

NOVATO UNIFIED SCHOOL DISTRICT

Board Policy

Series 0000

BP 0420

SINGLE PLANS FOR SCHOOL ACHIEVEMENT SITE LEADERSHIP TEAMS

The Board of Trustees believes that decision making at the site level is key to improving education. The Board encourages programs that involve staff, students, parents and the community in a partnership empowered to design, implement, monitor, and evaluate plans.

When required by law or determined to be a useful tool to accomplish district and school goals, school leadership teams shall develop comprehensive school plans designed to enhance student achievement at individual school sites.

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

To ensure effective communication and community participation in planning for improvement of school programs, each school shall establish a leadership team consisting of the principal, staff members, parents, students at the high school level, and other community or business representatives as appropriate. Leadership teams are encouraged to be inclusive and seek the input of the broader community in the development and implementation of the school plan.

The Leadership Team will act as the school site council and will guide comprehensive school-based programs. The Leadership Team shall have authority over the development of the Single Plan for Student Achievement and will allocate discretionary site funds to support the goals outlined in the school plan. In addition, the Leadership Team will monitor and evaluate program effectiveness relative to district and school goals for student learning. Leadership Teams are accountable for the decisions they make regarding funding and school improvement.

Leadership Teams may serve several purposes in addition to guiding comprehensive school-based programs. Any school site advisory committee required by law or

NOVATO UNIFIED SCHOOL DISTRICT

Board Policy

Series 0000

BP 0420

regulations may allow the Leadership Team to function on its behalf for up to two years. (EC 52870) The advisory committee on compensatory education programs may designate the Leadership Team to function as the school advisory council on compensatory education for up to two years. (EC 54425) If used as the advisory committee for bilingual education, the Leadership Team must conform to the membership ratio specified in EC 52176 (b).

The Board of Trustees recognizes the importance of staff development, and the necessity of providing the means for all staff to benefit from programs designed to promote and foster professional growth. In accordance with law, schools and school districts participating in this program may request time during the regular school year to conduct staff development programs. Such time shall not extend into the minimum number of instructional minutes required by law. Staff development topics shall be described in the annual Single Plan for Student Achievement (Education Code 52853.3).

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

Single Plan for Student Achievement

The superintendent or designee shall ensure that a single plan for student achievement is prepared by site Leadership Teams as required by law for each school participating in specified state and/or federal categorical programs. (Education Code 41507, 41572, 52055.755, 64001) The Board shall annually review and approve or disapprove all Single Plans for Student Achievement.

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

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

The Superintendent or designee shall ensure that principals and members of each site Leadership Team receive training on the roles and responsibilities of the Leadership Team. To the extent necessary, the superintendent or designee shall ensure that Leadership Teams receive the resources necessary in order to perform their role effectively.

NOVATO UNIFIED SCHOOL DISTRICT

Board Policy

Series 0000

BP 0420

Legal Reference:

Management Resources:

CDE CORRESPONDENCE

- (cf. 0420.1 – School-Based Program Coordination)
- (cf. 0450 – Comprehensive Safety Plan)
- (cf. 0520 – Intervention for Underperforming Schools)
- (cf. 0520.1 – High Priority Schools Grant Program)
- (cf. 0520.2 – Title I Program Improvement Schools)
- (cf. 0520.4 – Quality Education Investment Schools)
- (cf. 3513.3 – Tobacco-Free Schools)
- (cf. 4131 – Staff Development)
- (cf. 4139 – Peer Assistance and Review)
- (cf. 5147 – Dropout Prevention)
- (cf. 5148.1 – Child Care Services for Parenting Students)
- (cf. 6142.91 – Reading/Language Arts Instruction)
- (cf. 6163.1 – Library Media Centers)
- (cf. 6164.2 – Counseling/Guidance Services)
- (cf. 6171 – Title I Programs)
- (cf. 6174 – Education for English Language Learners)

School Site Block Grants

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

The school's use of the funds allocated through this block grant shall be proposed by the site Leadership Teams to fund the highest priority needs identified in school improvement plans.

Before the funds are encumbered or expended, the Board shall approve the site Leadership Team proposed use of the funds. If the Board does not approve the proposed use, the Board shall inform the Leadership Team of the reasons for disapproval and request that the Leadership Team review and revise its proposal. (AB 1802, Sec. 43, Statutes of 2006)

Legal Reference:

EDUCATION CODE

| | |
|-------------|---|
| 55-53 | Designation of schools |
| 8240-8244 | General child care and development programs |
| 8750-8754 | Conservation education |
| 18100-18203 | School libraries |

NOVATO UNIFIED SCHOOL DISTRICT

Board Policy

Series 0000

BP 0420

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|---------------------|---|
| 32228-32228.5 | School safety and violence prevention |
| 33133 | Information guide for school site councils |
| 35147 | Open meeting laws exceptions |
| 41500-41573 | Categorical education block grants |
| 44500-44508 | Peer Assistance and Review Program |
| 44520-44534 | New Careers Program |
| 48400-48403 | Compulsory continuation education |
| 48430-48438 | Continuation education |
| 48660-48667 | Community day schools |
| 51745-51749.3 | Independent study |
| 51760-51769.5 | Work experience education |
| 51870-51874 | Educational technology |
| 52053-52055.55 | Immediate Intervention/Underperforming Schools Program |
| 52055.600-52055.662 | High Priority Schools Grant Program |
| 52055.700-52055.770 | Quality Education Investment Act |
| 52176 | Advisory committees |
| 52200-52212 | Gifted and Talented Education Program |
| 52300-52346 | Regional occupational centers |
| 52500-52617 | Adult education, including: |
| 52610-52616.24 | Adult education finances |
| 52800-52887 | School-Based Program Coordination Act |
| 52890 | Qualifications and duties of outreach consultants |
| 54000-54028 | Educationally Disadvantaged Youth Programs |
| 54100-54145 | Miller-Unruh Basic Reading Act |
| 54425 | Advisory committees (compensatory education) |
| 54650-54659 | Education Improvement Incentive Program |
| 54740-54749.5 | California School Age Families Education Program |
| 56000-56885 | Special education |
| 64000 | Categorical programs included in consolidated application |
| 64001 | Single school plan for student achievement, consolidated application programs |

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

| | |
|-------------|--------------------------------------|
| 52012 | Establishment of school site council |
| 52014-52015 | School plans |

HEALTH AND SAFETY CODE

| | |
|--------|------------------------|
| 104420 | Tobacco use prevention |
|--------|------------------------|

MILITARY AND VETERANS CODE

| | |
|-----------|------------------------|
| 500-520.1 | California Cadet Corps |
|-----------|------------------------|

AB 1802 UNCODIFIED 2006 STATUTE

| | |
|----|--------------------------|
| 43 | School site block grants |
|----|--------------------------|

CODE OF REGULATIONS, TITLE 5

| | |
|-----------|------------------|
| 3930-3937 | Compliance plans |
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NOVATO UNIFIED SCHOOL DISTRICT

Board Policy

Series 0000

BP 0420

UNITED STATES CODE, TITLE 20

| | |
|------------|--|
| 6312-6319 | Title I programs; plans |
| 6421-6472 | Programs for neglected, delinquent, and at-risk children and youth |
| 6601-6651 | Teacher and Principal Training and Recruitment program |
| 6801-7014 | Limited English proficient and immigrant students |
| 7101-7165 | Safe and Drug-Free Schools and Communities |
| 7341-7355c | Rural Education Initiative |

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
A Guide and Template for the Single Plan for Student Achievement: A Handbook
for School Site Councils, April 2006

WEB SITES

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

California Department of Education, Single Plan for Student Achievement:
<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>

Center for Comprehensive School Reform and Improvement:
<http://www.centerforcsri.org>

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

Board Adopted: January 11, 1994; June 10, 1997, October 17, 2000,
Board Adopted January 14, 2003, Revised August 7, 2007

NOVATO UNIFIED SCHOOL DISTRICT

Administrative Rules and Regulations

Series 0000

AR 0420

SINGLE PLANS FOR STUDENT ACHIEVEMENT SITE LEADERSHIP TEAMS

A. Membership

Each school receiving state or federal categorical funds or participating in a school-based coordinated program or any other state program mandating a school site council or advisory committee shall establish a Leadership Team with the core membership as follows:

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 parents/guardians, or
5. Community members chosen as representatives by parents/guardians
6. Students selected by students in secondary schools

Half of the Leadership Teams shall consist of school staff (1, 2, 3 listed above), the majority of them classroom teachers.

- For elementary, the remaining half of the Leadership Team shall be parents/guardians (or parent/guardian representatives) in equal number to staff representatives.
- For secondary, the remaining half shall be equal to the number of parents/guardians and students. (41507, 52852, 41572)
 - For middle school Leadership Teams, one half of the Leadership Team membership may be divided equally between parent and student representatives, but is not required to include student participants. (EC 33133c)
 - One half of high school Leadership Teams are to include an equal number of parents, community, and students unless the Leadership Team requests a waiver that is approved by the Board of Trustees and by the State Board of Education.

Leadership Team elections will be held annually in May and June, with only a portion of the Leadership Team up for election at any one time. Prior to elections, all parents including incoming parents in kindergarten, grades 6 and 9, will receive information provided by the district about Leadership Team elections, the

NOVATO UNIFIED SCHOOL DISTRICT

Administrative Rules and Regulations

Series 0000

AR 0420

roles and responsibilities of Leadership Teams, term lengths and dates for orientation training. The term length shall be two or three years.

A school employee may serve only as a staff representative if the employee works at the school where his/her child attends. A staff member may serve as a parent/guardian representative at the school his/her child attends if the staff member does not work at that site. (EC 52852)

The core of the Leadership Team membership shall consist of the elected members as prescribed above. In addition, other members of the school community may serve on the Leadership Teams in an advisory capacity. Such membership, especially of non-parents, is encouraged. Leadership Team membership shall be forwarded annually to the Superintendent by the end of June. Membership is public information and shall be published on the school website:

B. Roles and Responsibilities

Members shall be expected to:

- Be knowledgeable of the district's strategic plan;
- Participate in the development and implementation of the Single Plan for Student Achievement and ensure its consistency with the district's strategic plan, through a process of consistent and collaborative decision making;
- Focus decisions and discussions for the development of the school on ways to support student learning;
- Stay informed and support improvement in student assessment, funding for staff development, educating parents and community;
- Develop and model effective group processes that can be emulated by students and staff,
- Make budget decisions in accordance with the district's strategic plan and strategic priorities;
- Provide information regarding available community services and parenting skills;
- Solicit input from the groups they represent.

Leadership Team roles and responsibilities do not extend to:

- Specific or confidential matters related to personnel;
- School site management relative to the daily operations of the school and student discipline;
- Established curriculum prescribed by the Board of Trustees
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NOVATO UNIFIED SCHOOL DISTRICT

Administrative Rules and Regulations

Series 0000

AR 0420

C. Meetings

All meetings shall be open to the public and held at a time convenient to the school community members, considering the needs of working parents. The agenda for the meeting will include the following footnote: “All meetings are open to the public. The public is encouraged to attend, with an opportunity for comment.” It will also include the regular item and place of meetings, and a phone number to call for further information. Meetings shall be noticed through school communications in accordance with the Brown Act provisions for committees. Leadership Teams are encouraged to make decisions by consensus. If a vote is required, only members of the Leadership Team, as outlined in Section A of these regulations and in the site Leadership Team by-laws, may vote.

The Leadership Team is required to post the agenda seventy-two hours prior to each meeting and record minutes. Schools are advised to publish the agenda and meeting highlights in the school newsletters and post on the school website to inform parents about the Leadership Team’s actions and decisions.

D. Training

The district will provide appropriate training and ongoing support for Leadership Teams including a mandatory orientation meeting in September for all newly elected Leadership Team members. This orientation training will outline the purpose and evolution of the Leadership Teams, budget development, roles and responsibilities of Leadership Team members, Brown Act provisions, and initial training in group process.

E. Single Plan for Student Achievement

In order for a school to participate in any state or federal categorical program specified in Education Code 41506, 41571, 52055.700, or 6400, the site Leadership Team shall approve, annually review, and update a Single Plan for Student Achievement. (Education Code 41507, 41572, 52055.755, 64001)

(cf. 0420.1 – School-Based Program Coordination)
(cf. 0450 – Comprehensive Safety Plan)
(cf. 0520 – Intervention for Underperforming Schools)
(cf. 0520.1 – High Priority Schools Grant Program)
(cf. 0520.2 – Title I Program Improvement Schools)
(cf. 0520.4 – Quality Education Investment Schools)
(cf. 3513.3 – Tobacco-Free Schools)
(cf. 4131 – Staff Development)
(cf. 4139 – Peer Assistance and Review)

NOVATO UNIFIED SCHOOL DISTRICT

Administrative Rules and Regulations

Series 0000

AR 0420

- (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)

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

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

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

The Single Plan shall also:

4. Be consistent with the district’s plan.
5. Address curricula, instructional strategies and materials responsive to individual needs of each student. (EC 52853.1)
6. Describe instructional and auxiliary services which meet the needs, in all curricular areas, of all students, including the special needs of:
 - a. Non-or limited-English speaking students, including instruction in a language these students understand
 - b. Educationally disadvantaged students
 - c. Gifted and talented students
 - d. Students with exceptional needs
 - e. Students achieving below standards (EC 52853.2)
7. Be reviewed annually and updated and shall be made available to Superintendent and public. (Education Code 52850, 64001g, 52853.7b)

NOVATO UNIFIED SCHOOL DISTRICT

Administrative Rules and Regulations

Series 0000

AR 0420

8. Identify a staff development program for teachers, other staff and volunteers, including those participating in special programs. The plan shall specify ways in which the staff development program activities will be evaluated. The Single Plan may include other activities and objectives established by the Leadership Team. (EC 52853)
9. Include results of the ongoing evaluation of the school's educational program.
10. Include the proposed expenditures of funds available to the school excluding the operational budget. These expenditures shall include, but not be limited to, salaries and staff benefits for persons providing services for state-funded programs (EC 52853.3). All Leadership Team members will be given a monthly budget update. Changes in budget allocations need to be approved by the Leadership Team.
11. The dates and general plans for staff development days. A minimum of thirty days prior to the date, a specific plan approved by the leadership team must be submitted to the Superintendent or designee (Exhibit 0420.1). The Superintendent shall authorize the use of staff development days based on the following criteria:
 - a. Consistency with the needs of the district as outlined in the Strategic Plan.
 - b. Consistency with the needs of individual schools as evidenced by the Single Plan.
 - c. The long-term on the curriculum and instruction of the school and/or district.

The Board shall annually review and approve or disapprove the Single Plan for Student Achievement and any revisions. If a plan is not approved, the Board shall give the leadership team its specific reasons. The Board also shall review and approve any subsequent revisions that include material changes affecting the academic programs for students participating in these programs. The district local improvement plans required as a condition of receiving federal funding. (Education Code 64001)

SCHOOL PLANS FOR CATEGORICAL BLOCK GRANTS

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

1. Curricula, instructional strategies, and materials responsive to the individual educational needs of each student that enables all students to do all of the following:
 - a. Make continuous progress and learn at a rate appropriate to their abilities

NOVATO UNIFIED SCHOOL DISTRICT

Administrative Rules and Regulations

Series 0000

AR 0420

- b. Master basic skills in language development and reading, writing, and mathematics
 - c. Develop knowledge and skills in other aspects of the curricula, such as arts and humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education
 - d. Pursue educational interests and develop esteem for self and others; personal and social responsibility, critical thinking, and independent judgment
- (cf. 5148 – Child Care and Development)
(cf. 6158 – Independent Study)
(cf. 6184 – Continuation Education)
(cf. 6185 – Community Day School)
- 2. Consideration of the use of community resources to achieve instructional improvement objectives
 - 3. Consideration of the use of education technology

(cf. 0440 – District Technology Plan)
 - 4. A staff development program for teachers, other school personnel, paraprofessionals, and volunteers.
(cf. 1240 – Volunteer Assistance)
(cf. 4131.1 – Beginning Teacher Support/Induction)
(cf. 4138 – Mentor Teachers)
(cf. 4222 – Teacher Aides/Paraprofessionals)
(cf. 4231 – Staff Development)
 - 5. Provisions for utilization of the Student Success Team process to identify and assess the needs of students who are dropouts or potential dropouts, and to develop programs to meet those needs

(cf. 5147 – Dropout Prevention)
(cf. 5149 – At-Risk Students)
(cf. 6164.5 – Student Success Teams)
 - 6. Procedures for coordinating services from funding sources at the school level to help students participate successfully in the core academic curricula and specialized curricula related to jobs and career opportunities

(cf. 6030 – Integrated Academic and Vocational Instruction)

NOVATO UNIFIED SCHOOL DISTRICT

Administrative Rules and Regulations

Series 0000

AR 0420

(cf. 6178 – Vocational Education)
(cf. 6178.1 – Work Experience Education)

7. Instructional and auxiliary services to meet the special needs of students who are limited-English-speaking, educationally disadvantaged students; gifted and talented students; and students with disabilities

(cf. 6172 – Gifted and Talented Student Program)

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

(cf. 5137 – Positive School Environment)
(cf. 5138 – Conflict Resolution/Peer Mediation)

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

(cf. 5113 – Absence and Excuses)
(cf. 5113.1 – Truancy)

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

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

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

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

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

NOVATO UNIFIED SCHOOL DISTRICT

Administrative Rules and Regulations

Series 0000

AR 0420

The student retention and/or school and library improvement plans shall be incorporated into the school's single plan for student achievement as described in the above section. (Education Code 41507, 41572)

SCHOOL SITE BLOCK GRANTS

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

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

Board Adopted: June 10, 1997; October 17, 2000, August 21, 2001,
Board Adopted January 14, 2003; Revised August 7, 2007

NOVATO UNIFIED SCHOOL DISTRICT

Exhibit

Series 0000

EX 0420 (a)

NOVATO UNIFIED SCHOOL DISTRICT STAFF DEVELOPMENT DAY PROGRAM APPLICATION

SCHOOL: _____

DATE OF REQUEST: _____

DATE OF STAFF DEVELOPMENT DAY: _____

LOCATION OF STAFF DEVELOPMENT DAY: _____

1. **PROGRAM DESCRIPTION:**
(Include examples of any preliminary activities, if applicable)

2. **GOALS AND OUTCOMES:**

3. **RELATIONSHIP TO SCHOOL AND DISTRICT LONG-RANGE STRATEGIC PLAN:**

4. **PROCESS FOR EVALUATION:**

5. **NEXT STEPS:**

6. **PROCESS AND TIMELINE FOR NOTIFICATION OF PARENTS, COMMUNITY AND OTHER SCHOOLS:**

Board Adopted: June 10, 1997; October 17, 2000; January 03; August 7, 2007