

# **SUPERINTENDENT EVALUATION**

## **SUPERINTENDENT EVALUATION**

The New York State School Boards Association (NYSSBA) recognizes that boards of education have a legal obligation to evaluate superintendents annually. More importantly, NYSSBA realizes that it is one of the most important responsibilities of the school board. An effective performance evaluation helps drive school improvement and student achievement, develops a positive relationship between the school board and superintendent, demonstrates accomplishments of the district and sets annual priorities. The superintendent evaluation process is not a means to an end, but rather an ongoing and dynamic process. Decisions regarding both process and instrument should reflect a cooperative effort between the school board and superintendent.



# SUPERINTENDENT EVALUATION

**This evaluation model offers a three-part guide for evaluating the superintendent:**

**Part I** is based on standards and professional practices derived partly from the American Association of School Administrators and other sample evaluations. Each standard will be reviewed and rated.

**Part II** is based on local priorities of the district defined in annual superintendent objectives. Collectively, the superintendent and board define three to five objectives that focus the superintendent's efforts for the year. An assessment will be made with regard to the successful completion of these annual objectives.

**Part III** is the final performance summary sheet. It provides a final rating on the superintendent's performance standards, annual objectives, summative comments, recommendations and signatures. The final summary sheet is placed in the superintendent's personnel file.



## HOW TO USE THIS EVALUATION MODEL

The whole board should participate in the process from start to finish, and the board president or assigned board designee is responsible for expediting the evaluation process.

1. Begin with a pre-assessment meeting between the superintendent and board to review the instrument and process. The board and superintendent should agree on the evaluation timeline, instrument and process. Collectively, the board and superintendent review the standards of performance as well as identify the annual superintendent objectives based on local priorities of the district.
2. Determine if the evaluation process will occur only once, at the end of the school year as a summative (final) evaluation, or will also include a mid-year formative evaluation. If no mid-year formative evaluation is done, a scheduled progress report may be warranted.
3. It is recommended that the superintendent provide his/her own self-assessment with evidence to the board. Board members should consider the superintendent's self-assessment and supportive evidence when completing their own instruments.
4. The board president or designee collects all individual board member instruments and compiles the results and comments.
5. An executive session, with board members only, is convened to discuss the evaluation results and provide a decision regarding performance ratings, and a final comprehensive comment summary and recommendations.
6. Shortly thereafter, the board meets again in executive session with the superintendent to review and discuss the evaluation results, make any changes or adjustments to the final evaluation, discuss recommendations for improvement, and begin to define the upcoming year's priority objectives.

**Note: The superintendent's contract often contains provisions with regard to the evaluation of his/her performance. Before adopting an evaluation process, it is critical to reference the superintendent's contract to make certain they are consistent with one another.**

## PERFORMANCE STANDARDS AND RATING SCALES

### The five (5) standards of the superintendent's job:

1. **Vision, Culture & Instructional Leadership** – The superintendent leads the district by promoting the success of all students, articulating a vision of learning, developing a positive school climate and demonstrating best practices in instructional programs and staff professional development.
2. **Operations, Resource & Personnel Management** – The superintendent demonstrates the knowledge, skills and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensures the fiscal health of the district, and implements sound personnel practices.
3. **Board Governance & Policy** – The superintendent works effectively with the board of education, exhibits a shared understanding of board and superintendent roles, leads and manages the district consistently with the board's policies, and demonstrates the skills to work effectively with the board.
4. **Communication & Community Relations** – The superintendent establishes effective communication with students, parents, staff and community, and has the knowledge and awareness of different cultures among all community members to effectively engage and respond to diverse interests and needs to support the success of all students.
5. **Ethical Leadership** – The superintendent promotes the success of every student and every staff member by acting with integrity, fairness and in an ethical manner.

**Performance ratings will use the HEDI scale which is familiar to most New York schools.**

Rating Scale – Highly Effective, Effective, Developing, Ineffective (HEDI)			
Highly Effective	Effective	Developing	Ineffective
Performance has continually exceeded the criteria	Performance consistently meets the criteria	Performance is inconsistent and partially meets the criteria	Performance does not meet the criteria and requires significant improvement
Noteworthy evidence and data demonstrates the superintendent's performance has had an exceedingly positive impact on students, staff, community relations and/or program outcomes. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and data demonstrates the superintendent's performance maintains effective results and good relations with students, staff, community members and satisfactory program outcomes. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and data demonstrates the superintendent partially met the criteria and desired results. Performance has made some gains toward relations with students, staff, and community members and has moderately impacted program results. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and data demonstrates the superintendent's performance has not met the criteria or desired results. Performance has not made any gains in program results or toward relations with students, staff, and community members. The board should cite specific data or evidence that supports this rating.

## RECOMMENDED GUIDELINES

How do board members conduct the evaluation fairly and objectively?



It is the responsibility of the school board to evaluate the performance of the superintendent. No process or instrument is completely objective. There will always be some subjectivity, but every evaluation process should foster a fair analysis of the superintendent's performance.

### Consider these things when conducting the superintendent's evaluation:

- Give the review the time it deserves
- Maintain a respectful, professional process
- Focus on standards and outcomes (not personality)
- Ask the superintendent to conduct a self-assessment
- Use multiple evidence-based documents when assessing performance
- Identify strengths in performance to build upon
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting, consider a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority objectives for the coming year



## THE TIMELINE: THE SUPERINTENDENT EVALUATION IS AN ONGOING PROCESS WITH A REPEATING CYCLE

SUGGESTED TIMELINE FOR SUPERINTENDENT EVALUATION	
SUGGESTED TIMELINE	ACTION
<b>Summer</b>	1. The board develops or confirms the vision, mission, annual goals and core values of the district.
<b>Summer/Early Fall</b>	2. The board and superintendent collectively define the superintendent's annual priority objectives in measurable targets to be completed in 12 months based on district goals/long-range plans. 3. The superintendent's professional development plan is reviewed with the board to support his/her goals for the coming year.
<b>Fall</b>	4. The board and superintendent review the superintendent's contract, job description, agree upon the evaluation process (including a request for a superintendent self-evaluation), instrument, rating method and possible supporting documents/information/data to be used to measure performance. 5. The board files the procedures by September 10 <sup>th</sup> according to Commissioner's regulations, 8 NYCRR §100.2 (o)(2)(v). 6. The board president and superintendent review the evaluation process and instrument with new board members.
<b>Quarterly or Early Winter</b>	7. The superintendent makes interim progress reports to the board on district goals and superintendent annual objectives, and/or the board conducts an informal mid-year formative performance assessment.
<b>Spring</b>	8. The superintendent conducts a self-assessment and gathers supporting evidence and provides it to board members. (Certain data may not be available at the time of the evaluation, therefore, the prior year's data may be used.) 9. Individual board members complete the evaluation instrument considering the superintendent's self-evaluation and submit their completed instrument to the board president or designee to be compiled, according to district's procedures. 10. Shortly thereafter, board members meet in executive session to discuss their evaluation of the superintendent and determine the board's official evaluation rating and commentary. 11. The board's official evaluation document(s) is/are shared, clarified and discussed with the superintendent in executive session. Changes to the evaluation may be made as a result of the discussions. Professional development objectives will be included as a part of the final evaluation comment(s). 12. A copy of the evaluation final performance summary sheet is placed in the superintendent's personnel file.
<b>Summer</b>	13. Repeat cycle.

**Note: New superintendents not hired at the beginning of the school year may need a different review cycle. See the superintendent's contract for reference.**

# PART I

## RATING THE SUPERINTENDENT ON PERFORMANCE STANDARDS

### Instructions for rating the performance standards

Individual board members may rate the superintendent's professional practice as shown in the example below. Board members may place an "X" in the box that best describes the superintendent's performance in that professional practice area and then determine the overall rating for the standard area based on the HEDI rating scale. Consider the importance of the professional practice if an overall performance rating is not clearly evident.

**USE AN "X" TO MARK THE RATING OF EACH AREA**

**PART I: RATING THE SUPERINTENDENT ON PERFORMANCE STANDARDS**

**STANDARD 5: ETHICAL LEADERSHIP**

The superintendent promotes the success of every student and every staff member by acting with integrity, fairness and in an ethical manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	<b>Possible Data Sources &amp; Documents:</b> <input type="checkbox"/> Parent, community, and staff survey data <input type="checkbox"/> Teacher, school executive, and staff retention data <input type="checkbox"/> Ability to confront conflict and build consensus <input type="checkbox"/> Shared decision making <input type="checkbox"/> Outreach efforts <input type="checkbox"/> School board policies <input type="checkbox"/> Minutes and reports <input type="checkbox"/> Office of Civil Rights data on discipline <input type="checkbox"/> Superintendent's performance goals  <b>Additional sources:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
<b>5.1</b> Demonstrates ethical and professional behavior, inspiring others to higher levels of performance	X				
<b>5.2</b> Maintains a caring and professional relationship with staff, grounded in shared district values		X			
<b>5.3</b> Demonstrates appreciation for, and sensitivity to, the diversity of the school community, and respects divergent opinions			X		
<b>5.4</b> Demonstrates efforts to close the achievement gap across all demographics		X			
<b>5.5</b> Demonstrates a high level of self-awareness and improves upon professional practice		X			
<b>Rating for this standard</b>					
<b>Rating</b>					<div style="display: flex; justify-content: space-around; font-size: small;"> <span>HE</span><span>E</span><span>D</span><span>I</span> </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input checked="" type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>
<b>Comments:</b> (Identify strengths or recommendations for improvement)					

## STANDARD 1: VISION, CULTURE & INSTRUCTIONAL LEADERSHIP

The superintendent leads the district by promoting the success of all students, articulating a vision of learning, developing a positive school climate and demonstrating best practices in instructional programs and staff professional development.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	Possible Data Sources & Documents: <input type="checkbox"/> District strategic plan <input type="checkbox"/> School improvement plan <input type="checkbox"/> Professional development plans based on data (e.g., student performance, teacher working conditions survey) <input type="checkbox"/> Leadership team agenda <input type="checkbox"/> Student performance goals <input type="checkbox"/> Student performance data <input type="checkbox"/> Use of formative assessment to impact instruction <input type="checkbox"/> Number of principal and teacher improvement plans (PIP, TIP) <input type="checkbox"/> Graduation rates, % of students going to college <b>Additional sources:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
<b>1.1</b> Leadership actions, staffing and resources are clearly aligned to a student achievement focused vision, and that vision is evident in the school culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1.2</b> Demonstrates a deep understanding of quality instruction and consistently promotes effective instructional programs and high expectations for student learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1.3</b> District goals are systemically aligned throughout the district with a focused plan for student achievement and school improvement supported by resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1.4</b> Leads and supports the use of data informed instruction for administrators and teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1.5</b> Monitors and reviews the effectiveness of curriculum and instruction and their alignment with state standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1.6</b> Ensures that all staff have district-specific professional development that directly enhances their performance and improves student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1.7</b> Sets self-improvement goals and applies learning from professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
					<b>Rating for this standard</b>
<b>Rating</b>					<b>HE</b> <b>E</b> <b>D</b> <b>I</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Comments:</b> (Identify strengths or recommendations for improvement)					



## STANDARD 2: OPERATIONS, RESOURCE & PERSONNEL MANAGEMENT

The superintendent demonstrates the knowledge, skills and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensure the fiscal health of the district, and implement sound personnel practices.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	Possible Data Sources & Documents: <input type="checkbox"/> District strategic plan <input type="checkbox"/> Number of teachers with National Board Certification and graduate/advanced level licensure <input type="checkbox"/> Teacher, school executive, and staff diversity <input type="checkbox"/> Recruitment and retention data <input type="checkbox"/> Assessment of professional development on the impact of student learning <input type="checkbox"/> Technology plan <input type="checkbox"/> 3-5 year financial plan <input type="checkbox"/> External audit <input type="checkbox"/> 3-5 year capital plan <input type="checkbox"/> End of year budget status report <input type="checkbox"/> Staff attendance rates and turnover <input type="checkbox"/> VADIR data <input type="checkbox"/> Construction projects timelines and budgets <input type="checkbox"/> District leadership development and succession plan <b>Additional sources:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
<b>2.1</b> Develops and ensures the implementation of procedures and structures to support compliance with local, state and federal laws and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2.2</b> Implements personnel procedures, recruitment and employee performance programs to hire and retain the best qualified teachers, administrators and personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2.3</b> Aligns and adjusts resources accordingly to meet district priorities and annual goals/objectives operating within budget and fiscal guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2.4</b> Guides the process of fiscal planning and budget development and makes recommendations based upon the district's current fiscal position and future needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2.5</b> Stays informed of facilities use and needs and makes facilities recommendations as needed to the board, promotes safety across the district, and ensures a facilities management plan is in place for future needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2.6</b> Effectively works with district bargaining units and actively seeks to improve bargaining outcomes that best serve students and the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Rating</b>					<b>Rating for this standard</b> <div> <div>HE</div> <div>E</div> <div>D</div> <div>I</div> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
<b>Comments:</b> (Identify strengths or recommendations for improvement)					

### STANDARD 3: BOARD GOVERNANCE & POLICY

The superintendent works effectively with the board of education, exhibits a shared understanding of board and superintendent roles, leads and manages the district consistent with board policies, and demonstrates the skills to work effectively with the board.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	<b>Possible Data Sources &amp; Documents:</b> <input type="checkbox"/> Timeliness of board packets <input type="checkbox"/> District strategic plan <input type="checkbox"/> School improvement plans <input type="checkbox"/> Board meeting agendas <input type="checkbox"/> External reviews and audits (e.g., budget, child nutrition, transportation) <input type="checkbox"/> Copies of district procedures and publications (e.g., student handbooks, discipline policies, safety procedures) <input type="checkbox"/> Correspondence <b>Additional sources:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____			
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria				
<b>3.1</b> Offers professional advice to the board with appropriate recommendations based on thorough study and analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>3.2</b> Keeps the board regularly informed with data, reports and information which enables them to make effective timely decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>3.3</b> Interprets and executes the intent of board policies, and advises the board on the need for new and/or revised policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>3.4</b> Works collaboratively with the board to shape district vision, mission, and goals with measurable objectives of high expectations for student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>3.5</b> Makes considerable effort to have a positive working relationship with the board, treating all board members fairly and respectfully, and attempts to resolve any serious conflicts with board members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
					<b>Rating for this standard</b>			
<b>Rating</b>					<b>HE</b> <input type="checkbox"/>	<b>E</b> <input type="checkbox"/>	<b>D</b> <input type="checkbox"/>	<b>I</b> <input type="checkbox"/>
<b>Comments:</b> (Identify strengths or recommendations for improvement)								

## STANDARD 4: COMMUNICATION & COMMUNITY RELATIONS

The superintendent establishes effective communication with students, parents, staff and community, and has the knowledge and awareness of different cultures among all community members to effectively engage and respond to diverse interests and needs that support the success of all students.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	Possible Data Sources & Documents:
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
<b>4.1</b> Communicates key information to all stakeholders in an appropriate and timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Survey results from parents and other community leaders <input type="checkbox"/> Policy and procedure documents for internal communications <input type="checkbox"/> Visible support for district goals and priorities from community leaders, such as educational foundation activities, civic club scholarships, etc. <input type="checkbox"/> Partnership agreements and other documents to support collaborative efforts to achieve school district goals and priorities <input type="checkbox"/> Accounts of school and district accomplishments in various forms of public media <input type="checkbox"/> District website <input type="checkbox"/> Newsletters and other public engagement documents designed to strengthen connections to the community <input type="checkbox"/> Membership and participation with community organizations (e.g., PTA) <input type="checkbox"/> Community college/university partnerships, collaborative projects, and professional development initiatives <input type="checkbox"/> Attendance at community/school events <b>Additional sources:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<b>4.2</b> Works collaboratively with staff and community members to secure resources and effective partnerships to support district goals and student success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4.3</b> Uses effective public information strategies to communicate and promote a positive image of the district with families, community, the media, state and local officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4.4</b> Establishes effective communication within the district and promotes positive interpersonal relations among staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4.5</b> Creates an atmosphere of trust and respect with staff, families and community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4.6</b> Regularly attends events and visibly engages the school community and the community at large	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
					<b>Rating for this standard</b>
<b>Rating</b>					<b>HE</b> <input type="checkbox"/> <b>E</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/> <b>I</b> <input type="checkbox"/>
<b>Comments:</b> (Identify strengths or recommendations for improvement)					

**STANDARD 5: ETHICAL LEADERSHIP**

The superintendent promotes the success of every student and every staff member by acting with integrity, fairness and in an ethical manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	<b>Possible Data Sources &amp; Documents:</b> <input type="checkbox"/> Parent, community, and staff survey data <input type="checkbox"/> Teacher, school executive, and staff retention data <input type="checkbox"/> Ability to confront conflict and build consensus <input type="checkbox"/> Shared decision making <input type="checkbox"/> Outreach efforts <input type="checkbox"/> School board policies <input type="checkbox"/> Minutes and reports <input type="checkbox"/> Office of Civil Rights data on discipline <input type="checkbox"/> Superintendent's performance goals  <b>Additional sources:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____			
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria				
<b>5.1</b> Demonstrates ethical and professional behavior, inspiring others to higher levels of performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>5.2</b> Maintains a caring and professional relationship with staff, grounded in shared district values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>5.3</b> Demonstrates appreciation for, and sensitivity to, the diversity of the school community, and respects divergent opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>5.4</b> Demonstrates efforts to close the achievement gap across all demographics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>5.5</b> Demonstrates a high level of self-awareness and improves upon professional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
					<b>Rating for this standard</b>			
<b>Rating</b>					<b>HE</b> <input type="checkbox"/>	<b>E</b> <input type="checkbox"/>	<b>D</b> <input type="checkbox"/>	<b>I</b> <input type="checkbox"/>
<b>Comments:</b> (Identify strengths or recommendations for improvement)								

## PART II

### SUPERINTENDENT ANNUAL OBJECTIVES

#### Instructions for Rating the Superintendent on Annual Objectives

Indicate progress made related to each stated objective. Include multiple sources of data as supporting evidence for the progress and/or attainment of each objective. If data sources are unknown prior to the executive session with the superintendent, wait until supporting evidence is available to complete this section.

For the board members' convenience, the district clerk can prepopulate the chart on the following page with the superintendent's annual objectives.

#### THE SMART MODEL

Identifying annual objectives with the superintendent should define student achievement objectives, priorities and issues unique to the district. Three to five key objectives that follow the SMART model (specific, measurable, achievable, relevant and time-bound). Optimally, the objectives should be aligned with the district's goals and within the scope of the superintendent's control. Benchmarks showing progress at certain intervals throughout the year should be reported and applied to each objective.

##### Specific

- Define expectations
- Avoid generalities and use verbs to start the sentence

##### Measurable

- Quality, quantity, timeliness and cost

##### Achievable

- Challenging, but attainable goals

##### Relevant

- Link the goal to higher level district goals.

##### Time-bound

- Set timelines to complete the goal with benchmarks to indicate progress

**Note: While it is recommended that annual objectives be developed each year, it is understood that in some instances they may not be developed.**

## ANNUAL SUPERINTENDENT OBJECTIVES

*Objectives and evidence of progress need to be identified before completing this sheet.*

ANNUAL SUPERINTENDENT OBJECTIVES (Up to 5)	EVIDENCE OF PROGRESS OR COMPLETION (3-5 Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded Objective	Met Objective	Partially Met Objective	Didn't Meet Objective
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ANNUAL SUPERINTENDENT OBJECTIVES

*Objectives and evidence of progress need to be identified before completing this sheet.*

ANNUAL SUPERINTENDENT OBJECTIVES (Up to 5)	EVIDENCE OF PROGRESS OR COMPLETION (3-5 Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded Objective	Met Objective	Partially Met Objective	Didn't Meet Objective
4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					

# SUPERINTENDENT EVALUATION SUMMARY SHEET

For Part I and Part II

Summary Rating Instructions:	PART I - Standards:	HE	E	D	I
	<b>To be completed by the individual board member.</b>  Place the performance rating for each corresponding standard in the grid to the right.	1. Vision, Culture & Instructional Leadership (pg. 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Operations, Resource & Personnel Management (pg. 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Board Governance & Policy (pg. 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Communication & Community Relations (pg. 11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Ethical Leadership (pg. 12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary Rating Instructions:	PART II - Objectives:	HE	E	D	I
	<b>To be completed by the individual board member.</b>  Place the performance rating for each objective in the grid to the right.	Annual Objective # 1 (pg. 14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Annual Objective # 2 (pg. 14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Annual Objective # 3 (pg. 14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Annual Objective # 4 (pg. 15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Annual Objective # 5 (pg. 15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Summary Comments</b>            
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# PART III

## SUPERINTENDENT EVALUATION

### FINAL PERFORMANCE SUMMARY SHEET

Superintendent's Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Evaluators (list all board members):

_____	_____	_____
_____	_____	_____
_____	_____	_____

This summary sheet can be used to indicate the collective rating of the superintendent's performance using the HEDI scale.

<p><b>Summary Rating Instructions:</b></p> <p>The board president will tally each board member's ratings for the five standards and objectives and record the totals in the corresponding boxes.</p>	PART I - Standards:				HE	E	D	I
	1. Vision, Culture & Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	2. Operations, Resource & Personnel Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	3. Board Governance & Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	4. Communication & Community Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	5. Ethical Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	PART II - Objectives:				HE	E	D	I
	Annual Objective # 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	Annual Objective # 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	Annual Objective # 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	Annual Objective # 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	Annual Objective # 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

**Note: In general, individual ratings and comments from individual board members are not "final agency determinations" and are therefore not subject to disclosure under the Freedom of Information Law (FOIL). In contrast, any summative rating or comments approved by the entire board would constitute a final agency determination and are subject to disclosure under FOIL.**

**PART III: SUPERINTENDENT EVALUATION FINAL PERFORMANCE SUMMARY SHEET**

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Board of Education Summary Comments:

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Board of Education Recommendations:

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Superintendent Response:

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Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Board President's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Note: Signing this evaluation indicates that the evaluation has been reviewed and results discussed with the superintendent, but does not necessarily indicate he or she agrees on all ratings or comments made. The signed Superintendent Evaluation Final Performance Summary Sheet should be placed in the superintendent's personnel file.**

# **CSBA Sample**

## **Board Policy**

### **Education For English Learners**

BP 6174

#### **Instruction**

\*\*\*Note: The following policy may be revised to reflect district practice. State and federal law establish requirements for the identification, placement, and education of English learners.\*\*\*

\*\*\*Note: Pursuant to Education Code 42238.02 and 42238.03, the local control funding formula provides additional funding based on the number and concentration of unduplicated counts of students who are English learners, foster youth, and/or eligible for free or reduced-price meals. Such funds must be used to increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number or concentration of unduplicated students; see BP 3100 - Budget.\*\*\*

\*\*\*Note: In addition, 20 USC 6801-7014 (Title III) provide grant funds that may be used to supplement, but not supplant, funding from other sources for the purpose of ensuring that English learners attain English proficiency and meet the same challenging academic standards that are applicable to all students. During the Federal Program Monitoring (FPM) process, California Department of Education (CDE) staff will expect to see evidence that the district has complied with state and federal requirements. See the CDE web site for FPM compliance monitoring instruments.\*\*\*

\*\*\*Note: For further information regarding English learners, programs, and services, see CDE's publication The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, available on its web site.\*\*\*

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

\*\*\*Note: Education Code 52060 requires the district's local control and accountability plan (LCAP) to include annual goals and specific actions, aligned to state and local priorities, for all students and for each "numerically significant" student subgroup as defined in Education Code 52052, including English learners; see BP/AR 0460 - Local Control and Accountability Plan. The CDE's Roadmap provides an alignment between principles outlined for English learners and the eight state priority areas required in the district's LCAP.\*\*\*

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)  
(cf. 3100 - Budget)

\*\*\*Note: The following paragraph may be revised to reflect district strategies for parent/guardian and community involvement. Education Code 305 requires the district to solicit input on language acquisition programs as part of the parent and community engagement process during the development of the LCAP; see section on "Language Acquisition Programs" below. In addition, if district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, Education Code 52063 requires the establishment of an English learner parent advisory committee to review and comment on the district's LCAP; see the accompanying administrative regulation and BP 0460 - Local Control and Accountability Plan.\*\*\*

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.

(cf. 0420 - School Plans/Site Councils)  
(cf. 1220 - Citizen Advisory Committees)  
(cf. 6020 - Parent Involvement)

\*\*\*Note: Pursuant to Education Code 60811, in November 2012 the State Board of Education (SBE) adopted state academic content standards for English language development (ELD), aligned with the California Common Core State Standards for English language arts, for students whose primary language is a language other than English. In July 2014, the SBE adopted the English Language Arts/English Language Development Framework aligned to those standards. A supplementary resource, Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, specifies the correspondence between the state ELD standards and the California Common Core State Standards for mathematics and the Next Generation Science Standards.\*\*\*

\*\*\*Note: CDE's Roadmap encourages differentiated instruction and curriculum which are integrated across all subject areas and emphasize inquiry-based learning and critical thinking skills.\*\*\*

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide students with access to the full educational program.

(cf. 6011 - Academic Standards)  
(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)  
(cf. 6161.11 - Supplementary Instructional Materials)  
(cf. 6171 - Title I Programs)

\*\*\*Note: Commission on Teacher Credentialing (CTC) leaflet CL-622, Serving English Learners, describes requirements pertaining to the qualifications of teachers of English learners.

A teacher who is assigned to provide English language development, specially designed academic instruction in English, and/or primary language instruction to English learners must hold an appropriate authorization from the CTC; see AR 4112.22 - Staff Teaching English Learners.\*\*\*

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Learners)

\*\*\*Note: The following paragraph reflects a requirement for districts that receive federal Title III funds to improve the education of English learners, and is recommended for use by all districts. 20 USC 6825 lists the required uses of such funds, including the provision of professional development of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom. Pursuant to 20 USC 6825, such professional development must not include one-day or short-term workshops and conferences.\*\*\*

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

\*\*\*Note: The following paragraph is optional. The CDE's Roadmap indicates the importance of a supportive and collaborative environment in order for teachers to effectively address the complex needs of English learners.\*\*\*

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

## Identification and Assessment

\*\*\*Note: The CDE's Roadmap emphasizes the importance of early identification of English learners, as early childhood is a crucial period of time for language development. Education Code 313 requires any district that has one or more students who are English learners to assess the English language proficiency of those students using a state assessment designated by the SBE. The state English Language Proficiency Assessments for California are aligned with the 2012 state standards for ELD. They include an initial test for identifying students who may be English

learners and an annual summative assessment for determining English learners' level of English proficiency and progress in acquiring the skills of listening, speaking, reading, and writing in English. CDE also provides a home language survey to be used to identify students who should be tested for English proficiency. See the accompanying administrative regulation for further information about test administration and identification and reclassification criteria.\*\*\*

The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

\*\*\*Note: In addition to testing the level of English proficiency of English learners, districts are required pursuant to Education Code 60640 to administer the California Assessment of Student Performance and Progress to English learners; see BP/AR 6162.51 - State Academic Achievement Tests. As needed, English learners may be provided with the testing resources (i.e., universal tools, designated supports, and accommodations) specified in 5 CCR 854.1-854.3, as renumbered by Register 2018, No. 4, during test administration.\*\*\*

\*\*\*Note: Education Code 60640 also authorizes districts to administer a primary language assessment to English learners in grades 2-11 for the purpose of assessing students' competency in reading, writing, and listening in their primary language. The Standards-Based Test in Spanish may be used for this purpose until a test is available that is aligned with the most recent state ELD standards. The new California Spanish Assessment is expected to be operational in the 2018-19 school year.\*\*\*

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)

(cf. 6162.51 - State Academic Achievement Tests)

\*\*\*Note: The following paragraph is optional. The CDE's Roadmap highlights the importance of formative assessments in order to continually adapt methodologies and instruction to meet the needs of English learners.\*\*\*

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

(cf. 6162.5 - Student Assessment)

Language Acquisition Programs

\*\*\*Note: Education Code 305-310 authorize parents/guardians to select a language acquisition program that best suits their child. At a minimum, the district must offer a structured English immersion program. It also may offer a dual-language immersion program, transitional and developmental program for English learners, or other language acquisition program as defined in Education Code 306. Pursuant to 20 USC 6312 and 34 CFR 100.3, parents/guardians have a right to decline or opt their child out of a language acquisition program. The following section may be revised to reflect programs offered by the district. Also see the accompanying administrative regulation.\*\*\*

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

\*\*\*Note: The following optional paragraph may be revised to reflect district practice. The Education Code does not define the term "nearly all" for purposes of ensuring that nearly all instruction in the structured English immersion program is provided in English pursuant to Education Code 306. The following paragraph defines "nearly all" as to provide that all classroom instruction be conducted in English except for clarification, explanation, and support as needed. The district could instead establish a minimum percentage of classroom instructional time to be conducted in English or specify the types of courses to be conducted in English and the courses (e.g., science, algebra) to be taught in the student's primary language.\*\*\*

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

\*\*\*Note: Items #1-2 below are optional and may be revised to reflect district practice.\*\*\*

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. The district may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

(cf. 6142.2 - World/Foreign Language Instruction)

2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that

enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

\*\*\*Note: The following paragraph is for use by districts that maintain any of grades K-3.\*\*\*

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 - Class Size)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

(cf. 5145.6 - Parental Notifications)

\*\*\*Note: Pursuant to 5 CCR 11311, as added by Register 2018, No. 20, districts are required to establish a process with specified components for schools to receive and respond to requests from parents/guardians of enrolled students, and those enrolled for attendance in the next school year, to establish a language acquisition program other than, or in addition to, those already available at the school. See the section "Language Acquisition Programs" in the accompanying administrative regulation.\*\*\*

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

## Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

## Program Evaluation

\*\*\*Note: The following section may be revised to reflect indicators agreed upon by the



Governing Board and Superintendent or designee for measuring the effectiveness of the district's educational program for English learners. Education Code 52061 requires that the annual update of the LCAP include a review of progress toward the goals included in the LCAP, an assessment of the effectiveness of the specific actions described in the LCAP toward achieving the goals, and a description of changes the district will make as a result of this review and assessment.\*\*\*

\*\*\*Note: Pursuant to Education Code 313.2, the CDE is required to annually determine the number of students in each district and school who are, or are at risk of becoming, long-term English learners and to report that information to districts and schools. Definitions of "long-term English learner" and "English learner at risk of becoming a long-term English learner" are contained in Education Code 313.1.\*\*\*

\*\*\*Note: 20 USC 6311 requires the inclusion of a performance indicator on English language proficiency within the state accountability system under Title I.\*\*\*

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP
7. A comparison of current data with data from at least the previous year in regard to items #1-6 above
8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference:

EDUCATION CODE

300-340 English language education, especially:

305-310 Language acquisition programs

313-313.5 Assessment of English proficiency

430-446 English Learner and Immigrant Pupil Federal Conformity Act  
 33050 State Board of Education waiver authority  
 42238.02-42238.03 Local control funding formula  
 44253.1-44253.11 Qualifications for teaching English learners  
 48980 Parental notifications  
 48985 Notices to parents in language other than English  
 52052 Numerically significant student subgroups  
 52060-52077 Local control and accountability plan  
 52160-52178 Bilingual Bicultural Act  
 56305 CDE manual on English learners with disabilities  
 60603 Definition, recently arrived English learner  
 60640 California Assessment of Student Performance and Progress  
 60810-60812 Assessment of language development  
 62002.5 Continuation of advisory committee after program sunsets  
 CODE OF REGULATIONS, TITLE 5  
 854.1-854.3 CAASPP and universal tools, designated supports, and accommodations  
 854.9 CASSPP and unlisted resources for students with disabilities  
 11300-11316 English learner education  
 11510-11517.5 California English Language Development Test  
 11517.6-11519.5 English Language Proficiency Assessments for California  
 UNITED STATES CODE, TITLE 20  
 1412 Individuals with Disabilities Education Act; state eligibility  
 1701-1705 Equal Educational Opportunities Act  
 6311 Title I state plan  
 6312 Title I local education agency plans  
 6801-7014 Title III, language instruction for English learners and immigrant students  
 7801 Definitions  
 CODE OF FEDERAL REGULATIONS, TITLE 34  
 100.3 Discrimination prohibited  
 200.16 Assessment of English learners  
 COURT DECISIONS  
 Valeria O. v. Davis, (2002) 307 F.3d 1036  
 California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141  
 McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196  
 Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698  
 ATTORNEY GENERAL OPINIONS  
 83 Ops.Cal.Atty.Gen. 40 (2000)

#### Management Resources:

#### CSBA PUBLICATIONS

English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018  
 English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017  
 English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016  
 English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners,

Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs,

Governance Brief, September 2014

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018

Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017

Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

#### THE EDUCATION TRUST- WEST PUBLICATIONS

Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018

Unlocking Learning: Science as a Lever for English Learner Equity, January 2017

#### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

#### WEB SITES

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

California Association for Bilingual Education: <http://www.gocabe.org>

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

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

The Education Trust-West: <http://west.edtrust.org>

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

# **Pacific SD**

## **Exhibit**

### **Conflict Of Interest**

E 9270

### **Board Bylaws**

#### **RESOLUTION ADOPTING A CONFLICT OF INTEREST CODE**

WHEREAS, the Political Reform Act, Government Code 87300-87313, requires each public agency in California to adopt a conflict of interest code; and

WHEREAS, the Board of Trustees of the Pacific School District has previously adopted a local conflict of interest code; and

WHEREAS, past and future amendments to the Political Reform Act and implementing regulations may require conforming amendments to be made to the district's conflict of interest code; and

WHEREAS, a regulation adopted by the Fair Political Practices Commission, 2 CCR 18730, provides that incorporation by reference of the terms of that regulation, along with an agency-specific appendix designating positions and disclosure categories shall constitute the adoption and amendment of a conflict of interest code in conformance with Government Code 87300 and 87306; and

WHEREAS, the Pacific School District has recently reviewed its positions, and the duties of each position, and has determined that (changes/no changes) to the current conflict of interest code are necessary; and

WHEREAS, any earlier resolutions, bylaws, and/or appendices containing the district's conflict of interest code shall be rescinded and superseded by this resolution and Appendix; and

NOW THEREFORE BE IT RESOLVED that the Pacific School District Board of Trustees adopts the following Conflict of Interest Code including its Appendix of Designated Employees and Disclosure Categories.

PASSED AND ADOPTED THIS \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_ at a meeting, by the following vote:

AYES:\_\_\_\_\_ NOES:\_\_\_\_\_ ABSENT:\_\_\_\_\_

Attest:

\_\_\_\_\_  
Secretary/President

#### Conflict of Interest Code of the Pacific School District

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Board of Trustees members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the attached Appendix. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

#### APPENDIX

##### Disclosure Categories

1. Category 1: A person designated Category 1 shall disclose:
  - a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
  - b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.
2. Category 2: A person designated Category 2 shall disclose:

a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.

b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

3. Full Disclosure: Because it has been determined that the district's Board members and/or Superintendent "manage public investments," they and other persons designated for "full disclosure" shall disclose, in accordance with Government Code 87200:

a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.

b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

#### Designated Positions

#### Designated Position and Disclosure Category

Board of Trustees Members	1
Superintendent of Schools	1
Assistant/Associate Superintendent	1
Purchasing Agent	1
Director	2
Principal	2
Assistant Principal	2
Maintenance and Operations Director	2
Program Coordinator	2
Project Specialist	2
Supervisor	2
Dean of Students	2

#### Disclosures for Consultants

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written

determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18700.3)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke any permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18704, subsections (a) and (b), or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18700.3)

## **Pacific Elementary School District**

### **Goals & Metrics & Actions**

March 16, 2017

#### **1. We will create safe, positive, and engaging school environment that promotes the development of cognitive skills and the social/emotional well being of all students.**

##### **1. Safety**

- i. 100% of regular safety drills will be completed as required.
  - 1. Fire 1x/mo.
  - 2. Earthquake 4x/yr.
  - 3. Lockdown 2x/yr.
- ii. 100% of regular safety meetings will be completed as required.
  - 1. 5-min Safety meetings 1x/mo.
  - 2. Safety Committee meetings 4x/yr.
- iii. 100% of regular safety inspections will be completed as required.
  - 1. Classroom, Office, Custodian, Kitchen 2x/yr.
  - 2. Playground 1x/mo.
  - 3. Fire Marshall 1x/yr.
  - 4. Insurance JPA 1x/yr.
- iv. Safety Plan & Threat Assessment will be revised

##### **2. Discipline**

- i. There will be a 5% reduction in major offenses (sent to office) from baseline.
- ii. # of suspensions will remain under 5 (baseline = 0)
- iii. # of expulsions will remain under 5 (baseline = 0)

##### **3. Health**

- i. Establish baseline for # of trips to office for health reasons

##### **4. Facilities**

- i. Reduce the # of uncompleted repairs by 10.

##### **5. Culture & Climate Committee**

- i. The CCC will implement the following aspects of PBIS
  - 1. Establish procedures, rules, consequences for each area of school
  - 2. Create protocol for sending students to office for behavior
  - 3. Create alternatives to sending students to office (e.g. to other classrooms)
  - 4. Establish protocol for use of SCIA's for behavior of non 1:1 students
  - 5. Disseminate best practices for classroom management

#### **2. We will eliminate the achievement gaps that currently exist between demographic groups.**

##### **1. English Learners**



- i. The % of ELs making expected annual progress on ELD Standards Rubric will increase by 5%
    - ii. The % of ELs reclassifying in expected time period will increase by 50%.
    - iii. The % of ELs making expected annual progress on CELDT/ELPAC will increase by 10%
  - 2. Low Income
    - i. The gap between low income students and overall students will decrease by 5% as measured by CAASPP ELA
    - ii. The gap between low income students and overall students will decrease by 5% as measured by CAASPP Math
    - iii. The % of low income students making the expected annual progress on the Writing Rubric will increase by 5%
- 3. We will develop a collaborative, professional culture that promotes increasing efficacy and high performance.**
  - 1. Staff committees will be active (meet regularly) and productive (be able to demonstrate accomplishments), as rated by the majority of members.
    - i. Culture & Climate
    - ii. Feng Shui
    - iii. Sunshine
    - iv. Technology
    - v. Safety
    - vi. School Site Council
    - vii. Assessment
    - viii. Facilities
  - 2. Faculty meetings will be devoted to learning & discussion (not just announcements and logistics), as demonstrated by agendas & minutes.
  - 3. At least 75% of staff participating in professional development (P.D. Days and trainings) will rate them as productive
- 4. We will maintain healthy finances, and manage the district efficiently and effectively.**
  - 1. Budget
    - i. The adopted budget will be certified positive
    - ii. Actuals will be in line with adopted budget
    - iii. Current pattern of deficit spending will be eliminated
  - 2. Legal
    - i. The # of hours of legal consultation used will remain within the contracted allotment
    - ii. The # of Special Education cases that go to Fair Hearing as a result of district error will be zero.
      - 1. Any SpEd cases that go to Fair Hearing will be won by the district
    - iii. The # of lawsuits as a result of district error will be zero.
      - 1. Any lawsuits will be won by the district or result in satisfactory settlements
  - 3. Personnel

- i. The # of staff leaving the district voluntarily will decrease by at least 1 from 2015-16 baseline.
- ii. The % of staff rating their level of satisfaction as “high” will be at least 75%.

**5. We will maintain strong communication and partnerships with our community.**

- 1. The % of community groups, local government, local businesses, school connected organizations that rate their degree of satisfaction with the school district as “high” will be at least 75%.
  - i. Community groups
    - 1. DRSC
    - 2. DNCA
  - ii. Government
    - 1. Law enforcement
    - 2. County Supervisor
    - 3. Fire
    - 4. Post Office
  - iii. Businesses
    - 1. Whale City Bakery
    - 2. Road House
    - 3. Bonny Doon Winery
    - 4. Davenport Café
    - 5. Slow Coast
  - iv. School Connected Organizations
    - 1. Parents Club
    - 2. School Site Council
    - 3. County Office of Education
    - 4. Neighboring districts

**6. We will provide a well-rounded education to all of our students.**

- 1. Ask each program to develop their own metrics*
- 2. Food Lab: the % of students eating school meals will remain above 75%
- 3. Life Lab:
- 4. Music
- 5. Drama
- 6. Environmental Learning Project
- 7. Field Trips

# 2018 Local Agency Biennial Notice

Name of Agency: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone No. \_\_\_\_\_

Email: \_\_\_\_\_ Alternate Email: \_\_\_\_\_

**Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.**

This agency has reviewed its conflict of interest code and has determined that (*check one BOX*):

☐ **An amendment is required. The following amendments are necessary:**

(*Check all that apply.*)

- ☐ Include new positions
- ☐ Revise disclosure categories
- ☐ Revise the titles of existing positions
- ☐ Delete titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
- ☐ Other (*describe*) \_\_\_\_\_

☐ **The code is currently under review by the code reviewing body.**

☐ **No amendment is required.** (If your code is over five years old, amendments may be necessary.)

---

## Verification (to be completed if no amendment is required)

*This agency's code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.*

\_\_\_\_\_  
*Signature of Chief Executive Officer*

\_\_\_\_\_  
*Date*

All agencies must complete and return this notice regardless of how recently your code was approved or amended. Please return this notice no later than **October 1, 2018**, or by the date specified by your agency, if earlier, to:

(*PLACE RETURN ADDRESS OF CODE REVIEWING BODY HERE*)

**PLEASE DO NOT RETURN THIS FORM TO THE FPPC.**

Reg # 35494  
mai 2014-05

POT# 19-0002.6

**Memorandum of Understanding**  
**Santa Cruz County Office of Education and**  
**Pacific Elementary School District**

This agreement is between the Santa Cruz County Office of Education (SCCOE) and Pacific Elementary School District (PESD)

**Statement of Purpose**

The primary goal of this collaboration is to provide teacher professional development in support of the County Science Initiative and District NGSS Implementation connecting environment-based field programs to classroom instruction.

**Wherefore**, SCCOE, and PESD agree to the following:

**1. Terms**

The terms of this Agreement is for June 2018 through June 2019.

(a) During the terms of this agreement, SCCOE will be responsible for providing professional development content and support of Collaborating Teachers engaged in the County Science Initiative's Teacher Leadership Institute. Collaborating Teachers will attend up to 8 days of Professional Development, collaborate with environmental education partners to develop a lesson sequence connected to an environment-based program, and field-test the lesson sequence in their classrooms.

(b) SCCOE will reimburse <sup>(PESD)</sup> up to \$1200 plus corresponding statutories per Collaborating Teacher based on their attendance at 8 days (reimbursement calculated at \$150 per day plus statutories per Collaborating Teacher) of Professional Development between June 2018 and June 2019 for said program.

(c) Each Collaborating Teacher shall be paid a maximum stipend of \$1200 plus the corresponding statutories based on attendance at 8 professional development days: June 11-15, 2018 and three additional days (dates to be determined) during the 2018-19 school year. Two payments will be made and will be calculated at \$150 per day plus corresponding statutories with verification of attendance at each professional development day. Attendance at June 11-15 trainings will determine the first payment amount, and attendance at subsequent trainings will generate a second payment. SCCOE will do a county cash transfer to cover the base \$150 per day stipends for a total up to \$1200 plus related statutories per Collaborating Teacher.

- i. Collaborating Teacher: Monica Hetenhausen
- ii. Collaborating Teacher: Jennifer Bird

**2. Hold Harmless Indemnification**

Each party shall indemnify, defend, save, and hold harmless the Superintendent, its Board of Trustees, officers, agents, and employees from any and all claims, damages, losses, causes of action, and demands, including reasonable attorney's fees and costs, incurred in connection with the processing or defense of any matter, claim, lawsuit, or contest arising out of

DISTRICT's performance of or failure to perform the work required by this AGREEMENT

3. Compliance with Law

Both parties agree to comply with all federal, state, and local laws, rules, regulations, and ordinances that are applicable to this Agreement including, but not limited to nondiscrimination because of race, color, ancestry, national origin, religion, sex, marital status, age, medical condition, handicap or other prohibited basis. All nondiscrimination rules or regulations required by law to be included in this Agreement are incorporated by this reference.

4. Insurance

Each party, at its sole expense, shall at all times maintain insurance for property and liability insurance covering bodily injury, death and property damage. General Liability Insurance requirements are no less than \$2.5 Million per occurrence. Liability for services and equipment under this agreement will be solely the responsibility of SCCOE.

5. This Memorandum of Understanding constitutes the final, complete and exclusive statement of the terms of the MOU between PESD and SCCOE pertaining to the subject matter of this Agreement and supersedes any and all other agreements, either oral, or written, which may exist between PESD and SCCOE. Both PESD and SCCOE acknowledge that no representations, inducements, promises or agreements which are not embodied herein have been made, and that no agreement, statement or promise not contained herein shall be binding on the PESD and SCCOE.

No amendment, alteration or violation in the terms of this Agreement shall be valid unless made in writing and signed by both the PESD and SCCOE hereto.

Therefore Pacific Elementary School District approves this Agreement with the Santa Cruz County Office of Education.

By: Eve Moss  
Name  
8/8/18  
Date

By: Michael Watkins  
Michael Watkins, SCCOE  
Superintendent  
5/16/18  
Date

By: Mary Hart  
Mary Hart, SCCOE  
Deputy Superintendent, Business  
5/14/18  
Date

01-9135-0-8600-2490-5825-008-9399



Education Department  
1156 High Street  
Santa Cruz, CA 95064  
June 19, 2018  
RE: UCSC 2018-2021 Student Teacher Agreement

Eric Gross, Superintendent  
Pacific Elementary School District  
P.O. Box H / 50 Ocean Street  
Davenport, CA 95017

Dear Superintendent Gross:

One of the strongest attributes of the Teacher Education Program at UC Santa Cruz is the partnership we form with local school districts in the preparation of future teachers. We look forward to developing a partnership with Pacific Elementary School District in mentoring teacher candidates.

Attached is a three-year UCSC 2018-2021 Student Teacher Agreement for your review and approval. Once approved, please sign, scan, and return the agreement to our Program Assistant, Esperanza Zamora, at [zamora@ucsc.edu](mailto:zamora@ucsc.edu).

The Education Department and I look forward to working with your district.

Respectfully yours,

A handwritten signature in black ink, appearing to read "Judit Moschkovich".

Judit Moschkovich  
Chair, Education Department  
email: [jmoschko@ucsc.edu](mailto:jmoschko@ucsc.edu)

Attachment

**University of California, Santa Cruz**  
**Education Department**  
**Student Teacher (Practice Teaching) Agreement**

**PARTIES:** University of California, Santa Cruz  
Pacific Elementary School District

**TERM:** August 1, 2018 – June 30, 2021

**SERVICES:** Practice teaching placements

1. The District shall provide teaching experience through practice teaching in schools and classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the University of California, Santa Cruz through their duly authorized representatives may agree upon.

The District may, for good cause, refuse to accept for practice teaching any student of the University of California, Santa Cruz assigned to practice teaching in the District, and upon request of the District made for good cause, the University of California shall terminate the assignment of any student of the University of California to practice teaching in the District.

“Practice teaching” as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid credentials issued by the California Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice of teaching is provided.

2. Student teachers are students of the University and not employees of the school district.

An assignment of a student of the University of California, Santa Cruz to practice teaching in the District shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper authorities of the District the Final Student Teacher Placement notice or other documents given the student by the University of California, Santa Cruz effecting such assignment.

Signed:

Education Department  
University of California, Santa Cruz



Judit Moschkovich, Chair  
Education Department  
Date signed: June 18, 2018

Superintendent's Office  
Pacific Elementary School District

\_\_\_\_\_  
Eric Gross, Superintendent

Date signed: \_\_\_\_\_

## AMENDMENT TO AGREEMENT

The parties hereto agree to amend that certain Agreement dated July 1, 2014 (Contract No. 0482), by and between the COUNTY OF SANTA CRUZ and PACIFIC ELEMENTARY SCHOOL DISTRICT.

1. Item 2 entitled "COMPENSATION" is amended to read as follows: The total contract amount shall not exceed \$10,461 for fiscal year 2018/19.

All other provisions of said agreement shall remain the same.

### 1. PACIFIC ELEMENTARY SCHOOL DISTRICT

By: Eric Gross

SIGNED

Eric Gross

PRINTED

Address: P.O. Box H  
Davenport, CA 95017

Telephone: (831) 425-7002

Fax: (831) 425-3506

Email: [egross@pacificesd.org](mailto:egross@pacificesd.org)

### 3. COUNTY OF SANTA CRUZ

By: \_\_\_\_\_

SIGNED

\_\_\_\_\_

PRINTED

### 2. APPROVED AS TO INSURANCE:

\_\_\_\_\_  
Risk Management

### 4. APPROVED AS TO FORM:

\_\_\_\_\_  
Office of the County Counsel

DISTRIBUTION: Parks, Auditor-Controller, Risk Management, Contractor



## Payables Prelist

6/22/2018 ()

PSD

## Check

## 314 - Alioto Construction Inspections

PO 18-00384-Solar Installation Inspection	01-6230-0-0000-8100-5800-200-6230	\$1,250.00
		<b>\$1,250.00</b>

## 66 - Emelia Miguel

PO 18-00382-reimbursement	13-5310-0-0000-3700-4390-200-3101	\$39.20
		<b>\$39.20</b>

## 166 - PALACE ART &amp; STATIONERY

PO 18-00381-June order	01-0000-0-0000-2700-4350-200-2801	\$11.98
PO 18-00381-June order	01-1100-0-1110-1000-4300-200-3000	\$76.77
		<b>\$88.75</b>

## 285 - Santa Cruz Community Credit Union

PO 18-00385-June Charges	13-5310-0-0000-3700-4700-200-3101	\$73.31
PO 18-00385-June Charges	13-5310-0-0000-3700-4390-200-3101	\$215.71
PO 18-00385-June Charges	01-1100-0-1110-1000-4300-200-3000	\$271.40
PO 18-00385-June Charges	01-0000-0-0000-2700-4350-200-2801	\$31.66
PO 18-00385-June Charges	01-0000-0-0000-2700-5915-200-2801	\$50.00
PO 18-00385-June Charges	13-9055-0-0000-3700-4300-200-9055	\$93.76
		<b>\$735.84</b>

## 268 - Seabright Speech Therapy

PO 18-00383-Through May 31,2018	01-6500-0-5770-1190-5800-200-1304	\$1,935.00
		<b>\$1,935.00</b>

<b>Payment Type Check Total</b>	<b>\$4,048.79</b>
---------------------------------	-------------------

**Payables Prelist****6/22/2018 ()****PSD****Grand Total :****\$4,048.79****Amount**

Fund 01

\$3,626.81

Fund 13

\$421.98

**Grand Total :****\$4,048.79**-----  
PRESIDENT-----  
SECRETARY

PREPARED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

REVIEWED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

## Payables Prelist

7-3-2018 ()

PSD

## Check

## 39 - AT&amp;T

PO 19-00006-6-24-2018 bill	01-0000-0-0000-2700-5900-200-2801	\$100.26
		<b>\$100.26</b>

## 154 - Jennifer Bird

PO 19-00004-reimbursement	01-1100-0-1110-1000-4300-201-3000	\$203.21
		<b>\$203.21</b>

## 5 - CSBA

PO 19-00002-Support service	01-0000-0-0000-7100-5800-200-2801	\$3,080.00
		<b>\$3,080.00</b>

## 178 - Document Tracking Services

PO 19-00003-2018-2019 service	01-0000-0-0000-7200-5800-200-2801	\$355.50
		<b>\$355.50</b>

## 164 - PACIFIC GAS &amp; ELECTRIC COMPANY

PO 19-00005-Due 7-16-2018	01-0000-0-0000-8100-5511-200-2801	\$648.87
PO 19-00005-Due 7-16-2018	12-9010-0-8500-8100-5511-200-3020	\$33.40
		<b>\$682.27</b>

## 76 - SCHOOLWISE TECHNOLOGIES

PO 19-00001-Tech Support	01-0000-0-0000-2700-5800-200-2801	\$1,500.00
		<b>\$1,500.00</b>

## 82 - SISC - SELF-INSURED SCHOOLS

PO 19-00007-June 2018	01-0000-0-0000-0000-9514-000-0000	\$9,090.50
PO 19-00007-June 2018	12-0000-0-0000-0000-9514-000-0000	\$1,850.00
PO 19-00007-June 2018	13-0000-0-0000-0000-9514-000-0000	\$462.50
		<b>\$11,403.00</b>

<b>Payment Type Check Total</b>	<b>\$17,324.24</b>
---------------------------------	--------------------

**Payables Prelist****7-3-2018 ()****PSD**

---

**Grand Total :** **\$17,324.24****Amount**

Fund 01 \$14,978.34

Fund 12 \$1,883.40

Fund 13 \$462.50

**Grand Total :** **\$17,324.24**-----  
PRESIDENT-----  
SECRETARY

PREPARED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

REVIEWED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

Principal Apportionment Tax  
2017-18 Period ANNUAL

		Secured	Unsecured	Hoptr	In Lieu	Timber	Prior Yr	Prior Yr	Supplemental		Prior Yr		Community	RDA	
		0100	0110	0830	0190/0197	Yield	0120/0130	Imp	0150/0151	ERAF	Restrict	Sub	RDA Funds	Resid Dist	Grand
		A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11	A-12	A-13	Total
GL Key															
Bonny Doon	640101	1,511,979	29,502	9,370	516		1,710		Basic Aid	Basic Aid		1,553,077			1,553,077
Happy Valley	640201	914,832	17,866	5,688			16,036		Basic Aid	Basic Aid		954,422			954,422
Live Oak	640301	1,883,097	35,801	12,184	5,275		5,829		224,299	646,082		2,812,567	334,337	2,933,697	6,080,601
Mountain	640401	899,155	17,577	5,589			1,027		Basic Aid	Basic Aid		923,348			923,348
Pacific	640501	205,080	3,946	1,274	3,280		316		5,806	38,673		258,375			258,375
Santa Cruz City	641501	20,320,096	396,479	126,006	6,923		22,777		Basic Aid	Basic Aid		20,872,281	168,392	1,763,191	22,803,864
Soquel	640801	8,326,910	162,362	52,668	1,868		14,319		297,455	509,367		9,364,949	274,183	2,623,915	12,263,047
Total Elementary		34,061,149	663,533	212,779	17,863	0	62,013	0	527,559	1,194,122	0	36,739,017	776,912	7,320,803	44,836,733
Santa Cruz High	641401	23,321,571	453,971	146,875	11,473	40	38,233		725,784	1,170,423		25,868,370	467,498	3,319,491	29,655,359
Total High School		23,321,571	453,971	146,875	11,473	40	38,233	0	725,784	1,170,423	0	25,868,370	467,498	3,319,491	29,655,359
Pajaro Valley	642001	60,096,050	1,240,222	373,275	78,326		137,903		1,505,164	6,051,881		69,482,821	440,234	1,523,351	71,446,405
San Lorenzo															
Valley	641101	16,733,728	325,803	104,973		102,753	25,340		404,446	1,506,831		19,203,874			19,203,874
Scotts Valley	640701	11,145,162	221,805	71,558			17,631		307,886	661,069		12,425,111		1,095,151	13,520,262
Total Unified															
School Districts		87,974,939	1,787,830	549,806	78,326	102,753	180,875	0	2,217,496	8,219,781	0	101,111,806	440,234	2,618,502	104,170,541
Districts Total		145,357,660	2,905,334	909,460	107,662	102,792	281,121	0	3,470,839	10,584,326	0	163,719,193	1,684,644	13,258,796	178,662,633
Santa Cruz COE	641210	9,557,842	186,763	60,154	3,791	12,007	14,462		225,388	214,211	crosscheck	163,719,193			
from Monterey		571,575	21,019	2,491			19,422					10,274,618	71,364	871,617	11,217,599
from San Benito		82,248	4,426	758			2,302					614,507			614,507
COE Total		10,211,665	212,208	63,403	3,791	12,007	36,186	0	225,388	214,211	0	10,978,859	71,364	871,617	11,921,840
Total		155,569,325	3,117,542	972,863	111,453	114,799	317,307	0	3,696,227	10,798,537	0	174,698,052	1,756,008	14,130,413	190,584,473

**Pacific Elementary School District  
Resolution #2019-1**

**Resolution to Establish a Conflict of Interest Code**

WHEREAS, the Political Reform Act, Government Code 87300-87313, requires each public agency in California to adopt a conflict of interest code; and

WHEREAS, the Board of Trustees of the Pacific School District has previously adopted a local conflict of interest code; and

WHEREAS, past and future amendments to the Political Reform Act and implementing regulations may require conforming amendments to be made to the district's conflict of interest code; and

WHEREAS, a regulation adopted by the Fair Political Practices Commission, 2 CCR 18730, provides that incorporation by reference of the terms of that regulation, along with an agency-specific appendix designating positions and disclosure categories shall constitute the adoption and amendment of a conflict of interest code in conformance with Government Code 87300 and 87306; and

WHEREAS, the Pacific School District has recently reviewed its positions, and the duties of each position, and has determined that (changes/no changes) to the current conflict of interest code are necessary; and

WHEREAS, any earlier resolutions, bylaws, and/or appendices containing the district's conflict of interest code shall be rescinded and superseded by this resolution and Appendix; and

NOW THEREFORE BE IT RESOLVED that the Pacific School District Board of Trustees adopts the following Conflict of Interest Code including its Appendix of Designated Employees and Disclosure Categories.

PASSED AND ADOPTED THIS \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_ at a meeting, by the following vote:

AYES:\_\_\_\_\_ NOES:\_\_\_\_\_ ABSENT:\_\_\_\_\_

Attest:

\_\_\_\_\_  
Secretary/President

# **SB 1019 (Beall): Funding Parity for Youth Mental Health Services**

**Coauthor: Senator Hertzberg**

**Coauthors: Assemblymembers Acosta, Lackey, Maienschein, and Mathis**

## **Fact Sheet**

### **BACKGROUND**

The Mental Health Services Accountability and Oversight Commission (Commission) found that children are more likely to experience or express a mental health crisis in a school setting and thus school-based programs can effectively respond and support the shared goals of promoting mental health and achieving desired educational outcomes for youth with mental health needs.

According to the Centers for Disease Control and Prevention, up to 20 percent of Americans under the age of 18 suffer from mental, behavioral, or emotional disorders.<sup>1</sup> This translates to approximately 15 million children across the country, according to the latest U.S. Census figures. Children with mental health problems are vastly more likely to develop substance abuse problems, become involved in criminal activity, and drop out of school. Among Americans ages 10 to 24, suicide is the third-leading cause of death.<sup>2</sup>

Partnerships between schools and community mental/behavioral health professionals offer students and families an extended network of mental health programs and services that are easily accessible. When programs are able to identify and address student mental and behavioral challenges early, students are more likely to gain resiliency skills and be successful in school and life while the threat of later harm is reduced.<sup>3</sup> Although youth mental health outreach has demonstrable benefits to children, only a handful of California schools have partnered with county mental health agencies and existing Triage funds are primarily utilized for adult mental health services.

According to the Commission, in the first round of the Triage grants, 50 applications for program funds were received. Only 6 of these proposed programs were specific to youth, and only 3 of those met or exceeded the minimum threshold for funding. Therefore, the grantees with youth-centric programs received just over 15% of the total available Triage funds. In order for California's school-age population to be adequately served, parity in the Triage grant fund allocation is a necessary first step.

### **EXISTING LAW**

Existing law established the Investment in Mental Health Wellness Act of 2013 (SB 82) and provided that funds appropriated by the Legislature to Commission be used to provide a complete continuum of crisis services for children and youth.

Following the enactment of SB 82 in 2014, the Legislature followed up with the passage of SB 833 and modified the statute to clarify that Triage funds can and should be used to support crisis services for children and youth. SB 833 also directed the Commission to develop a program specific to meeting the needs of children, and provided \$1.5 million for the purpose. The Legislation provided an additional \$1.5 million to expand family supportive training and related services designed to help families participate in the planning process, access services, and navigate programs (W&C 5848.5(h)). In response to the legislation, as well as the likelihood that counties would again seek to dedicate the vast majority of Triage funds to programs serving adults, the Commission elected to require half of Triage funds to be dedicated to programs targeting children and youth. Within that dedication, the Commission also directed \$30 million of those funds to be set aside specifically for crisis Triage programs that can be developed through an integrated county mental health – school partnership.

<sup>1</sup> Centers for Disease Control and Prevention, Morbidity and Mortality Weekly Report, Vol. 62, No.2, May 17, 2013

<sup>2</sup> NAMI, Mental Health Facts Children and Teens Infographic

<sup>3</sup> Psychiatric Services 66:9, September 2015

# **SB 1019 (Beall): Funding Parity for Youth Mental Health Services**

**Coauthor: Senator Hertzberg**

**Coauthors: Assemblymembers Acosta, Lackey, Maienschein, and Mathis**

## **Fact Sheet**

### **THIS BILL**

Gregory.Cramer@sen.ca.gov; (916) 651-4015

This bill creates parity and access to school-based mental health services by accomplishing the following:

- Allocates at least half of the triage grant funding for services targeted to youth and encourages partnerships between schools and local mental health services.
- Requires these grants to be administered by the Commission in consultation with the Superintendent of Public Instruction.
- Specifies that allowable uses of the funding be broadened to support prevention, early intervention, and direct services to address health needs of youth.
- Establishes eligibility standards for grants to include a local education agency and a county and/or a qualified mental health provider operating as part of the county mental health plan network.

### **SUPPORT**

MHSOAC (Sponsor)

CA Council of Community Behavioral Health Agencies

California Teachers Association

Campbell Union Unified School District

Dehesa School District

Disability Rights California

East Side Union High School District

La Mesa-Spring Valley School District

Los Angeles County Superintendent Dr. Debra Duardo

Los Angeles Trust for Children's Health

Nextgen California

Santa Clara County Office of Education

Seneca Family of Agencies

State Superintendent of Public Instruction Tom Torlakson

Teachers for Healthy Kids

Western Center and Law and Poverty

### **CONTACT**

**Staff Contact:** Gregory Cramer



**Insert Organization Header/Logo if Applicable**

**SB 1019 (BEALL) SAMPLE LETTER**

August 17, 2018

The Honorable Jim Beall  
California State Senator  
California State Capitol, Room 2082  
Sacramento, CA 95814

**RE: SB 1019 (Beall): Funding Parity for Youth Mental Health Services - SUPPORT**

Dear Senator Beall,

<Organization Name > is in strong support of SB 1019 (Beall), a bill bolsters funding for youth mental health triage services, encourages partnerships between mental health professionals and schools, and expands the use of these funds to support early intervention efforts.

The Mental Health Services Accountability and Oversight Commission (Commission) found that children are more likely to experience or express a mental health crisis in a school setting and thus school-based programs can effectively respond and support the shared goals of promoting mental health and achieving desired educational outcomes for youth with mental health needs.

Partnerships between schools and community mental/behavioral health professionals offer students and families an extended network of mental health programs and services that are easily accessible. When programs are able to identify and address student mental and behavioral challenges early, students are more likely to gain resiliency skills and be successful in school and life while the threat of later harm is reduced. Although youth mental health outreach has demonstrable benefits to children, only a handful of California schools have partnered with county mental health agencies and existing Triage funds are primarily utilized for adult mental health services.

According to the Commission, in the first round of the triage grants, 50 applications for program funds were received. Only 6 of these proposed programs were specific to youth, and only 3 of those met or exceeded the minimum threshold for funding. Therefore, the grantees with youth-centric programs received just over 15% of the total available triage funds.

SB 1019 furthers the Commission's recommendation to allocate at least half of the triage grant funding for services targeted to youth by allocating additional funds to support partnerships between counties and local education agencies. These partnerships include targeted interventions by Medi-Cal mental health providers for pupils with emotional or behavioral needs. For these reasons, we support SB 1019.

Sincerely,

[Name]  
[Title]

## Spring 2018 Superintendent Staff Feedback

*The Board is engaged in the process of evaluating Eric to provide him with meaningful feedback about his performance in the split position of superintendent and principal of Pacific Elementary School District. The duties of the superintendent include ensuring that the school is in full legal compliance with laws and regulations, working with the Board on policies, budget, and the overall school vision, completing numerous reports and other administrative functions, and working with local partner organizations including other school districts and the COE on shared committees, projects, etc. The duties of the principal include supervising the day-to-day operations of the school including staff, students, curriculum, special ed., facilities, etc.*

*The Board is asking for your anonymous feedback for Eric about his performance of his diverse job duties. Please keep your comments constructive and polite in tone. Please avoid references to your job position or other identifying information about yourself. The Board will review the comments for anonymity before sharing with Eric. Please submit your responses by the last day of school, June 7.*

*Thanks so much for your time and service to the Pacific Elementary School District.*

### Please describe Eric's strengths as the Superintendent/Principal of Pacific Elementary School District. 12 responses

Eric has embraced Pacific school as his own. From addressing the molding foundational structure in the beginning to learning and embracing the culture of our little school as the years progress. He is on campus regularly as principal and stays on top of the supervisory aspect of things which seems an impossible job (as with most of the education professions). His positive attitude, intelligence, discretion, and dignity are a few of Eric's strengths worth mentioning.

Never gets rattled...handles situations with calm, thoughtful efficiency! Definitely a people person and fantastic common sense.

He gets everything done and makes it look easy, even though I know it is definitely not easy. He is always thorough, calm, kind, thoughtful, and fair.

Knowledgeable, empathic, intelligent, problem solver, respectful, consensus builder, and the kids enjoy him

Listening to others/open door policy, positive attitude, good mix of action and patience when working on issues, supporting staff, solution oriented  
organized consistent hard working

Eric is compassionate, kind and positive. He cares about each student and is able to find solutions easily.

I am very impressed with Eric's performance as both Superintendent/ Principal of Pacific. In the time that he has been here a tremendous amount of improvements have been made to the school . He came in with the additional duty of overseeing the construction of the new buildings and continues to keep up with the many facility repair issues that arise. He runs the year long school planning in a very organized manner. He

is also timely in communication with weekly planning and is quick to reply when needed, even if off campus. He is very involved in the day to day supervision of the school. I appreciate that he is on campus whenever possible, which seems to be most of time. He has a friendly, yet professional relationship with staff, students, and parents. The fact that he is bilingual is an important asset to the school as well.

organization, shows up to work!, personal skills with staff, students, parents, and community, genuinely cares for people and the school, good ideas for changes, supports staff

The kids do like him.

Eric actively tries to accomplish what many principals before could not. He pursues grants, potential donors, and other financial leads with tenacity. He files his paperwork on time. He is calm in most situations and always looks for solutions to all problems that come our way.

He's very good at listening, and he is creative with solutions. He sees problems and fixes them without messing around about it. He's got his heart and mind in the right places, and he's a good fit for the school. He's likeable, interacts well with the students, is clear with everyone, and inspiring when he needs to be. His daily talks are great. I also like how available he is for Spanish-speaking parents.

Please describe any ways in which you think Eric could improve as the Superintendent/Principal of Pacific Elementary School District.

Sometimes a little less adherence to fixing what isn't broken program-wise, instructional minute-wise, for example, might be in order. All in all, Eric is a dream come true for Pacific School.

Just being present more..which is NOT his fault with all the meetings he has to attend offsite. Even more difficult when the asst. Principal is not available. He is a valuable asset and does a GREAT JOB!

None that I can think of.

continue to get better funding for Pacific School

Eric could communicate better in emails with more detail.

Eric could facilitate a little more collaboration with the other small school districts . He has brought in a lot of ideas and resources from Santa Cruz City Schools, which is great, but some things that work well in a large district may not carry over as well or even be as necessary in a small school.

Magically get more \$\$ for raises for staff

Be present at the school more often. Check in with the staff including classified.

I would like to see Eric bring all of the staff together more often. There is a disconnect between staff members that could easily be resolved with quarterly meetings. Currently the committees that were created do not communicate effectively with one another. He has created a hierarchy of staff and information that is undermining and unnecessary in a school this small. Possibly creating committee updates or briefings for those not on the committees would resolve this.

Sometimes he can be a little by-the-book, and sometimes he fixes problems a little too fast without taking parents and school tradition into account. In certain things he's too

hands-off, like with graduation and with the play I think parents were expecting him to jump in and help/participate more, and he didn't, and they could have used the guidance in certain places. There weren't enough chairs at graduation because the parents didn't know what they were doing, they hadn't done it before and didn't know what was required.

Please add any additional comments.

I feel blessed to have him as my boss.

Renew his contract. He seems to be a great fit for the school and community.

I think he is doing a really good job.

The school needs more monitoring on the field during recesses and in the classrooms.

I really enjoy working with him daily

When classified staff are told they will have meetings to keep all on the same page— up hold to that. We had one, with the promise of more. Many people were on different pages. Years past there was more training offered. They were invaluable for the job.

The number of emails sent is insane. Especially when classified staff is given no extra hours to read work emails. Legally we have to paid if we are expected to read them outside of school. The term ALL staff needs to be adjusted as 98% of the time it means certified. The handful of times ALL truely ment all lead to confusion and schedule conflicts. It's impossible to effectively and actively listen to constructive feedback about job profirmance when the employee is not relived of the job for the duration of a conversation.

Play ground rules changed daily. Sticking to the original “body to self rule” didn’t last long. Makes being consistent with the kids impossible. The kids don’t know what they can or cannot do— constant reminder. Like the play fighting after the play; the game of piggy and horse— and now donkey; the tumbling around— while with good intentions too much to referee with the constant “he hurt me” ect argument. The lack of aids / yard duties on the play ground needs to be fixed, relying on SCIA’s isn’t sustainable. I do not feel there is any true discipline or consequences for children who: say hurtful words/threats/violent words , are disruptive— constant sound effects— interruption- wandering and avoiding and have unsafe bodies. This is a healthy handful plus if students. Again the play ground issue circled back to this. Some kids patterns are influencing other kids patterns. They are questioning authority and realizing adult words and requests or order can be over turned.

I think it was a big mistake to redo the music program the way it was done. I think two teachers worked a lot better than one, and I think that having one unhappy overworked teacher is a good way to get the music program to fail or not be as good, and therefore get rid of it. It's a program that draws students, we should be willing to take a hit to keep it going in a healthy way.

**University of California, Santa Cruz**  
**Education Department**  
**Student Teacher (Practice Teaching) Agreement**

PARTIES: University of California, Santa Cruz  
Pacific Elementary School District

TERM: August 1, 2018 – June 30, 2021

SERVICES: Practice teaching placements

1. The District shall provide teaching experience through practice teaching in schools and classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the University of California, Santa Cruz through their duly authorized representatives may agree upon.

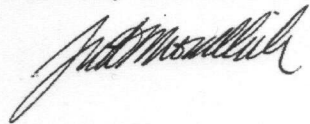
The District may, for good cause, refuse to accept for practice teaching any student of the University of California, Santa Cruz assigned to practice teaching in the District, and upon request of the District made for good cause, the University of California shall terminate the assignment of any student of the University of California to practice teaching in the District.

“Practice teaching” as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid credentials issued by the California Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice of teaching is provided.

2. Student teachers are students of the University and not employees of the school district.  
An assignment of a student of the University of California, Santa Cruz to practice teaching in the District shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper authorities of the District the Final Student Teacher Placement notice or other documents given the student by the University of California, Santa Cruz effecting such assignment.

Signed:

Education Department  
University of California, Santa Cruz



Judit Moschkovich, Chair  
Education Department  
Date signed: June 18, 2018

Superintendent's Office  
Pacific Elementary School District

  
Eric Gross, Superintendent

Date signed: 8/6/18

# **CSBA Sample**

## **Board Policy**

### **Open/Closed Campus**

BP 5112.5

#### **Students**

\*\*\*Note: Education Code 44808.5 grants the Governing Board the authority to allow high school students to leave the school campus during lunch. Neither the district nor its employees or officers are liable for the conduct or safety of students who leave school grounds pursuant to Education Code 44808.5. Districts that maintain high schools may select Option 1 (open campus) or Option 2 (closed campus) below. Districts that do not maintain high schools may delete this policy or select Option 2.\*\*\*

#### **OPTION 1: Open Campus**

In order to give students an opportunity to demonstrate responsibility, independent judgment, and positive citizenship, the Governing Board establishes an open campus at all district high schools in which students shall have the privilege of leaving campus during lunch.

\*\*\*Note: The following optional paragraph is for use by districts that choose to impose conditions on the privilege to leave campus during lunch (e.g., based on academic achievement, attendance, and/or grade level) and may be revised to reflect specific district criteria, the process for determining eligibility, and/or the person responsible for enforcement.\*\*\*

The principal or designee shall ensure that students granted this privilege meet any eligibility requirements established by the district.

The district shall send written notification to parents/guardians about the open campus policy at the beginning of the school year along with the parental notification required by Education Code 48980. Such notification shall include the language prescribed by Education Code 44808.5.

(cf. 5145.6 - Parental Notifications)

Students shall not leave school grounds at any other time during the school day without express permission of school authorities. Students who leave school without authorization shall be considered to have an unexcused absence and be subject to disciplinary action.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.11 - Attendance Supervision)

(cf. 5113.12 - District School Attendance Review Board)

The principal or designee may revoke the open campus privilege for individual students for

disciplinary reasons.

(cf. 5144 - Discipline)

#### OPTION 2: Closed Campus

In order to keep students in a supervised, safe, and orderly environment, the Governing Board establishes a closed campus at all district schools.

Students shall not leave school grounds at any time during the school day without express permission of school authorities. Students who leave school without authorization shall be considered to have an unexcused absence and be subject to disciplinary action.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.11 - Attendance Supervision)

(cf. 5113.12 - District School Attendance Review Board)

Student handbooks shall fully explain all rules and disciplinary procedures involved in the maintenance of the closed campus.

(cf. 5144 - Discipline)

#### Legal Reference:

##### EDUCATION CODE

35160 Authority of the board

35160.1 Broad authority of school district

44808.5 Permission for students to leave school grounds; notice

48980 Annual notification to parents/guardians

# **CSBA Sample**

## **Board Policy**

### **Professional Leaves**

BP 4161.3

#### **Personnel**

\*\*\*Note: The following optional policy may be subject to collective bargaining agreements.\*\*\*

The Governing Board recognizes that a broad range of experiences can strengthen an employee's ability to meet the educational needs of the district's students.

The Board may grant a professional leave of absence for up to one year to certificated employees for the purpose of permitting study or travel which will benefit the schools and students of the district. No more than one such leave of absence may be granted to an employee in a seven-year period. (Education Code 44966, 44967)

(cf. 4131 - Staff Development)

(cf. 4161/4261/4361 - Leaves)

\*\*\*Note: Education Code 44967 requires that an employee serve in the district for at least seven consecutive years preceding the granting of the leave to be eligible for professional leave. Education Code 44967 authorizes the Board to prescribe additional standards of service for granting the employee the leave of absence. The following paragraph may be modified to reflect district practice.\*\*\*

To be eligible for a professional leave of absence, an employee must have served in the district for at least seven consecutive years preceding the leave. For this purpose, any prior professional leave taken by an employee shall be deemed a break in the employee's service. No other type of leave authorized by the Board, and no service by the employee for one year or less under a national recognized fellowship or foundation approved by the State Board of Education for research, teaching, or lecturing, shall be deemed a break in the employee's service. (Education Code 44967)

Rather than granting a professional leave for a continuous one-year period, the Board may require that the leave be taken in separate six-month periods or separate quarters, provided that the total leave is completed within three years. Any period of service by the employee between the separate periods of leave shall comprise a part of the service required for a subsequent leave of absence. (Education Code 44966)

As a condition of being granted professional leave, the employee shall agree in writing to render service in the district following his/her return for a period equal to twice the period of the leave. (Education Code 44969)

The Board and employee may agree in writing to have the employee perform services for the



district during the professional leave. (Education Code 44968)

Unless the employee agrees in writing with the Board not to receive compensation during the leave, the employee shall receive such compensation during the leave as the Board and employee agree upon in writing, which shall not be less than the difference between the employee's salary and the salary of a substitute employee in the position which the employee held prior to the granting of the leave. In lieu of such a difference, the Board may pay one-half of the salary of the employee or any additional amount up to and including the full salary of the employee. (Education Code 44968, 44968.5)

Compensation during the leave shall be paid in the manner authorized by Education Code 44969 and 44970.

At the end of the professional leave, the employee shall be reinstated in the position he/she held when the leave was granted, unless otherwise agreed upon by the employee. (Education Code 44973)

Legal Reference:

EDUCATION CODE

44966-44976 Leaves of absence for study or travel

# **CSBA Sample**

## **Board Policy**

### **Professional Leaves**

BP 4261.3

#### **Personnel**

\*\*\*Note: The following optional policy is for use by districts that offer classified employees a leave of absence for purposes of study or retraining, as authorized by Education Code 45380-45387. The policy may be subject to collective bargaining agreements and, in merit system districts, to personnel commission rules.\*\*\*

The Governing Board recognizes that a broad range of experiences can strengthen an employee's ability to meet the district's needs.

The Board may grant a professional leave of absence for up to one year to classified employees for the purpose of permitting study or retraining the employee to meet changing conditions within the district. No more than one such leave of absence may be granted to an employee in a seven-year period for purposes of study or three-year period for purposes of retraining. (Education Code 45381, 45382)

(cf. 4161/4261/4361 - Leaves)

(cf. 4231 - Staff Development)

\*\*\*Note: Education Code 45382 requires that an employee serve in the district a specified period of time to be eligible for professional leave. Education Code 45382 authorizes the Governing Board and/or the personnel commission in merit system districts to prescribe additional standards of service which shall entitle the employee to the leave of absence. The following paragraph may be modified to reflect district practice.\*\*\*

To be eligible for a leave for study purposes, the employee must have served in the district for at least seven consecutive years preceding the granting of the leave. If the leave is for purposes of retraining, the employee must have served in the district for at least three consecutive years preceding the granting of the leave. Any professional leave of absence granted by the Board shall not be deemed a break in service. However, it will not be included as service in computing service for the granting of any subsequent professional leave. (Education Code 45382)

Rather than granting a professional leave for a continuous one-year period, the Board may require that the leave be taken in separate six-month periods or in any other appropriate periods, provided that the total leave is completed within three years. Any period of service by the employee between the separate periods of leave shall comprise a part of the service required for qualifying for a subsequent leave of absence. (Education Code 45381)

The Board and employee may agree in writing to have the employee perform services for the district during the professional leave. (Education Code 45383)

The employee shall receive such compensation during the leave as the Board and employee agree upon in writing, which shall not be less than the difference between the employee's salary and the salary of a substitute employee in the position which the employee held prior to the granting of the leave. In lieu of such a difference, the Board may pay one-half of the salary of the employee or any additional amount up to and including the full salary of the employee. (Education Code 45383)

Compensation during the leave shall be paid in the manner authorized by Education Code 45384.

The Board may grant reimbursement of the costs, including tuition fees, to any classified employee who satisfactorily completes approved training to improve his/her job knowledge, ability, or skill, as long as the employee is not eligible for reimbursement by another governmental agency, organization, or association. Programs eligible for reimbursement include, but are not limited to, courses of study at approved academic institutions, seminars and training institutes conducted by recognized professional associations, conferences, meetings, and other training programs that are designed to upgrade the classified service and encourage the retraining of employees who may otherwise be subject to layoff as the result of technological changes. (Education Code 45387)

Legal Reference:

EDUCATION CODE

45220-45320 Merit system

45380-45387 Leaves of absence for study or retraining, classified personnel