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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

APPROVED: October, 2015

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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, and foster youth, 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

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51020 Definition of goal

51021 Definition of objective

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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SP 0410

NON-DISCRIMINATION

The County Superintendent is committed to providing equal opportunity for all individuals in Butte County Office of Education programs and activities. Programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; 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 race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

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. He/she shall take prompt, reasonable actions 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 106.9, 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.

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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 on educational rights issued 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 be in compliance 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.

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. He/she 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.

Assistant Superintendent / Human Resources Division

(title or position)

1859 Bird Street Oroville, CA 95965

(address)

530-532-5650

(telephone number)

bcoewebsite@bcoe.org

(email)

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Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48980 Parental notifications

48985 Notices to parents in language other than English

51007 Legislative intent: state policy

GOVERNMENT CODE

8310.3 California Religious Freedom Act

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

54953.2 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

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

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

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

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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 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. He/she 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 and approve 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 Superintendent or designee 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 Superintendent 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 to the County Superintendent or designee for approval.

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

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

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52060-52077 Local control and accountability plan
52176 Advisory committees
52852 School site councils
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
CODE OF REGULATIONS, TITLE 5
3930-3937 Compliance plans
UNITED STATES CODE, TITLE 20
6311 Accountability, adequate yearly progress
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

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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 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. For a secondary school site council, the remaining half shall be equal numbers of parent/guardian representatives and students.

An employee may serve as a parent/guardian representative on the school site council of the school his/her 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.

Single Plan for Student Achievement

Any school that shall participate 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.

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

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

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:

1. Analyze 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. Assess the effectiveness of the school's instructional program in relation to the analysis of student data
3. Identify 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. Define timelines, personnel responsible, proposed expenditures, and funding sources to implement the SPSA

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 approval.

The school site council or other school-wide group shall regularly monitor the implementation

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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, 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. Any revisions that would substantively change the academic programs funded through the consolidated application shall be submitted to the Board for approval.

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SP 0430

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

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 applies to students who are suspended or expelled 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. Career technical education
4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education

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.

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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. A description of programs for early childhood special education from birth through five years of age
4. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
5. A description of a dispute resolution process
6. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205
7. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
8. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met
9. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public.

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.

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SP 0450

COMPREHENSIVE 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 a county-wide comprehensive safety plan that is applicable to each school site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year.

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

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.

Tactical Response Plan

Notwithstanding the process described above, 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 he/she chooses to participate.

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 safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety cadre

32280-32289 School safety plans

32290 Safety devices

35147 School site councils and advisory committees

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35183 School dress code; uniforms

35291 Rules

35291.5 School-adopted discipline rules

35294.10-35294.15 School Safety and Violence Prevention Act

48900-48927 Suspension and expulsion

48950 Speech and other communication

49079 Notification to teacher; student act constituting grounds for suspension or expulsion

67381 Violent crime

PENAL CODE

422.55 Definition of hate crime

626.8 Disruptions

11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA 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 20

7111-7165 Safe and Drug Free Schools and Communities

7912 Transfers from persistently dangerous schools

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

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AR 0450

COMPREHENSIVE 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. When practical, the school site council also shall consult with other school site councils and safety committees.

The school site council may delegate the responsibility for developing a comprehensive safety plan 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. Other members, if desired

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

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 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

Content of the Safety Plan

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

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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 also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following:

1. Child abuse reporting procedures
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
 - b. An earthquake emergency procedure system
 - c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies for students who commit an act listed in Education Code 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
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. Hate crime reporting procedures

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

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
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, community service learning, and education related to the prevention of dating violence
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

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5. 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
6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
7. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school
8. Procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus
10. Crisis prevention and intervention strategies, which may include the following:
 - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
 - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
 - c. Assignment of staff members responsible for each identified task and procedure
 - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
 - e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media
 - f. Development of a method for the reporting of violent incidents
 - g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
11. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 0460

LOCAL CONTROL ACCOUNTABILITY PLAN

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, and 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 subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth and are counted only once for purposes of the local control funding formula.

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup 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 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.

Plan Development

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 subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

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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 subgroups 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 requires.

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.

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

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

pursuant to Education Code § 52062 and the revisions are adopted in a public meeting.

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the Board shall file the LCAP with the County Superintendent of Schools.

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, Butte County Office of Education shall respond in writing within 15 days of the request. If the County Superintendent 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.

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 him/her and the Board, regarding progress toward attaining each goal identified in the LCAP. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

Technical Assistance/Intervention

When it is in the best interest of the school, the Butte County Board of Education may submit a request to the County Superintendent for technical assistance, including, but not limited to:

1. Assistance in the identification of school strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the school's goals
2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence

In the event that the County Superintendent requires the school to receive technical assistance, the Butte County Board of Education shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate.

If the Superintendent of Public Instruction (SPI) identifies the school as needing intervention, the school shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the school's LCAP
2. Revision of the school's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any action that would prevent the school from

BUTTE COUNTY OFFICE OF EDUCATION

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improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

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

42127 Public hearing on budget adoption

42238.01-42238.07 Local control funding formula

44258.9 County superintendent review of teacher assignment

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

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 Commission

60811.3 Assessment of language development

64001 Single plan for student achievement

99300-99301 Early Assessment Program

CODE OF REGULATIONS, TITLE 5

15494-15497.5 Local control and accountability plan and spending requirements

UNITED STATES CODE, TITLE 20

6312 Local educational agency plan

6826 Title III funds, local plans

APPROVED: October, 2015

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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 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 subgroup, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. 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, including efforts made to seek parent/guardian input in decision making and how Butte County Office of Education will promote parent/guardian participation in programs for unduplicated
 - 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, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education 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 high school graduation rates, as applicable

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- 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, 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 funding
 - h. Student outcomes, if available, in the subject areas
2. Any goals identified for any local priorities established by the County Office of Education
 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, Butte County Office of Education 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, the Butte County Office of Education shall identify and include in the LCAP the method for measuring the district's 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 a school accountability report card.

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how Butte County Office of Education 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 Butte County Office of Education expends supplemental and/or concentration 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.

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Annual Updates

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 post the LCAP and any updates or revisions to the LCAP on the Butte County Office of Education website.

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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 designed 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.

Legal Reference:

EDUCATION CODE

1240 County superintendent, general duties

17002 Definition, including good repair

17014 Plan for building maintenance

17032.5 Portable classroom maintenance

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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
60640-60649 California Assessment of Student Performance and Progress
60800 Physical fitness testing
60850 High school exit examination
60851 High school exit examination
CALIFORNIA CONSTITUTION
Article 16, Section 8.5(e) Allocations to State School Fund
UNITED STATES CODE, TITLE 20
6311 State plans, including local educational agency report cards

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