S. DEPARTMENT OF EDUCATION GUIDANCE

LEA and School Improvement Non-Regulatory Guidance, January 7, 2004

WEB SITES

California Department of Education, Program Improvement:

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

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

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

Board policy

adopted: 11.18.08

**ABC UNIFIED SCHOOL DISTRICT
Administrative Regulation**

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT DISTRICTS

Whenever the District is notified that it is identified for program improvement under the federal No Child Left Behind Act, the District shall complete all of the following activities:

1. Promptly notify parents/guardians of each district student regarding the District's program improvement 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 that the parents/guardians can understand and, to the extent practicable, in a language they can understand.
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. No later than 90 days after the District is identified for program improvement, contract with a county office of education or another external entity after working with the County Superintendent of Schools, for all 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 district Title I plan failed to increase student academic achievement.
 - b. Ensuring that the District receives intensive support and expertise to implement reform initiatives in the District's Title I plan.

(cf. 0520.2 – Title I Program Improvement Schools)
(cf. 6171 – Title I Programs)

4. Within three months after the District's identification for program improvement, develop or revise the District's Title I 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
 - c. Address the professional development needs of the instructional staff by committing to spending at least 10 percent of the District's Title I, Part A, allocation for professional development

(cf. 4131 – Staff Development)
(cf. 4331 – Staff Development)

TITLE I PROGRAM IMPROVEMENT DISTRICTS

- 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
- 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. 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. After working with the County Superintendent of Schools or an external verifier, contract with an external provider to provide support and implement recommendations to assist the District in resolving areas identified in the verified self-assessment (Education Code 52055.57)
- 6. The District shall implement the Title I 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 identification for program improvement

The District shall exit program improvement status when it makes adequate yearly progress for two consecutive years. If the District fails to make adequate yearly progress by the end of the second year in program improvement, it shall be subject to corrective actions determined by the State Board of Education (20 USC 6316; 34 CFR 200.53; Education Code 52055.57).