

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

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SP 0100

PHILOSOPHY

The citizens of California, through the State Constitution and the State Legislature have created a three-level, K-12 public education system. This system includes at one level a State Department of Education; at another level, local School Districts which carry the major responsibility for the operation of the public system; and an intermediate level, the County Offices of Education. These three levels share the responsibility for the education of the children and youth of California.

The Butte County Office of Education has responsibility within the county for providing direct services and developing programs to serve individual children and youth whose educational needs would not otherwise be met. The Butte County Office of Education also provides business services and contract services, promotes cooperation, and acts as a liaison between the California Department of Education and the local School Districts.

As part of the responsibility to establish a guiding vision for the Butte County Office of Education, the County Superintendent shall develop and regularly review a set of fundamental principles which describes the beliefs, values or tenets of the Butte County Office of Education. The County Superintendent and staff shall incorporate this philosophy in all programs, operations, and activities of Butte County Office of Education.

It is the philosophy of the Butte County Office of Education that:

1. All students can learn and succeed.
2. Every student should have an opportunity to receive a quality education regardless of his/her social, cultural, or economic background.
3. Every student in the district has a right to be free from discrimination, harassment, intimidation, and bullying, as prohibited by law or district policy.
4. The future of our nation and community depends on students possessing the skills to be lifelong learners, collaborative and creative problem solvers, and effective, contributing members of a global and technologically advanced society.
5. Highly skilled and dedicated teachers and educational support staff have the capacity to guide students toward individual achievement and growth, and have a direct and powerful influence on student learning and life experiences.
6. A safe, nurturing environment and positive school climate are necessary for learning, academic achievement, and student development.
7. Parents/guardians have a right and an obligation to be engaged in their child's education and to be involved in the intellectual, physical, emotional, and social development and well-being of their child.
8. The needs of the whole child must be addressed, as the ability of children to learn is affected by social, health, and economic conditions and other factors outside the classroom.

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9. Early identification of learning and behavioral difficulties and timely and appropriate support and intervention contribute to student success.
10. Students and staff are encouraged and motivated by high expectations and recognition for their accomplishments.
11. School improvement is a dynamic process requiring flexibility and innovation to meet the needs of students in a changing world.
12. Professional development for the Board and district staff is essential for the growth and success of the district and its students.
13. The diversity of the student body and school staff enriches the learning experience, promotes cultural awareness and acceptance, and serves as a model for citizenship in a global society.
14. A common set of norms and protocols is crucial to effective governance.
15. Communication, trust, respect, collaboration, and teamwork strengthen the relationship among Board members and between the Board and Superintendent, and contribute to the effectiveness of the governance team.
16. The community and district are inextricably connected partners, wherein the community's engagement in issues that impact the schools enhances the district's programs and student learning.
17. Two-way communication with all stakeholders is essential for establishing continuity, support, and shared goals both within the district and with the surrounding community.
18. The Board has a responsibility to advocate on behalf all students, keep current on legislative issues affecting education, and build positive relationships with local, state, and federal representatives.
19. A fiscally sound budget which is reflective of the district's vision is imperative to the financial stability of the district and to the attainment of its goals.
20. Responsibility for district programs and operations is shared by the entire educational community, with ultimate accountability resting with the Board as the basic embodiment of representative government.

Legal Reference:

EDUCATION CODE

51002 Local development of programs based on stated philosophy and goals

51019 Definition of philosophy

51100-51101 Parental involvement

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SP 0200

GOALS AND OBJECTIVES

As part of the responsibility to set direction for the Butte County Office of Education, the County Superintendent shall adopt long-term goals focused on the achievement of all students. The goals shall be aligned with Butte County Office of Education's vision, mission, philosophy, and priorities.

In developing goals and identifying strategies to achieve those goals, the County Superintendent shall solicit input and review from key stakeholders. The County Superintendent shall also review and consider quantitative and/or qualitative data, including data disaggregated by student subgroup and school site, to ensure that goals are aligned with student needs.

Goals shall be established for all students and each numerically significant subgroup, which may include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students and shall address each of the state priorities and any additional local priorities established by the Butte County Board of Education. These goals shall be incorporated into the Butte County Board of Education local control and accountability plan (LCAP).

The LCAP shall include a clear description of each goal, one or more of the state or local priorities addressed by the goal, any student subgroups or school sites to which the goal is applicable, and expected progress toward meeting the goal for the term of the LCAP and in each year.

Each year the update to the LCAP shall review progress toward the goals and describe any changes to the goals.

In addition to the goals identified in the LCAP, and consistent with those goals, Butte County Office of Education and each school site may establish goals for inclusion in another school plan or for any other purpose. Such goals may address the improvement of governance, leadership, fiscal integrity, facilities, community involvement and collaboration, student wellness and other conditions of children, and/or any other areas of county or school operations. As appropriate, each goal shall include benchmarks or short-term objectives that can be used to determine progress toward meeting the goal.

Legal Reference:

EDUCATION CODE

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

42238.01-42238.07 Local control funding formula

44258.9 County superintendent review of teacher assignment

51002 Local development of programs based on stated philosophy and goals

51020 Definition of goal

51021 Definition of objective

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51041 Evaluation of the educational program

51210 Course of study for grades 1-6

51220 Course of study for grades 7-12

52050-52059 Public Schools Accountability Act, especially:

52052 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

60119 Sufficiency of textbooks and instructional materials; hearing and resolution

64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

15497 Local control and accountability plan template

UNITED STATES CODE, TITLE 20

6311 Accountability, adequate yearly progress

6312 Local educational agency plan

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NONDISCRIMINATION

The County Superintendent is committed to providing equal opportunity for all individuals in Butte County Office of Education (BCOE) programs and activities.

This policy shall apply to all acts related to school activity or school attendance occurring within a school under BCOE jurisdiction and to all acts of the County Board of Education and the County Superintendent of Schools in enacting policies and procedures that govern BCOE.

Programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on one, or a combination of two or more, protected characteristics which include, but may not be limited to: race; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion; religious creed; marital status; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; parental, marital, and family status; physical or mental disability; medical condition; sex; sexual orientation; sex stereotypes; gender, gender identity, gender expression, or genetic information; and veteran or military status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of services. Personally identifiable information collected in the implementation of any program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the County Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected shall not be used, directly or by others, to compile a list, registry, or database of individuals based on any of the categories identified above.

Programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional materials, or other curriculum for classroom instruction, or any book or other resource in a school library, shall not be rejected or prohibited on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044.

Additionally, the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a

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school library shall not be adopted if the use would subject a student to unlawful discrimination as specified in Education Code 220.

Programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The County Superintendent or designee shall annually review programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing programs and activities. Prompt and reasonable actions shall be taken to remove any identified barrier.

All allegations of unlawful discrimination in programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.8, the County Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the Butte County Office of Education's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental and staff notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the Butte County Office of Education. The notification shall also be posted on Butte County Office of Education's web site and social media and in schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the annual parental and staff notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information relating to "know your rights" immigration enforcement established by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the County Superintendent or designee.

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

Access for Individuals with Disabilities

Programs and all facilities, viewed in their entirety, shall comply with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the County Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

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The COE's web and mobile applications shall comply with technical standards prescribed by law and the County Superintendent or designee shall ensure that Butte County Office of Education provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to county and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the County Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating Butte County Office of Education's response to complaints and for complying with state federal civil rights laws is hereby designated as the ADA coordinator. The ADA Coordinator shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to programs, services, activities, or facilities.

Mikeial Williamson

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Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

333115 Uniform complaint procedures

48980 Parental/Guardian notifications

48985 Notices to parents in language other than English

51007 Legislative intent: state policy

51204.5 Social sciences instruction; contributions of specified groups

51501 Nondiscriminatory subject matter

60010 Instructional materials; definition

60040-60052 Requirements for instructional materials

GOVERNMENT CODE

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8310.3 California Religious Freedom Act

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

54953 Meetings; Americans with Disabilities Act accessibility

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

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

2301-2414 Strengthening Career and Technical Education for the 21st Century Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX, Civil Rights Act of 1964

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

35.107 Designation of responsible employee and adoption of grievance procedures

35.136 Service animals

35.150-35.151 Program accessibility; facilities

35.160 Effective communications

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.82 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

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SP 0420

SCHOOL PLANS/SITE COUNCILS

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

Each school shall establish a school site council to develop, review, and approve school plans.

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

As appropriate, a school may incorporate any other school program into the SPSA.

The SPSA shall be reviewed annually and updated by the school site council including proposed expenditure of funds allocated to the school through the consolidated application and the local control accountability plan. The County Superintendent or designee shall review each school's SPSA to ensure that it meets the content requirements for all programs included, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and its students. The County Superintendent shall also ensure that specific actions included in the LCAP are consistent with the strategies identified in each school's SPSA.

The County Superintendent or designee shall review each school's SPSA and any subsequent material revisions affecting the academic programs for students participating in the categorical programs addressed in the SPSA. The County Board, at a regularly scheduled Board meeting, shall review and approve each school's SPSA, also whenever there are any material revisions, and shall certify that, to the extent allowable under federal law, the SPSA is consistent with local improvement plans required as a condition of receiving federal funding.

Whenever the County Board does not approve a school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council or committee. The school site council or committee shall then revise and resubmit the SPSA. Modifications to any SPSA shall be developed, recommended, and approved or disapproved by the governing board or body in the same manner..

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

A complaint alleging noncompliance with the requirements related to the establishment of a

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school site council or the development of the SPSA may be filed with the County Office of Education in accordance with SP/AR 1312.3 – Uniform Complaint Procedures.

Legal Reference:

EDUCATION CODE

52-53 Designation of schools

33133 Information guide for school site councils

35147 Open meeting laws exceptions

41540-41544 Targeted instructional improvement block grants

52060-52077 Local control and accountability plan

52176 Advisory committees

54000-54028 Educationally Disadvantaged Youth Programs

54425 Advisory committees (compensatory education)

56000-56867 Special education

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

65000-65001 School site councils

CODE OF REGULATIONS, TITLE 5

3930-3937 Compliance plans

UNITED STATES CODE, TITLE 20

6303 School improvement

6311 Accountability, adequate yearly progress

6314 Schoolwide programs; schoolwide program plan

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 Student Support and Academic Enrichment Grans

7341-7355c Rural Education Initiative

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AR 0420

SCHOOL PLANS/SITE COUNCILS

School Site Councils

Each school shall have a school site council composed of the following:

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

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For an elementary school site council, the remaining half shall be parent/guardian representatives and/or school community members. For a secondary school site council, the remaining half shall be comprised of parent/guardian representatives and/or school community members and students.

An employee may serve as a parent/guardian representative on the school site council of the school their child attends, provided the employee does not work at that school.

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

School site councils may function on behalf of other committees in accordance with law.

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

Single Plan for Student Achievement

Any school that participates in any state or federal categorical program on an ongoing basis shall have a school site council which shall approve and annually review and update a single plan for student achievement (SPSA). If the school does not have a school site council, these responsibilities shall be fulfilled by a school-wide advisory group or school support group conforming to the composition requirements above.

The SPSA shall be developed with the review, advice, and certification of any applicable school advisory committees.

Such groups may include, but are not limited to, a parent advisory committee established to

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review and comment on the local control and accountability plan (LCAP); advisory committees established for English learner and special education programs; Western Association of Schools and Colleges leadership teams; county or school liaison teams for schools identified for program improvement; and other committees established by the school or county.

The SPSA shall be aligned with the school LCAP and school goals for improving student achievement. School goals shall be based on an analysis of verifiable state data identified pursuant to law and may consider any other data developed to measure student achievement.

The SPSA shall, at a minimum, include:

1. Goals set to improve pupil outcomes, including addressing the needs of pupil groups as identified through a needs assessment
2. Evidenced-based strategies, actions, or services
3. Proposed expenditures, based on the projected resource allocation from the governing board to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the County office's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

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

In developing or revising the SPSA, the school site council or other school-wide advisory group or school support group shall conduct a comprehensive needs assessment pursuant to 20 USC 6314, including an analysis of verifiable state data consistent with the state priorities specified in Education Code 52500 and the indicators in the state accountability system. Such assessment will include:

1. Analysis of student achievement data. Using measures of student academic performance, the school shall identify significant patterns of low performance in particular content areas, student groups, and/or individual students and determine which data summaries to include in the plan as most informative and relevant to school goals
2. Assessing the effectiveness of the school's instructional program in relation to the analysis of student data
3. Identifying a limited number of achievement goals and key improvement strategies to achieve the goals. School goals shall reflect the needs identified at the school site while aligning with goals identified in federally required school plans. The school shall specify the student group(s) on which each goal is focused, the methods or practices that will be used to reach the goal, and the criteria that will be used to determine if the goal is achieved
4. Defining timelines, personnel responsible, proposed expenditures, and funding sources to implement the SPSA

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The school site council or other school-wide group shall approve the proposed SPSA at a meeting for which public notice has been posted and then submit the SPSA to the County Superintendent or designee for review. Whenever there are material revisions to the SPSA which affect the academic programs for students participating in applicable programs, the SPSA shall be submitted to the County Board for review and approval at a regularly scheduled Board meeting.

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

The school site council or other school-wide group may amend the SPSA at any time through the same process required for the annual update of the plan.

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SP 0430

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The County Superintendent and the Butte County Board of Education recognize the obligation to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years.

In order to meet the needs of individuals with disabilities, the Butte County Office of Education (BCOE) shall participate as a member, with other local education agencies, in the Special Education Local Plan Area (SELPA).

BCOE and the Butte County Board of Education shall serve as the Responsible Local Agency (RLA) or Administrative Unit (UA) for the SELPA and will perform the following functions.

1. Receive and distribute special education funds according to the locally approved Special Education Budget Allocation Plan
2. Employ staff to support SELPA functions
3. Oversee the coordination of the Local Plan

As a member of the SELPA, BCOE shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7 and consistent with these agreements will adopt policies governing the programs and services it operates. BCOE will have authority over the programs it directly maintains consistent with the local plan and as the AU will support those regional programs operated on behalf of the SELPA and that are subject to oversight by the SELPA Governing Board.

The County Superintendent or designee shall be empowered to act as BCOE's agent as a member of the SELPA Governing Board and shall work with other members of the SELPA to develop a local plan for the education of individuals with disabilities.

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

Legal References

EDUCATION CODE

56000-56001 Education for individuals with exceptional needs

56020-56035 Definitions

56040-56046 General provisions

56048-56050 Surrogate parents

56055 Foster parents

56170-56177 Children enrolled in private schools

56190-56194 Community advisory committees

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56195-56195.10 Local plans

56205-56208 local plan requirements

56211-56214 Special Education local plan areas with small or sparse populations

56240-56245 Staff development

56300-56385 Identification and referral; assessment, instructional planning

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56508 Procedural safeguards, including due process rights

56520-56524 Behavioral interventions

56600-56606 Evaluation, audits and information

56836-56836.05 Administration of local plan

GOVERNMENT CODE

7579.5 Surrogate parent; appointment, qualifications, liability

95000-95004 California Early Intervention Services Act

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act (FERPA) of 1974

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973; Section 504

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disability Act

CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

300.1-300.818 Assistance to states for the education of students with disabilities

300.500-300.520 Procedural safeguards and due process for parents and students

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

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

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AR 0430

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION REGULATIONS

Definitions

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

FAPE also applies to students with disabilities who are suspended or expelled beyond 10 days or placed by a district and/or Butte County Office of Education in a nonpublic, nonsectarian school.

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.

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.

Special education may include each of the following if the services otherwise meet the definition in the above paragraph:

1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards
2. Travel training
3. Technical education
4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education

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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 a district and/or Butte County Office of Education.

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.

Elements of the Local Plan

The local plan developed by the Special Education Local Plan Area (SELPA) shall include, but not be limited to, the following:

1. Assurances that policies, procedures, and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-22) and in conformity with 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201
2. An annual budget plan and annual service plan adopted at a public hearing held by the SELPA
3. Commencing July 1, 2027, an annual assurances support plan meeting the requirements of Education Code 56122(c)(1-3)
4. A description of programs for early childhood special education from birth through five years of age
5. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
6. A description of a dispute resolution process
7. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205
8. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
9. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met
10. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, annual service plan, and annual assurances support plan shall be written in language that is understandable to the general public. They shall be adopted at public hearings of the SELPA, for which notices of the hearings shall be posted in each school in the SELPA at least 15 days before the hearing.

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

The County Superintendent shall post, on the internet, the approved local plan, annual budget plan, annual service plan, and annual assurances support plan and any approved updates or revisions to the plans.

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

APPROVED: November 2018

February 2026

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 0450

COMPREHENSIVE SCHOOL SAFETY PLAN

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

The County Superintendent or designee shall oversee the development of comprehensive school safety plan(s) (CSSP) applicable to each of the Butte County Office of Education school sites.

The development of the plans will take into consideration the needs and resources of the school sites as well as staffing, building design, and other factors that may be unique to the school site.

The comprehensive safety plans shall be reviewed and updated by March 1 of each year.

The County Superintendent or designee shall review the comprehensive safety plans in order to ensure compliance with state law, policy, and administrative regulation and shall approve the plans.

The County Superintendent or designee shall provide CSSP training to all school staff.

By October 15 of each year, the County Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281.

Tactical Response Plan

Any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed in cooperation with law enforcement officials and with a representative of an employee bargaining unit, if they choose to participate.

The Butte County Office of Education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.

Public Access to Safety Plan(s)

The County Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public.

However, those portions of the comprehensive school safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

The County Superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985
32270 School safety cadre
32280-32289.5 School safety plans
32290 Safety devices
35147 School site councils and advisory committees
35183 School dress code; uniforms
35266 Reporting of cyberattacks
35291 Rules
35291.5 School-adopted discipline rules

41020 Annual audit

48900-48927 Suspension and expulsion
48950 Speech and other communication
48980 Parent/Guardian notifications
49079 Notification to teacher; student act constituting grounds for suspension or expulsion
49390-49395 Homicide threats
49414.35 Emergency treatment for opioid overdose
449414.6 Student possession of opioid antagonist
67381 Violent crime

GOVERNMENT CODE

11549.3 Independent security assessment
54957 Closed session meetings for threats to security
8586.5 California Cybersecurity Integration Center

PENAL CODE

422.55 Definition of hate crime
626.8 Disruptions
11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

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

CODE OF REGULATIONS, TITLE 5

11987-11987.7 School Community Violence Prevention Program requirements
11992-11993 Definition, persistently dangerous schools

UNITED STATES CODE, TITLE 6

665k Federal Clearinghouse on School Safety Evidence-Based Practices

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

7111-7165 Student Support and Academic Enrichment Grants

7912 Transfers from persistently dangerous schools

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973; Section 504

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

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November 2018

March 2026

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 0450

COMPREHENSIVE SCHOOL SAFETY PLAN

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement in writing and developing the comprehensive school safety plan (CSSP). When practical, the school site council also shall consult with other school site councils and safety committees.

Additionally, the school site council may invite community leaders, local emergency medical services personnel, BCOE's public entity risk pool joint powers authority or insurance provider, and other persons who may be interested in the health and safety of students and the prevention of campus crime and violence to participate in the planning process.

The school site council may delegate the responsibility for developing a CSSP to a school safety planning committee. This committee shall be composed of the following members:

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. BCOE's Director of Emergency Preparation, School Safety & Security Administration
6. Other members, if desired

Before adopting its CSSP, 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.

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

1. The local Mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
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

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's ability to access disaster safety procedures described in the CSSP to the principal.

If the principal determines there is merit to a concern, the principal shall direct the school site council or school safety planning committee to make appropriate modifications to the CSSP during the evaluation of the CSSP. The principal may direct the school site council or the school safety planning committee to make such modifications before the evaluation, as appropriate

Content of the CSSP

Each CSSP shall include an assessment of the current status of school crime committed on campus and at school-related functions.

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

The plan 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:

1. Child abuse reporting procedures
 - a. No later than July 1, 2026, procedures specifically designed to address the supervision and protection of children from child abuse or neglect, or sex offenses shall be included
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; the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973
 - b. An earthquake emergency procedure system
 - c. Fire alarm and drill procedures
 - d. 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
 - e. School building disaster plans for the following situations may include, but are not limited to: bomb threat, bioterrorism/hazardous materials, earthquake, flood, power failure/blackout, intruders/solicitors, weapons/assault/hostage, explosion, gas/fumes
 - f. Commencing with the 2026-27 school year, a procedure to identify appropriate refuge shelter for all students and staff to be used in the event of an evacuation order and, for any school in a high or very high fire hazard severity zone, a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff
3. Policies and reporting procedures for students who commit an act listed in Education Code

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

- 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students
 5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying
 6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel", the provisions of that dress code including the definition of "gang-related apparel"
 7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
 8. A safe and orderly school environment conducive to learning
 9. The rules and procedures on school discipline
 10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions
 11. If procedures to prepare for active shooters or other armed assailants by conducting a drill are included in the CSSP, the CSSP shall specify that:
 - a. The school will not conduct a high-intensity drill, as defined in Education Code 32282
 - b. Real weapons, gunfire blanks, or explosions will not be used in conducting the drill
 - c. A trauma-informed approach as specified in Education Code 32282 will be used in the design and execution of any drill
 12. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
 13. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
 14. Procedures specifically designed to notify parents/guardians and staff when the school confirms that an officer or employee of an agency conducting immigration enforcement is on school grounds as specified in Education Code 32282
 15. For schools that serve students in any of grades 7-12, a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose
 16. An instructional continuity plan to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency, as specified in Education Code 32282

Among the strategies for providing a safe environment, the CSSP 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
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
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution,

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

- community service learning, and education related to the prevention of dating violence
4. Parent/guardian 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
 5. Procedures for the annual notification to parents/guardians related to the safe storage of firearms
 6. Policies prohibiting the possession of firearms and ammunition on school grounds
 7. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
 8. 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
 9. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school
 10. Procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
 11. 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
 12. Procedures for lockdown, shelter-in-place, and evacuation procedures that are age-appropriate including drills throughout the year
 13. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to:
 - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
 - b. Strategies to prioritize mental 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
 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
 - 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

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

- 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
 - f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders
 - g. Development of a method for the reporting of violent incidents
 - h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
15. Strategies for suicide prevention and intervention, including the Youth Suicide Prevention Policy
 16. Policies and/or plan related to pandemics
 17. 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
 18. Staff development on assessment and reporting of potential threats, violence prevention and intervention techniques, including preparation to implement the elements of the CSSP

ADOPTED: October 2015

November 2018

March 2026

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 0460

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

BCOE LCAP

The County Superintendent desires to ensure the most effective use of available funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of county office and school practices.

The Butte County Board of Education shall adopt a local control and accountability plan (LCAP), following the template provided by the State of California, that addresses the state priorities in Education Code § 52060 and any local priorities. The LCAP shall be updated on or before July 1 of each year and, like the budget, shall cover the next fiscal year and subsequent two fiscal years.

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student group that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, or foster youth as defined by Education Code 42238.01 and are counted only once for purposes of the local control funding formula (LCFF).

Numerically significant student groups include ethnic student groups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the student group or at least 15 foster youth or homeless students, or as otherwise defined by the Superintendent of Public Instruction (SPI).

The Butte County Office of Education shall review the single plan for student achievement (SPSA) submitted by each school to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA.

The LCAP shall include focused goals, as specified in Education Code 52064, for each school generating LCFF equity multiplier funds.

The LCAP shall also be aligned with other school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

Any complaint that Butte County Office of Education has not complied with legal requirements pertaining to the LCAP may be filed pursuant to Butte County Office of Education's Uniform Complaint Procedures (SP/AR 1312.3).

Plan Development

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

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

The Butte County Office of Education shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student groups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students.

Public Review and Input

The Butte County Office of Education shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include at least one parent/guardian of an unduplicated student as defined above.

Whenever school enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Butte County Office of Education shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners.

The County Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Butte County Board of Education for adoption and shall respond in writing to comments received from the committee(s).

The County Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required.

The Butte County Board of Education shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing that is required prior to the adoption of the BCOE budget in accordance with Education Code 1620.

Adoption of the Plan

The Butte County Board of Education shall adopt the LCAP prior to adopting the budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

The Butte County Board of Education may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided they follow the process to adopt the LCAP pursuant to Education Code § 52062 and the revisions are adopted in a public meeting.

At the same meeting and in the same manner as the adoption of the LCAP and annual update to the LCAP, the Butte County Board of Education shall adopt a LCFF budget overview for parents/guardians to be attached as a cover to the LCAP. The overview shall include specified information related to the CDE's budget and shall be based on the template developed by the Superintendent of Public Instruction (SPI).

Submission of Plan to the Superintendent of Public Instruction

Not later than five days after adoption of the LCAP, the COE budget and the LCFF budget overview the Board shall file the LCAP with the SPI.

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

The LCAP, once approved, shall be:

1. Prominently posted on the homepage of the BCOE website including any updates, revisions, or addenda
2. Post the current school year's LCAP on the performance overview portion of the California School Dashboard

Monitoring Progress

The County Superintendent or designee shall report to the Butte County Board of Education, at least annually in accordance with the timeline and indicators established by the County Superintendent and the Board, regarding progress toward attaining each goal identified in the LCAP. Evaluation data shall include, but not be limited to, an assessment of BCOE and school performance reported on the Dashboard and any additional indicators established by the County Board and the County Superintendent for state and local priorities, and may be used to recommend any necessary revisions to the LCAP.

Technical Assistance/Intervention

If the SPI does not approve the BCOE LCAP approved by the Butte County Board of Education, or if the County Board requests technical assistance, BCOE shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI in accordance with Education Code 52071.5.

DISTRICT LCAP APPROVAL

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Pursuant to Education Code sections 52070 each district's LCAP, annual update, and budget shall be submitted to the County Superintendent of Schools not later than five days after adoption.

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

The County Superintendent shall approve district LCAPS or annual updates to a LCAP on or before October 8 if the conditions, as specified in Education Code 52070 are met.

If the County Superintendent does not approve a district's LCAP and annual update, the district Board shall accept technical assistance from the County Superintendent focused on revising the LCAP and the annual update so that it can be approved.

The County Superintendent shall also provide technical assistance for any of the conditions as described in Education Code 52071.

Legal Reference:

EDUCATION CODE

305-306 English language education

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

33430-33436 Learning Communities for School Success Program: grants for LCAP implementation

41020 Audits

41320-41322 Emergency apportionments

42127 Public hearing on budget adoption

42238.01-42238.07 Local control funding formula

44258.9 County superintendent review of teacher assignment

46392 Emergency Average Daily Attendance

47604.33 Submission of reports by charter schools

47606.5 Charter schools; local control and accountability plan

48985 Parental notices in languages other than English

51210 Course of study for grades 1-6

51220 Course of study for grades 7-12

52052 Academic Performance Index; numerically significant student subgroups

52059.5 Statewide system of support

52060-52077 Local control and accountability plan

52302 Regional occupational centers and programs

52372.5 Linked learning pilot program

54692 Partnership academies

60119 Sufficiency of textbooks and instructional materials; hearing and resolution

60605.8 California Assessment of Academic Achievement; Academic Content Standards

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Commission

60900 California Longitudinal Pupil Achievement Data System

64001 Single plan for student achievement

99300-99301 Early Assessment Program

WELFARE & INSTITUTIONS CODE

300 Dependent child of the court

CODE OF REGULATIONS, TITLE 5

15494-15497 Local control and accountability plan and spending requirements

UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6826 Title III funds, local plans

UNITED STATES CODE, TITLE 34

300.600 State monitoring and enforcement

CODE OF FEDERAL REGULATIONS, TITLE 34

300.600-300.647 Education of students with disabilities; monitoring, enforcement, confidentiality, and program information

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Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 0460

LOCAL CONTROL ACCOUNTABILITY PLAN

Goals and Actions Addressing State and Local Priorities

The Butte County Office of Education (BCOE) local control and accountability plan (LCAP) shall include, for the county office and each school:

1. A description of the annual goals established for all students and for each numerically significant student groups, including ethnic student groups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, and foster youth, and students experiencing homelessness. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the students they are teaching; every student has sufficient access to standards-aligned instructional materials; and school facilities are maintained in good repair
 - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
 - c. Parent/guardian involvement and family engagement, including efforts made to seek parent/guardian input in decision making and how BCOE will promote parent/guardian participation in programs for unduplicated students and students with disabilities
 - d. Student achievement, as measured by all of the following as applicable:
 - (1) Statewide assessments of student achievement
 - (2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical education (CTE) sequences or programs of study that satisfy specified requirements and align with SBE-approved CTE standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692
 - (3) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
 - (4) The English learner reclassification rate
 - (5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
 - (6) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program
 - e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

- high school graduation rates, as applicable
 - f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable
 - g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding
 - h. Student outcomes, if available, in the subject areas
2. Any goals identified for any local priorities established by BCOE
 3. A description of the specific actions that will be taken during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements

For purposes of the descriptions required by items #1-3 above, BCOE may consider qualitative information, including, but not limited to, findings that result from any school quality reviews.

For any local priorities addressed in the LCAP, BCOE shall identify and include in the LCAP the method for measuring progress toward achieving those goals.

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how BCOE will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students.

When BCOE expends supplemental and/or concentration grant funds on a school-wide basis during the year for which the LCAP is adopted, the LCAP shall:

1. Identify those services that are being funded and provided on a school-wide basis
2. Describe how services are principally directed towards, and are effective in, meeting the goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Annual Updates

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

On or before July 1 of each year, the LCAP shall be updated using the State of California template and shall include all of the following:

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

Availability of the Plan

The County Superintendent or designee shall prominently post on the homepage of BCOE's website the LCAP, and any updates, revisions, or addenda to the LCAP on the Butte County Office of Education website. The local control funding formula budget overview for parents, local control and accountability plan, and annual update to the local control and accountability plan shall comprise a single document for purposes of the posting requirements.

APPROVED: October 2015

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Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 0510

SCHOOL ACCOUNTABILITY REPORT CARD

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

The Butte County Office of Education shall annually issue a school accountability report card (SARC) for each school site.

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

The County Superintendent or designee shall annually approve the SARCs for all schools and shall evaluate the data contained in the SARCs as part of the regular review of the effectiveness of Butte County Office of Education programs, personnel, and fiscal operations.

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

Notification and Dissemination of SARCs

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

The SARC shall be provided in an understandable and uniform format and, to the extent practicable, provided in a language that parents/guardians can understand. When 15 percent or more of a school's students speak a single primary language other than English, the SARC shall be translated into that other language.

Butte County Office of Education

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Legal Reference:

EDUCATION CODE

1240 County superintendent, general duties
17002 Definition, including good repair
17014 Plan for building maintenance
17032.5 Portable classroom maintenance
17070.15 School Facilities Act; definitions
17089 Portable classroom maintenance
33126 School Accountability Report Card
33126.1 School Accountability Report Card model template
33126.15 School Accountability Report Card template
33126.2 Secretary of Education school accountability report card study
35256 School Accountability Report Card
35256.1 Information required in the School Accountability Report Card
35258 Internet access to the School Accountability Report Card
41409 Calculation of statewide averages
41409.3 Salary information required in the School Accountability Report Card
46112 Minimum school day for grades 1 through 3
46113 Minimum school day for grades 4 through 8
46117 Minimum kindergarten school day
46141 Minimum school day (high school)
51225.3 Requirements for graduation
52052 Academic performance index
60119 Textbook sufficiency
60600-60618 General provisions
60640-60648 California Assessment of Student Performance and Progress
60800 Physical fitness testing

CALIFORNIA CONSTITUTION

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

UNITED STATES CODE, TITLE 20

6311 State plans, including local educational agency report cards

APPROVED: October 2015

February 2026