

CAREER TECHNICAL EDUCATION (continued)*Legal Reference: (continued)*CODE OF FEDERAL REGULATIONS, TITLE 34100.B Appendix B Guidelines for eliminating discrimination in career technical education programs104.1-104.39 Section 504 of the Rehabilitation Act of 1973106.1-106.61 Discrimination on the basis of sex, effectuating Title IX*Management Resources:*CSBA PUBLICATIONS*A Governance Perspective: Interviews with School Board Members from the Nine Linked Learning Initiative School Districts, March 2014**The Linked Learning Approach to High School Reform, Governance Brief, January 2014**Orientation to Apprenticeship Overview, Construction Management Task Force Fact Sheet, November 2007*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005 January 2013**2008-2012 State Plan for Career Technical Education**Multiple Pathways to Student Success: Envisioning the New California High School, 2010**Regional Occupational Centers and Programs Operations Handbook March 2008**Model Programs and Practices: Setting Standards for Regional Occupational Centers and Programs (ROCPs), rev. October 2007**Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007**California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005**Management of Vocational Education Equipment, April 2000*CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS, DIVISION OF APPRENTICESHIP STANDARDS PUBLICATIONS*Orientation to Apprenticeships: A Guide for Educators, January 2004*WEB SITESCSBA: <http://www.csba.org>Association for Career and Technical Education: <http://www.acteonline.org>California Association of Regional Occupational Centers and Programs: <http://www.carocp.org>California Career Resource Network: <http://www.californiacareers.info>California Department of Education, Career Technical Education: <http://www.cde.ca.gov/ci/ct>California Department of Employment Development: <http://www.edd.ca.gov>California Department of Industrial Relations: <http://www.dir.ca.gov>California Workforce Development Board: <http://www.cwdb.ca.gov>Commission on Teacher Credentialing: <http://www.ctc.ca.gov>University of California, a-g Course Submissions: http://www.ucop.edu/a-gGuide/ag/course_submissionsU.S. Department of Education, Office of Vocational and Adult Education: <http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html>U.S. Department of Labor, Bureau of Labor Statistics: <http://www.bls.gov>

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CSBA Sample

Board Policy

Instruction

BP 6190(a)

EVALUATION OF THE INSTRUCTIONAL PROGRAM

Note: The following **optional** policy may be revised to reflect district practice.

The Governing Board recognizes that it is accountable to students, parents/guardians, and the community for the effectiveness of the district's educational program in meeting district goals for student learning. The Superintendent or designee shall conduct a continual evaluation of the curriculum and the instructional program in order to **improve identify strategies for improving** student achievement.

(cf. 0200 - Goals for the School District)

(cf. 0500 - Accountability)

(cf. 6000 - Concepts and Roles)

(cf. 6141 - Curriculum Development and Evaluation)

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

Note: The district may revise the following paragraph to specify the data and reports that will be used to evaluate the district's instructional program.

~~Historically, California's accountability system has been based on both federal and state requirements. However, as amended by the Every Student Succeeds Act (P.L. 114-95), 20 USC 6311 no longer requires a determination as to whether schools and districts meet a federal measure of "adequate yearly progress," and gives greater discretion to states and local educational agencies to determine accountability indicators. The state's Academic Performance Index has been suspended since the 2013-14 school year as the state transitions to a new state assessment and accountability system. The new state accountability system will integrate local, state, and federal accountability systems and be based on multiple measures.~~

~~In addition, Education Code 52060-52061 require that the district's local control and accountability plan (LCAP) establish goals, for all students and for each numerically significant subgroup, that are aligned with the state priorities, and that the district annually review progress toward the goals; see BP/AR 0460 - Local Control and Accountability Plan. Pursuant to Education Code 52052, numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when the subgroup consists of at least 30 students with a valid test score or 15 foster or homeless youth. The California School Dashboard reports the status of district and school performance on multiple state and local indicators and is intended to assist districts in identifying strengths and areas in need of improvement in each priority area addressed by the LCAP.~~

The Superintendent or designee shall provide the Board and the community with regular reports on student progress toward Board-established standards of expected achievement at each grade level in each area of study. In addition, he/she shall evaluate and report data for **on student achievement. The reports shall include data for** each district school and for **every each** numerically significant student subgroup, as defined in Education Code 52052, including, but not limited to, school and subgroup performance on statewide achievement indicators and progress toward goals specified in the district's local control and accountability plan (LCAP).

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

(cf. 0460 - Local Control and Accountability Plan)
 (cf. 0510 - School Accountability Report Card)
 (cf. 6011 - Academic Standards)
 (cf. 6162.5 - Student Assessment)
 (cf. 6162.51 - State Academic Achievement Tests)
 (cf. 6173 - Education for Homeless Children)
 (cf. 6173.1 - Education for Foster Youth)
 (cf. 6174 - Education for English Learners)

In addition, the Superintendent or designee shall conduct an evaluation of any new instructional program implemented in the district and shall regularly assess district progress toward increasing student achievement in all subject areas taught in the district. The findings of such evaluations and assessments shall be reported to the Board.

Based on these reports, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education **that provided to** district students **receive**.

Annual Monitoring Evaluation of Consolidated Application Programs

Note: The following **optional** section should be revised to reflect district practice. Pursuant to Education Code 64000-64001, the consolidated application is used by the California Department of Education (CDE) to distribute funds from certain federal categorical programs. **For 2015-16, these programs include (1) Title I, Part A basic grant (low income students); (2) Title I, Part D (delinquent students); (3) Title II, Part A (teacher quality); (4) Title III, Part A (immigrant students); (5) Title III, Part A (English learners); and (6) Title VI, Part B (rural, low income students).** Pursuant to 5 CCR 3942, **as a condition of receiving continued funding for these programs, the district must make certain general assurances and certifications, including an assurance that the district's annual evaluation of categorical programs demonstrates that each program is "not one of low effectiveness," (5 CCR 3942).** The district does not need to sign or return the general assurances, but does need to keep them on file for compliance reviews, complaint investigations, or audits.

Pursuant to 5 CCR 3942, criteria for the annual program evaluation are to be established by the Governing Board. **In order to consolidate the district's various evaluation processes, the district may consider measures of the academic progress of students participating in the program, including numerically significant student subgroups, in addition to other measures of student progress contained in school plans or adopted by the Board.**

The Board and the Superintendent or designee shall annually determine whether the district's categorical programs funded through the state's consolidated application are effective in meeting the needs of the students they are intended to serve. As a basis for this evaluation, the Superintendent or designee shall recommend for Board approval the specific, measurable criteria that shall be used at each school and at the district level. These criteria may include, but are not necessarily limited to, the progress of all students **participating in the program** and of each numerically significant subgroup toward goals contained in the district's LCAP,

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

the school's single plan for student achievement, **Title I local educational agency plan**, and/or other applicable district or school plans.

Federal Program Monitoring

Note: Pursuant to Education Code 64001, the CDE is required to monitor the district's compliance with legal requirements for categorical programs. This monitoring is accomplished through the Federal Program Monitoring (FPM) process, which is based on a combination of data and document reviews and on-site visits. Districts are assigned to one of four cycles, and may be selected for on-site or online monitoring every two years. Districts and school sites are selected based on criteria that include compliance history, academic achievement, program size, and fiscal analysis, with several districts being randomly selected for monitoring each year. During the FPM process, the CDE reviews school plans and may require a district to submit district policies, administrative regulations, or any other data necessary for the CDE to effectively monitor these programs. The CDE has developed monitoring instruments which contain major program legal requirements and are used by CDE staff to determine district compliance with the requirements. These instruments are available on the CDE's web site. Also, beginning in 2015, the CDE is transitioning to a new application, the California Monitoring Tool, to facilitate districts' response to state and federal requirements for program monitoring.

The following paragraph is **optional**. The CDE does not require districts to complete a self-review as part of the FPM process. However, the CDE emphasizes that compliance monitoring should be an ongoing responsibility of the district, not an event that occurs only when the CDE conducts its on-site monitoring. The FPM program instruments may be useful for this purpose.

To ensure that the district's categorical programs comply with applicable legal requirements, the Superintendent or designee shall, on an ongoing basis, conduct a district self-evaluation which may utilize tools developed by the district or the California Department of Education (CDE).

When the district is selected by the CDE for a Federal Program Monitoring (FPM) compliance review, the Superintendent or designee shall gather and submit all documentation and data required for the review and shall cooperate with CDE staff to facilitate program monitoring.

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

(cf. 0420—School Plans/Site Councils)

(cf. 1312.3—Uniform Complaint Procedures)

(cf. 1312.4—Williams Uniform Complaint Procedures)

(cf. 4131—Staff Development)

(cf. 5020—Parent Rights and Responsibilities)

(cf. 5148—Child Care and Development Programs)

(cf. 5148.2—Before/After School Programs)

(cf. 5148.3—Preschool/Early Childhood Education)

(cf. 6020—Parent Involvement)

(cf. 6142.7—Physical Education and Activity)

(cf. 6171—Title I Programs)

(cf. 6173—Education for Homeless Children)

(cf. 6175—Migrant Education Program)

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

(ef. 6178—Career-Technical Education)

(ef. 6178.1—Work-Based Learning)

(ef. 6200—Adult Education)

Note: According to the CDE's FPM Frequently Asked Questions, available on its web site, if the review results in a finding of noncompliance with legal requirements, the district must submit a Proposed Resolution of Findings through the CMT within 45 days of the date that the district was notified of the finding. The resolution agreement will specify a time period, not to exceed 225 calendar days from the last day of the review, to resolve the finding. The district may request additional resolution time if needed, and the CDE program monitor will determine whether to grant or adjust the request.

In the event that the FPM review results in a finding of noncompliance in relation to any program, the Superintendent or designee shall submit a proposed resolution to the CDE within 45 days of the date the district was notified of the finding. The resolution shall be implemented in accordance with the terms and timeframe specified in the resolution agreement with the CDE.

The Superintendent or designee shall report to the Board regarding the results of the review process.

Western Association of Schools and Colleges (WASC) Accreditation

Note: The following **optional** section is for use by districts that participate in the evaluation process leading to accreditation by the Western Association of Schools and Colleges (WASC). WASC is a private, nonprofit organization whose Accrediting Commission for Schools provides regular assessments of public and private schools in order to support ongoing improvement of the educational program. The term of the accreditation process varies from one to six years, as determined by WASC. Districts may seek accreditation for both elementary and secondary schools and may revise the following section to specify schools that will seek accreditation (e.g., only secondary schools and/or middle schools). Districts also may revise the following section to apply to any other accrediting agency.

The Board believes that accreditation by the Western Association of Schools and Colleges (WASC) can foster excellence and ongoing academic improvement in the district's schools. The results of the accreditation process also may demonstrate to parents/guardians and the community that the schools are meeting their goals and objectives and the WASC criteria for school effectiveness through a viable instructional program.

The Superintendent or designee shall undertake procedures whereby district schools may achieve and maintain full WASC accreditation status. The schools shall conduct a self-study in accordance with WASC requirements, cooperate with the WASC committee during a site visit, and develop and review action plans to increase the effectiveness of the instructional program for students. The Superintendent or designee shall regularly report to the Board on the status of district schools and any WASC recommendations for school improvement.

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

Not later than 60 days after receiving tThe results of any inspection of a school by WASC, or any other the accrediting agency, **the Superintendent or designee shall be published not later than 60 days after the results are made available to the school. Publication shall be by notifying each parents/guardians in writing of the inspection results and/or by shall posting the information on the district's or school's web site, as determined by the Superintendent or designee.** (Education Code 35178.4)

(cf. 1113 - District and School Web Sites)

(cf. 5145.6 - Parental Notifications)

If any district school loses its accreditation status, the Board shall give official notice at a regularly scheduled Board meeting. The Superintendent or designee shall provide written notification to each parent/guardian of a student in the school that the school has lost its accreditation status, including the potential consequences of the loss of accreditation status. This notice shall also be posted on the district's web site and the school's web site. (Education Code 35178.4)

Legal Reference: (see next page)

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)*Legal Reference:*EDUCATION CODE

33400-33407 Educational evaluations

35178.4 Notice of accreditation status

44662 Evaluation and assessment guidelines, certificated employee performance

48985 Compliance with translation of parental notifications

51041 Education program, evaluation and revisions

51226 Model curriculum standards

52052-52052.1 Academic Performance Index Accountability; numerically significant student subgroups

52060-52077 Local control and accountability plan

62005.5 Failure to comply with purposes of funds

64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

3930-3937 Program requirements

3942 Continuity of funding

UNITED STATES CODE, TITLE 206311 Adequate yearly progress State plans*Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSFPM Frequently Asked QuestionsFederal Program Monitoring InstrumentsWESTERN ASSOCIATION OF SCHOOLS AND COLLEGES PUBLICATIONSFocus on Learning: Joint ACS WASC/CDE Process Guide, 2014 2017WEB SITESCSBA: <http://www.csba.org>California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/4a>Western Association of Schools and Colleges (WASC), Accrediting Commission for Schools:
<http://www.acswasc.org>

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CSBA Sample Board Bylaw

Board Bylaws

BB 9110(a)

TERMS OF OFFICE

Note: Governing Boards generally consist of three, five, or seven members. Exceptions are as provided in Education Code 5018 and 35012. The district should fill in the blank in the following paragraph to reflect the number of Governing Board members in the district.

For information about the election of Board members, including election dates, see BB 9220 - Governing Board Elections.

The Governing Board shall consist of 5 members whose terms shall be staggered so that as nearly as practicable, one half of the members shall be elected in each ~~odd-numbered~~ year in which the Board's elections are regularly held. (Education Code 35012)

(cf. 9220 - Governing Board Elections)

Note: AB 2449 (Ch. 146, Statutes of 2018) amended Education Code 5017 to change the commencement of the term of office of board members from the first Friday in December following their election to the second Friday in December. Although Education Code 5000 still states that a board member's four-year term expires on the first Friday in December, Education Code 5017 requires board members to continue to discharge their duties until their successor has qualified by taking the oath of office. Therefore, the following paragraph reflects the date specified in Education Code 5017.

The term of office for Board members elected in regular elections shall be four years, commencing on the ~~first~~ second Friday in December ~~next-succeeding~~ following their election. (Education Code 5017)

(cf. 9223 - Filling Vacancies)

(cf. 9224 - Oath or Affirmation)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

~~Board member terms expire four years after their initial election on the first Friday in December following the election of new members.~~

~~A member whose term has~~ Board members whose terms have expired shall continue to discharge the duties of the office until his/her successor has ~~their successors have~~ qualified by taking the oath of office. (Education Code 5017; Government Code 1302, 1360; Education Code 5017)

(cf. 9220 - Governing Board Elections)

(cf. 9223 - Filling Vacancies)

(cf. 9224 - Oath or Affirmation)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

TERMS OF OFFICE (continued)

Note: Pursuant to Elections Code 10404.5, whenever a regularly scheduled board election is changed due to consolidation of elections, the term of office of incumbent Board members is extended to align with the next applicable election. Pursuant to Elections Code 1302 and 10404.5, districts are authorized to request consolidation of their board elections with the local municipal or state primary or general elections, and under defined circumstances are required to consolidate their elections with statewide elections as specified in Elections Code 14051-14052. See BB 9220 - Governing Board Elections.

If a regularly scheduled Board election date is changed due to consolidation with a statewide or municipal general election, the term of incumbent Board members shall be extended to align with the next applicable election. (Elections Code 10404.5)

*Legal Reference:***EDUCATION CODE**5000-5033 *Election of school district board members*35010 *Control of district*35012 *Board members; number, election and terms*35107 *Eligibility***ELECTIONS CODE**1302 *Local elections, school district election*10400-10418 *Consolidation of elections*14050-14057 *California Voter Participation Rights Act***GOVERNMENT CODE**1302 *Continuance in office until qualification of successor*1303 *Exercising functions of office without having qualified*1360 *Necessity of taking constitutional oath**Management Resources:***WEB SITES**CSBA: <http://www.csba.org>