



ADVISORY COMMITTEE AND SCHOOL SITE COUNCIL HANDBOOK

**JURUPA UNIFIED SCHOOL DISTRICT
Education Services
4850 Pedley Road
Jurupa Valley, California 92509**

August 2019

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TABLE OF CONTENTS

WHAT IS AN ADVISORY COMMITTEE?	1-2
How to Become a Member and What is Their Composition	
WHAT ARE THE DUTIES AND RESPONSIBILITIES OF MEMBERS OF THE ADVISORY COMMITTEES?	3
WHAT ARE THE DUTIES OF LOCAL SCHOOL AND DISTRICT OFFICERS?	4
WHAT ARE THE DUTIES OF THE LOCAL SCHOOL AND THE DISTRICT STAFF?	4
ADVISORY COUNCIL COMPLAINT PROCEDURE	5
What Constitutes a Complaint?	
Who May File a Complaint?	
How do you File a Complaint?	
How is the Complaint Handled?	
The Decision	
BENEFITS OF BECOMING A SCHOOL BASED COORDINATED PROGRAM	6
SCHOOL SITE COUNCIL MYTH AND FACT	7
PARENTS' RIGHTS	8-9
SCHOOL SITE PLANNING MATERIALS	
SUGGESTED SCHOOL SITE COUNCIL (SSC) PROCESS FOR SCHOOL SITE PLANNING	11-18
APPENDICES	
BOARD POLICIES AND GUIDELINES FOR CITIZEN ADVISORY COMMITTEES	20-90
Nondiscrimination in District Programs and Activities	
School Plans/ Site Councils	
Local Control Accountability Plan	
Guidelines for Citizens Advisory Committees	
(Uniform) Complaint Procedure	
Parent Rights and Responsibilities	
Sexual Harassment	
Parent Involvement	
Title I Programs	
SAMPLE ELECTION NOTICE AND LETTER GIVING PERMISSION TO BE IDENTIFIED AS A PARENT OF PROJECT STUDENT (ENGLISH/SPANISH)	91-92
SAMPLE TITLE I/ ADVISORY COMMITTEE BALLOT (ENGLISH/SPANISH)	93-94
SAMPLE ADVISORY/SCHOOL SITE COUNCIL MINUTES FORMAT	95
SAMPLE ENGLISH LEARNER ADVISORY COMMITTEE LETTER (ENGLISH/SPANISH)	96-97
SAMPLE AGENDA AND MEETING ANNOUNCEMENT	98-99
SAMPLE UNADOPTED MINUTES OF REGULAR MEETING	100-103
CONDUCTING MEETINGS – PARLIAMENTARY PROCEDURES	104

VOTING PROCEDURE TERMS	105
SAMPLE MEETING PROCEDURES	106
IMPORTANT ACRONYMS	107-108
GLOSSARY OF COMPLIANCE AND BUDGET TERMS	109

WHAT IS AN ADVISORY COMMITTEE?

Advisory committees in the Jurupa Unified School District are formed to advise staff members on matters of educational concern. Members should represent a cross-section of parents, teachers, students (secondary level), and other school personnel.

HOW TO BECOME A MEMBER AND WHAT IS THEIR COMPOSITION?

There are three basic advisory committees serving the Jurupa Unified School District. These include: district advisory committees (includes district English learner advisory), school advisory committees (includes site English learner advisory), and school site councils. Letters and flyers are distributed to this cross-section of parents, teachers, students, and staff when a vacancy is available. Membership and composition requirements vary according to Board policies and federal and state regulations regarding categorical projects.

I. DISTRICT ADVISORY COMMITTEE (DAC)

Members of district advisory committees are appointed by the Board of Education, based on the recommendation or election from a school level committee or by the school principal. Districts receiving State Local Control Formula Funding (LCFF) funds are required to maintain a parent advisory maintained through our District Advisory Committee (DAC). This committee should be a broad representation of primarily parents, teachers, principals, students, and other school personnel. Every school is required to recommend or elect from a school level committee, or be appointed by the school principal, one member and one alternate.

Districts receiving State Local Control. Formula Funding (LCFF) funds that are used to support programs for English learners are required to maintain a District English Advisory Committee (DELAC).

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

Each school district with 51 or more students of limited English proficiency (LEP) shall establish a District English Learner Advisory Committee (DELAC) based on recommendation or election from this committee or by the school principal.

A majority membership of parents of English learners not employed by the district. If an existing committee is used for these purposes, the membership of parents of EL students shall be made up of at least the same percentage as that of EL students in the district. Every school is required to recommend or elect from their school level committee, or appointed by the school principal, one member and one alternate.

II. SCHOOL ADVISORY COMMITTEE (SAC)

An advisory committee at each school receiving Title I [an established advisory committee can be used in place of SAC for schools receiving Title I (i.e., School Site Council)]. A subcommittee must meet and delegate its responsibilities to an existing committee (i.e., School Site Council) for a period of up to two years and must be established with a majority of parents as members. A majority of the members of the SAC are parents. Parent representatives are elected by parents of students in the program at the school site.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

Each school with 21 or more students of limited English proficiency (LEP) must form a functioning English Learner Advisory Committee (ELAC). The major purpose of the ELAC (or subcommittee, if appropriate) is to advise the principal and staff on programs and services to English Learners.

On the committee, the percentage of parents of LEP students is to be at least the same as that of LEP students at the school. The established ELAC may meet and delegate its responsibilities to an existing school advisory committee or subcommittee (i. e., School Site Council). Parents or guardians of LEP students elect parent members of the school committee or subcommittee.

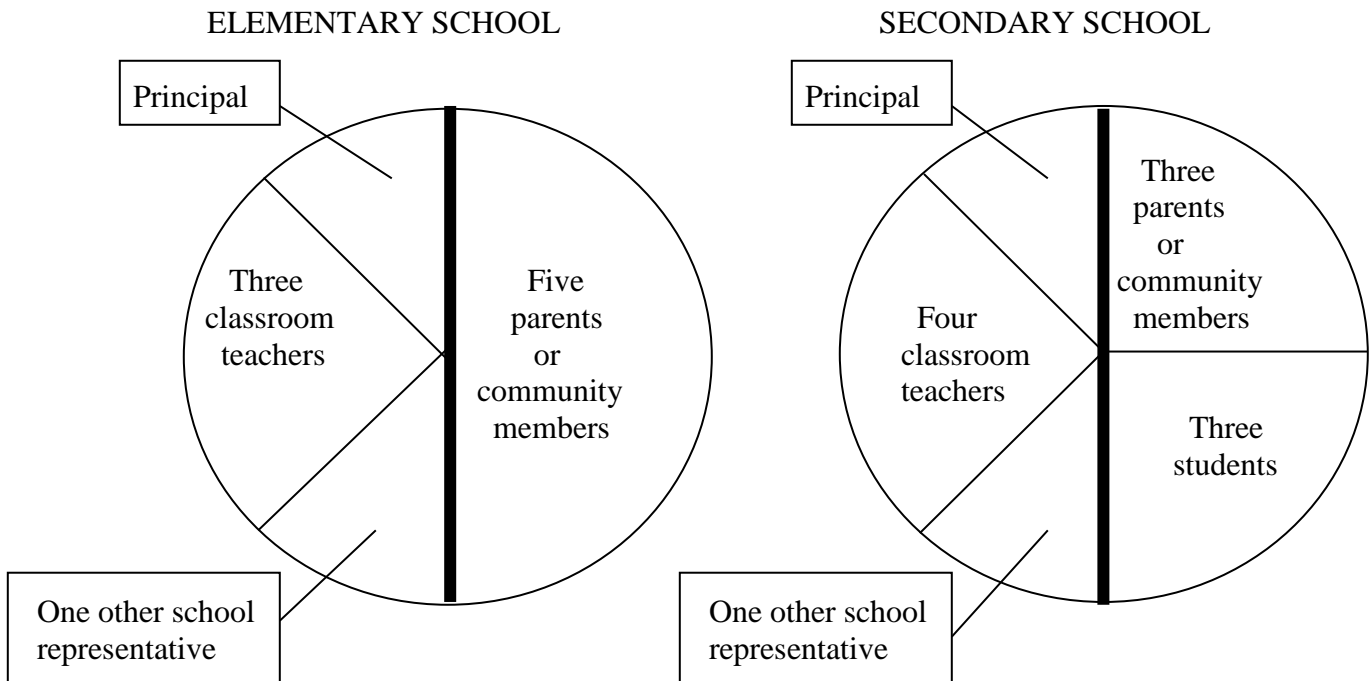
III. SCHOOL SITE COUNCIL (SSC)

All elementary, middle and high schools in Jurupa Unified School District receive state and federal program funds. Due to these funding sources, they are required to form an advisory committee that is called a School Site Council (SSC). A School Site Council requires a specific membership of parents, students (at secondary level), and staff, including socioeconomic and ethnic group representation from their school attendance area.

Composition of SSC is:

1. the principal,
2. representatives of teachers selected by teachers at the school,
3. other school personnel selected by other school personnel at the school,
4. parents of pupils attending the school selected by such parents, and
5. students (at secondary level) selected by students at the school.

SAMPLE COMPOSITIONS



WHAT ARE THE DUTIES AND RESPONSIBILITIES OF MEMBERS OF THE ADVISORY COMMITTEES?

Duties and Responsibilities of District and Site Advisory Committees

1. Review and recommend program proposals and evaluations.
2. Make recommendations about the needs of students and how these needs can be met.
3. Inform the school community about the current school programs.
4. Act as liaisons between the school, district, and community.

Duties and Responsibilities of District English Learner Advisory Committee (DELAC)

1. *Advises the governing board on timeline and development of a district master plan for English learner education.*
2. *Assists in the development of the districtwide needs assessment.*
3. *Assists in the administration of the language census.*
4. *Assists with EL educational goals and objectives.*
5. *Review and comment on any waiver requests or on written notification of initial enrollment.*

Duties and Responsibilities of English Learner Advisory Committee (ELAC)

1. *Advises the principal and staff on development of a detailed master plan for English Learners' educational programs for the individual school and submits the plan to the district's governing board for its possible consideration and inclusion in the district's master plan.*
2. *Assists in the development of the school's needs assessment.*
3. *Assists in the administration of the school's language census.*
4. *Assists in finding ways to make parents aware of the importance of regular school attendance.*

Duties and Responsibilities of School Site Council (SSC)

1. *Reviews, recommends, and approves school plan and matching budget.*
2. *Assists in planning, monitoring, and evaluation of parent involvement programs and in-services.*
3. *Assists in monitoring and evaluating goals and objectives*
4. *Acts as liaison between the school and the community.*

TRAINING

School district shall provide all members of district and site level advisory committees with appropriate training materials and training which will assist them in carrying out their responsibilities.

All advisory members must attend the regularly scheduled meetings. (Membership shall be terminated on the third consecutive absence at regular meetings unless an acceptable explanation is received by the committee/council at/or prior to the third meeting.)

WHAT ARE THE DUTIES OF LOCAL SCHOOL AND DISTRICT OFFICERS?

Each advisory committee/council shall select a chairperson and a vice-chairperson. The duties of the chairperson shall include:

1. arranging a schedule of meetings convenient to the council,
2. assisting the staff in preparing a written agenda for each meeting,
3. chairing the meeting.

The vice-chairperson will assume the duties of the chairperson in his/her absence.

WHAT ARE THE DUTIES OF THE LOCAL SCHOOL AND THE DISTRICT STAFF?

Local school staffs must support and cooperate with their advisory committees/councils. In general, this means a school staff must:

1. Provide any information parents may need to participate effectively in the planning, development, operation, and evaluation of the program, including federal and state guidelines and regulations.
2. Consider parents' views. Parents should have a chance to voice their opinions about the needs of children in target areas and about any project application.
3. Establish a procedure for handling complaints from members.
4. Provide the committee/council with plans for developing future projects.
5. Describe in the project application how parents were involved in the planning of the project and develop plans for continuing their involvement.

In addition to the above, the local school district has the following responsibilities to district advisory councils:

1. The Board may appoint one of its members as a liaison observer to any advisory council to advise, counsel, or communicate, but without authority to chair or vote in committee activities.
2. The Superintendent shall designate an administrator as committee facilitator. The administrator's duties shall include assisting the committee and its chairperson by:
 - a. publishing the agendas,
 - b. printing, posting and notifying the press regarding meetings of the council,
 - c. arranging for minutes to be taken and reproduced for the committee,
 - d. keeping attendance and other records,
 - e. printing informational materials needed by the committee,
 - f. arranging facilities for meetings,
 - g. coordinating with other staff members regarding committee visitation to operational programs and informational presentations to the council,
 - h. advising the chairperson regarding legal requirements for such committee meetings.

ADVISORY COUNCIL COMPLAINT PROCEDURE

WHAT CONSTITUTES A COMPLAINT?

An alleged violation of law or regulation governing such a program.

WHO MAY FILE A COMPLAINT?

Any person, including any parent of a pupil enrolled in a program, funded through the consolidated application process.

PRIOR TO FILING A COMPLAINT, the following steps should be taken:

- STEP 1: Parent takes concern to appropriate school staff member.
- STEP 2: Parent takes concern to principal.
- STEP 3: Concern is presented to the compliance officer: Director of Administrative Services/Title IX/Section 504/ Americans with Disabilities Act Coordinator, 4850 Pedley Road, Riverside, CA 92509, (951) 360-4140.
- STEP 4: Concern is presented to Assistant Superintendent of Education Services or Superintendent.

HOW DO YOU FILE A COMPLAINT?

If concern has not been resolved, the parent should submit in writing to the compliance officer all details of the complaint along with relevant facts pertaining to the problem.

HOW IS THE COMPLAINT HANDLED?

The compliance officer shall hold an investigation within five days of receiving the complaint or attempting to mediate the complaint. At this time, relevant information regarding the complaint may be discussed between district representatives, the complainant and/or his/her representative.

THE DECISION

The complainant shall receive from the compliance officer, within 30 days, a written disposition and relevant reasons for the decision in a language best understood by the complainant if he/she does not understand English. All complainants have the right to appeal any finding of fact and conclusion. Procedures to be followed for initiating such an appeal, including appropriate civil law remedies, may be obtained from the compliance officer.

(District Regulation (Uniform) Complaint Procedure for Recipients of Categorically Funded Program Services on Pages 29-34.)

BENEFITS OF BECOMING A SCHOOL-BASED COORDINATED PROGRAM

All schools participating in School-Based Coordinated Programs (SBCPs) address the special educational needs for all of their students, including their educationally disadvantaged students, gifted and talented students, Limited-English-proficient students, and students with exceptional needs.

Traditional Categorical Program Funds	School-Based Coordinated Program
Staff members tend to be more funding-source focused.	Staff members tend to be more student focused.
Students must be eligible before receiving services.	Students may receive services when needed even if they are not formally identified as eligible.
Staff plan for and serve only eligible students.	Staff plan for and work with any students having special needs, as appropriate.
Multi-eligible students receive “layered” supplemental services.	Students receive integrated, supplemental services based on a comprehensive school plan.
Regular and specialist staff members tend to work in isolation from each other.	Regular and specialist staff members work collaboratively to plan these students’ programs.
Services are organized according to funding sources.	Services are organized according to educational objectives, based on student needs.
Staff development activities are restricted by separate funding sources.	Staff development activities are coordinated and related to priority staff needs.
State categorical fund must be tracked to a specific categorical funding source at the school site.	State categorical funds need not be tracked to a specific categorical fund source at the school-site level.
Staff materials purchased are restricted by funding source.	Staff and materials purchased are governed by one school plan rather than separate funding sources.
Staff communication tends to be limited.	Staff communication is structured and ongoing.

SCHOOL SITE COUNCIL MYTH AND FACT

THE SCHOOL SITE COUNCIL IS:

A decision-making group that provides governance and oversight of the academic planning and budgeting process associated with the School Plan for Student Achievement (SPSA).

THE SSC IS NOT:

- | | |
|---|-----------------------------|
| A school management committee | A grievance committee |
| A policy-making body | A fund-raising organization |
| A political organization | A social group |
| An extension of the PTA or Site Governance Team | A personnel committee |

MYTH	FACT
The SSC is an advisory group only.	The SSC is a decision-making group that is required under California Education Code and JUSD policy.
The SSC and the Site Leadership Team may be combined.	These are two entities with different functions and membership requirements. Although members may serve on both, the SSC and SLT must be individual committees, with separate agendas and minutes.
The principal is a non-voting member of the SSC.	The principal has one vote.
The principal has veto power over SSC decisions.	The principal is responsible for implementing the SPSA as approved by the SSC, and he/she may not veto SSC decisions.
Operational issues and student discipline come under the SSC's purview.	The SSC oversees the SPSA and categorical budgets associated with it. Unrelated issues must be resolved in another forum.
The "other" position is filled by a classified employee, and only classified employees vote for the "other" staff member.	The "other" position is any NON-classroom teacher. This includes certificated as well as classified persons. "Other" staff members must elect "other" candidates.
The union representative is an automatic member of the SSC.	The union representative may serve on the SSC; however, he/she must be elected by peers.
SSC meetings are for SSC members only; guests must be invited.	The SSC is a public entity, and meetings must be open to the public. However, SSC meetings are not public meetings; the public does not have the right to participate <u>in</u> the meeting. Non-members are guests and may speak during the "Public Forum" section of the agenda.
SSC records are for school use only.	SSC records should be maintained in the SSC Notebook or File and the materials should be made available for public review upon request. The public may also ask for copies of documents.
Roundtable is an appropriate SSC agenda item.	Roundtable should be avoided at SSC meetings. Topics that are not on the agenda may be introduced and issues that do not fall under the SSC's authority may be raised. Include "Public Input" on the agenda to allow the public a forum for input.
It is sufficient to post the SSC agenda on the school website.	The agenda must be posted in an accessible location where the meeting is to be held. It is recommended that the agenda be posted in as many places as possible.

PARENTS' RIGHTS

FAMILY INVOLVEMENT

In a democracy parents and guardians are encouraged and welcomed to become involved in the formal education of their children enrolled in public schools. This early and consistent parental involvement helps children to do well academically. When this involvement is combined with a partnership between home and school, the student, the school, and the community benefit.

Parents and guardians of enrolled students have the right to be included in the educational process and to have access to the system on behalf of their children. These rights are outlined in Chapter 864, Statutes of 1998.

Education Code Section 51101 (c) notes: "This section may not be construed so as to authorize a school to inform a parent or guardian, . . . or to permit participation by a parent or guardian in the education of a child, if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction." (Chapter 864, Statutes of 1998, Education Code Sections 51100 - 51102)

Classroom Observing--Parents have the right to visit their child's classroom to observe activities. The time and date of the visitation must be arranged in advance with the school.

Teacher Conferencing--Parents have the right to request a conference with their child's teacher(s) or the principal. Parents should contact the school to schedule a date and time convenient to all participants.

Volunteering--Parents have the right to volunteer their time and resources for the improvement of school facilities and programs. Parents should contact the school to determine the terms and conditions of this service.

Student Attendance--Parents have the right to be notified in a timely manner if their child is absent from school without permission.

Student Testing--Parents have the right to be notified of their child's performance on standardized and state-wide tests and the school's ranking on these tests. (Under other state law, parents may request that their child not participate in the statewide tests.)

School Selection--Parents have the right to request that their child be enrolled in any school in the district. The district is not compelled to grant the request.

Safe School Environment--Parents have the right and are entitled to the assurance of a safe and supportive learning environment for their child.

Curriculum Materials--Parents have the right to examine the curriculum materials of the class or classes in which their child is enrolled.

Student Academic Progress--Parents have the right to be informed of their child's academic progress in school and of the persons to contact if they wish more information or assistance with their child.

Student Records--Parents have the right to access their child's records and to question anything they feel is inaccurate or misleading or an invasion of privacy. Parents have the right to a timely response from the school district about their questions.

Standards--Parents have the right to receive information regarding the academic standards their child is expected to meet.

School Rules--Parents have the right to receive written notification of school rules, attendance policies, dress codes, and procedures for school visitations.

Psychological Testing--Parents have the right to receive information on all psychological testing recommended for their child.

Councils and Committees--Parents have the right to participate as a member of a parent advisory committee, school-site council, or site-based management leadership team in accordance with established rules and regulations for membership. Parents also have the right to attend at least two meetings per year scheduled by the school to get information on school issues and activities.

Policy Development--Parents and guardians have the right and should be given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. The governing board of each school district shall adopt a jointly created policy that outlines how parents and guardians, school staff, and students may share the responsibility for the intellectual, physical, emotional, social development, and well-being of their students. This policy shall include, but is not limited to:

1. How parents/guardians and the school will help students to achieve academic and other standards.
2. How the school will provide high-quality curriculum and instruction in a supportive learning environment to all students enrolled.
3. What parents and guardians can do to support their child's learning environment, including but not limited to:
 - Monitoring school attendance
 - Monitoring homework completion
 - Encouraging participation in extracurricular activities
 - Monitoring and regulating television viewing
 - Planning and participating in activities at home supportive of classroom activities
 - Volunteering at school
 - Participating in decision-making processes at school

BEYOND HIGH SCHOOL

In addition to the rights described in Education Code Sections 51100-51102, students and parents have the right to be informed of college entrance requirements. It is critically important to know how to assist those students who choose to pursue a college education.

Students and parents need to know the series of college preparatory classes to take in high school. The minimum requirements vary, depending on the selected college or university. The a-g requirements noted below are submitted by the Regents of the University of California and are, generally, the most rigorous:

- a. An English class every semester of every year for four years.
- b. A mathematics class every semester of every year for three years, including algebra and geometry. Four years are recommended.
- c. Two years of a laboratory science beyond the ninth grade. An additional year is recommended.
- d. Two years of history-social science, which are to include U.S. government, world history, culture, and geography.
- e. Two years of the same language other than English.
- f. Two years of college preparatory electives in addition to those required in "a-e" above.
- g. One year of visual and performing arts, effective for the entering class of 2003.

To gain admission to college, students must also take and submit scores from either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Your child's high school counseling office can provide the testing dates and locations.

**SCHOOL
SITE
PLANNING
MATERIALS**

*Suggested School Site
Council (SSC)
Process for
School Site Planning*

■ **September/October**

- Get Acquainted
- Train SSC
- Review Current Plan
- Review Assessment Results
- Elect Officers and District Advisory Representative

■ **November**

- Suggest Revisions
- Develop Consensus on School Plan Revisions
- Resubmit Action Plan (Objectives and Strategies) and Final Budgets

(Interim) Gather additional research data to suggest strategies and suggestions

*Suggested School Site
Council (SSC)
Process for
School Site Planning*

▪ **January/February**

- Review Data
- Brainstorm on Objectives and Strategies
- Assign Research Committees
- Review Assessment Results

(Interim) Gather additional research data to support strategies and suggestions

▪ **March**

- Present and discuss research data (i.e., literature and internet search, conference materials, site visits, etc.)
- Determine which strategies to pursue

(Interim) Sub-committees write draft action Plans with measurable objectives

*Suggested School Site
Council (SSC)
Process for
School Site Planning*

▪ **April**

- Present draft action plans and decide on final action plans

(Interim) Sub-committees revise action plans based on suggestions from April meeting

▪ **May/June**

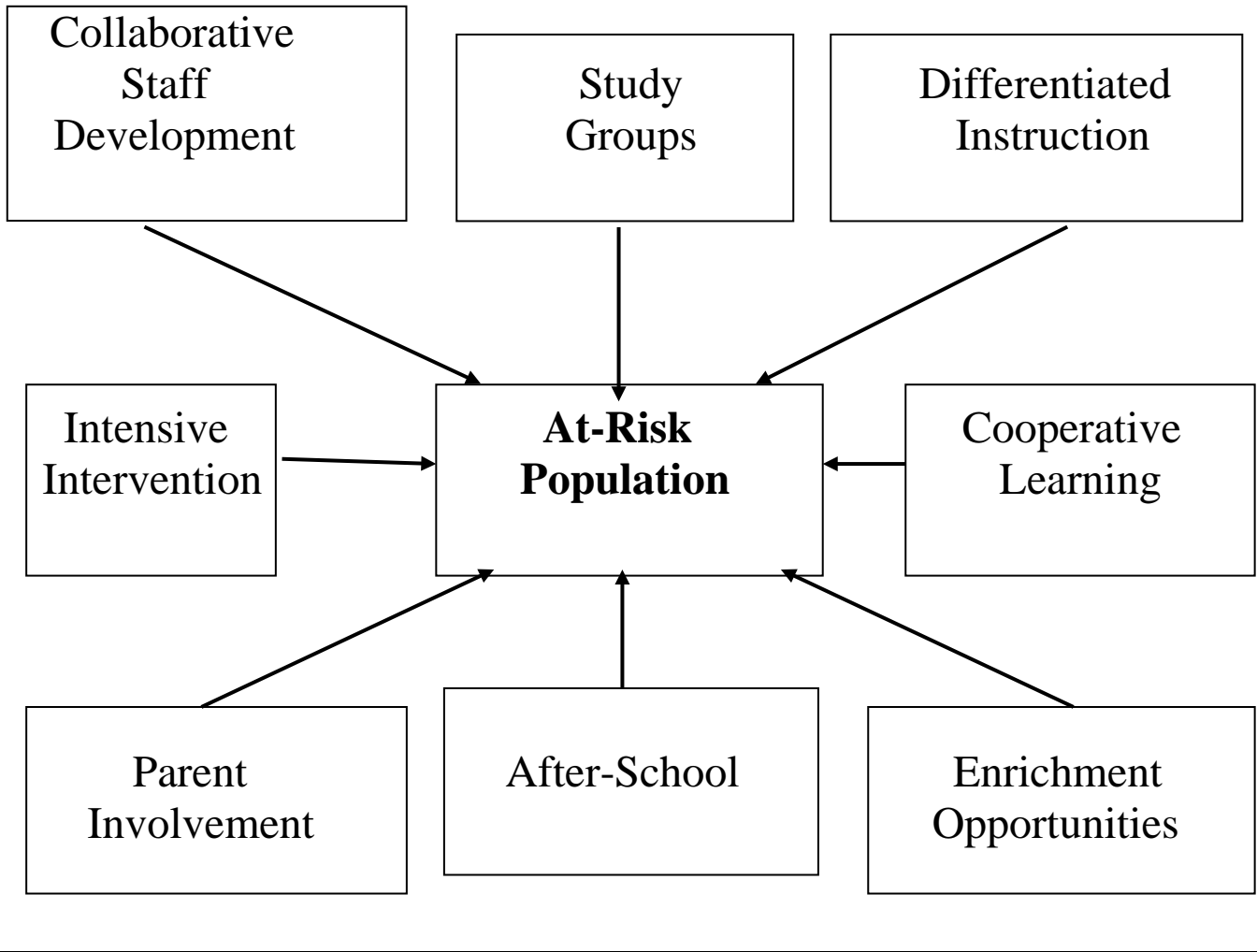
- Finalize, sign assurances, celebrate, and submit your plan!

Step 1: Brainstorming Rules

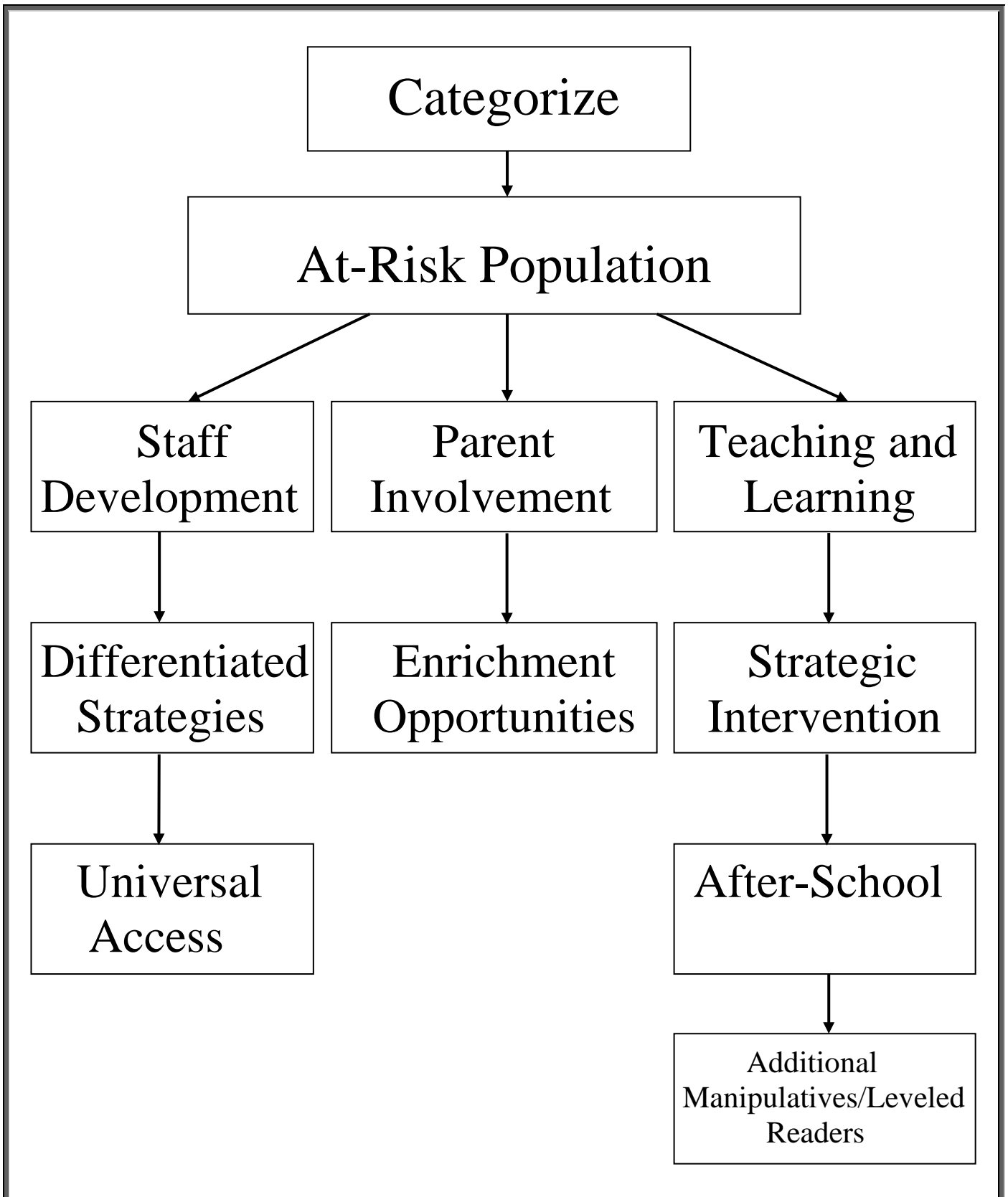
- **Present Ideas**
- **Do Not Debate**
- **Accept All Ideas**
- **Piggyback on Ideas**
- **Remain Positive**

Step 1: Brainstorming

We will improve the academic achievement of our at-risk population.



Step 2: Categorize



Step 3: Research

- **What are we doing now?**
- **What would others like to see us do?**
- **Where can we improve?**
- **What does the research support?**
- **What recommendations will we make?**

Step 4: Present and Discuss

- **Individuals present findings**
- **Members offer feedback**
- **Team decides focus and develops consensus**

Step 5: Write, Present, Revise, and Finalize

For additional information on school planning and Steps for Developing the School Plan for Student Achievement (SPSA), see “The School Plan for Student Achievement Template: Addressing State and Federal School Plan Requirements” by the California Department of Education, February 2019.

APPENDICES

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 1240 - Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

(cf. 6178 - Career Technical Education)

(cf. 6200 - Adult Education)

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

(cf. 3540 - Transportation)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5145.13 - Response to Immigration Enforcement)

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

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

(continued)

(cf. 1330 - Use of Facilities)

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

(cf. 1312.3 - Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

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

Access for Individuals with Disabilities

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

(cf. 6163.2 - Animals at School)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

Access for Individuals with Disabilities (continued)

services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

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

Section 504/Americans with Disabilities Act, Special Education, Title II complaints: Administrator,
Education Support Services
4850 Pedley Road
Jurupa Valley, CA 92509
(951) 360-4144

Title IX and other complaints:
Director, Administrative Services
4850 Pedley Road
Jurupa Valley, CA 92509
(951) 360- 4140

Adopted: 11/19/73

Revised: 9/15/75, 6/21/82, 9/4/90, 9/20/99, 3/19/07, 1/20/15, 12/5/16

Revised: 9/10/18

SCHOOL PLANS/ SITE COUNCILS

The Governing Board believes that comprehensive planning is necessary at each school, in order to focus school improvement efforts on student academic achievement and facilitate the effective use of available resources. The Superintendent or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with school and district goals.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

Each district school that participates in one or more federal and/or state categorical programs funded through the state's consolidated application process pursuant to Education Code 64000 shall establish a school site council in accordance with Education Code 65000-65001. The school site council shall develop, approve, and annually review and update a school plan for student achievement (SPSA) which consolidates the plans required for those categorical programs into a single plan, unless otherwise prohibited by law. (Education Code 64001)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1431 - Waivers)

(cf. 6020 - Parent Involvement)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Learners)

(cf. 6190 - Evaluation of the Instructional Program)

The Superintendent or designee shall review each school's SPSA to ensure that it meets the content requirements for all programs, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and its students. The Superintendent or designee shall also ensure consistency between the specific actions included in the district's local control and accountability plan and the strategies identified in each school's SPSA.

The Board shall, at a regularly scheduled Board meeting, review and approve each school's SPSA whenever there are any material revisions affecting the academic programs for students participating in the categorical programs addressed in the SPSA. (Education Code 64001)

If the Board does not approve a school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council or committee. The school site council or committee shall then revise and resubmit the SPSA to the Board for its approval. (Education Code 52855)

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

The SPSA may serve as the school improvement plan required when a school is identified for targeted or comprehensive support pursuant to 20 USC 6303. (Education Code 64001)

SCHOOL PLANS/ SITE COUNCILS

(continued)

(cf. 0500 - Accountability)

Any complaint alleging noncompliance with requirements related to the establishment of school site councils or the development of the SPSA may be filed with the district in accordance with the district's uniform complaint procedures pursuant to 5 CCR 4600- 4670 and BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 64001)

(cf. 1312.3 - Uniform Complaint Procedures)

Adopted: 1/3/78

Revised: 6/21/82, 9/4/90, 4/7/97, 8/5/13, 9/14/15

Revised: 6/10/19

SCHOOL PLANS/ SITE COUNCILS

School Site Councils

Each school that operates a program requiring the development of a school plan for student achievement (SPSA) pursuant to Education Code 64001 shall have a school site council composed of the following: (Education Code 65000)

1. The principal or designee
2. Classroom teachers at the school, selected by the classroom teachers at the school
3. Other school personnel, who are not teachers, selected by the other personnel at the school who are not teachers
4. Parents/guardians of students attending the school and/or other members of the community, selected by the parents/guardians of students attending the school
5. If the school is a secondary school, students attending the school selected by other such students

Half of the school site council membership shall consist of school staff in the categories listed in items #1-3 above, the majority of whom shall be classroom teachers. For an elementary school site council, the remaining half shall be parents/guardians and/or community members. For a secondary school site council, the remaining half shall be parents/guardians community members, and/or students. (Education Code 65000)

A district employee may serve as a parent/guardian representative on the school site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 52852)

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

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

(cf. 1220 - Citizen Advisory Committees)

Single Plan for Student Achievement

The school site council shall develop and annually review and update an SPSA that addresses all federal and/or state categorical programs in which the school participates pursuant to Education Code 64000. (Education Code 64001)

(cf. 6020 - Parent Involvement)

(cf. 6171 - Title I Programs)

SCHOOL PLANS/ SITE COUNCILS

Single Plan for Student Achievement (continued)

The SPSA shall be developed with the review, certification, and advice of the school English learner advisory committees, if required. (Education Code 64001)

(cf. 6174 - Education for English Learners)

Other school and district committees, including, but not limited to, a parent advisory committee established to review and comment on the district's local control and accountability plan (LCAP), advisory committees established for special education programs, and Western Association of Schools and Colleges leadership teams, may also be consulted on the content of the plan.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6190 - Evaluation of the Instructional Program)

Before developing the content of the SPSA, the school site council shall conduct a comprehensive needs assessment pursuant to 20 USC 6314, including an analysis of verifiable state data consistent with the state priorities specified in Education Code 52060 and the indicators in the state accountability system. The school may consider any other data developed by the district to measure student outcomes. (Education Code 64001)

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

The SPSA shall, all of the following: (Education Code 64001)

1. Goals to improve student outcomes, including goals that address the needs of student groups as identified through the needs assessment
2. Evidence-based strategies, actions, or services
3. Proposed expenditures based on the projected resource allocation from the district to address the findings of the needs assessment, including identifying resource inequities, which may include a review of the district's budgeting, the LCAP, and school-level budgeting, if applicable

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

The school site council shall approve the proposed SPSA at a meeting for which public notice has been posted. Whenever there are material revisions to the SPSA which affect the academic programs for students participating in applicable programs, the SPSA shall be submitted to the Governing Board for review and approval at a regularly scheduled Board meeting. (Education Code 35147, 64001)

SCHOOL PLANS/ SITE COUNCILS

Single Plan for Student Achievement (continued)

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

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

Adopted: 09/14/15

Revised: 6/10/19

SCHOOL PLANS/ SITE COUNCILS

ARTICLE I

The name of this council shall be the (name of school) School Site Council.

ARTICLE II

Role of Council

The school site council shall participate in developing and recommending the school improvement plan. The school site council, following approval of a school improvement plan by the school district Board of Education, shall have an ongoing responsibility for reviewing with the principal, teachers, other school personnel, and pupils the implementation of the school improvement program and to periodically assist in assessing the effectiveness of such program. Modifications or any improvement to the plan shall be developed, recommended and approved or disapproved in the same manner.

ARTICLE III

Members

Section 1 – Composition

The needs and resources of the school improvement program require that council membership include broad representation of parents, students and staff, including socioeconomic and ethnic groups represented in the school attendance area. The minimum standards for membership on the council shall be: the principal and representatives of teachers selected by teachers at the school, other school personnel selected by other school personnel at the school, parents of pupils attending the school selected by such parents, and in secondary school pupils selected by pupils attending the school.

At the elementary level, the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents or other community members selected by parents.

At the secondary level, the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents and pupils.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of those persons representing school staff.

Council members representing pupils, or community members other than parents shall not be employees of the school district.

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

SCHOOL PLAN/ SITE COUNCILS

ARTICLE III (Continued)

Section 2 - Term of Office

All members of the council shall serve for a two-year term. However, in order to achieve staggered membership, one-half, or the nearest approximation thereof, of the members representing parents or community members and one-half, or the nearest approximation thereof, of the members representing teachers and other school personnel (except the principal) shall serve for a one-year term only during the first year of the council's existence. After the first year of the council's existence, all terms shall be two years in length. At the first regular meeting of the council, a chance method shall be used to determine which members shall serve one-year terms.

Section 3 - Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. A selected alternate shall vote only in the absence of the representative. Absentee ballots shall not be permitted.

Section 4 - Termination of Membership

A member shall no longer hold membership should s/he cease to be a resident of the area or no longer meet the membership requirements under which s/he was selected, e.g., a parent becomes an employee of the school. Membership shall automatically terminate for any member who is absent from regular meetings for a period of three consecutive months. The council, by affirmative vote of two-thirds of members present at a scheduled meeting, can suspend or expel a member.

Section 5 - Transfer of Membership

Membership in the school site council is not transferable or assignable.

Section 6 - Resignation

Any member may resign by filing a written resignation with the council.

Section 7 - Vacancy

Any vacancy on the council shall be filled for the remainder of the school year from the list of alternates selected by peers. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process.

ARTICLE IV

Officers

The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and such other officers as the council may deem desirable.

SCHOOL PLAN/ SITE COUNCILS

ARTICLE IV (Continued)

Section 2 - Election and Terms of Office

The officers of the school site council shall be elected annually and shall serve for one year or until each successor has been elected.

Section 3 - Removal

Any officer may be removed by a two-thirds vote of the members present at a scheduled meeting whenever, in the judgment of the council, the best interests of the council would be served thereby.

Section 4 - Vacancy

A vacancy in any office because of death, resignation, removal, disqualification or otherwise shall be filled by the school site council by special election for the unexpired portion of the term.

ARTICLE V

Meetings of the School Site Council

Section 1 - Regular Meetings

School site councils shall be scheduled to meet at least six times during the academic school year with no more than one scheduled meeting per month.

Section 2 - Special Meetings

Special meetings may be called by the chairperson or by majority vote of the school site council.

Section 3 - Place of Meetings

The school site council shall hold its regular monthly meetings and its special meetings in a facility provided by the school and readily accessible to all members of the public, including handicapped persons.

Section 4 - Notice of Meetings

Public notice shall be given of regular meetings at least 72 hours in advance of the meetings; the notice must specify the date, time and location of the meeting; the notice must be posted at the school site or other appropriate place accessible to the public. Along with the 72 hour notice, an agenda must be posted and contain a description of each item of business to be discussed or acted upon.

Section 5 - Recommendations of the School Site Council

All recommendations of the school site council shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance. Recommendations can

SCHOOL PLAN/ SITE COUNCILS

ARTICLE V (Continued)

only be taken on items appearing in the posted agenda, unless council members present determine by a unanimous vote that there is a need to take immediate action on items that arose subsequent to the posting of the agenda. If a violation of procedural meeting requirements occurs, the item must be reconsidered at the next meeting after a public input session has been allowed.

Section 6 - Quorum

The presence of at least 51 percent of the total membership shall be required in order to constitute a quorum necessary for the transaction of the business of the school site council. No recommendation of the school site council shall be valid unless a majority of the members present concur therein by their votes.

Section 7 - Conduct of Meetings

All regular and special meetings of the school site council shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof.

Section 8 - Meetings Open to the Public

All regular and special meetings of the school site council and of its standing or special committees shall be open at all times to the public. A public session must be available so that members of the public may address the council during the meeting on any item within the subject matter jurisdiction of the council.

ARTICLE VI

By-Laws

The school site council may adopt rules for its own governance not inconsistent with policies and regulations of the Board of Education.

Adopted 1/3/78 Revised 6/21/82 Readopted 9/4/90 Revised 12/5/94 Revised 4/7/97

Readopted: 8-5-13

Renumbered: 9-14-15

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

(cf. 3100 - Budget)

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

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5030 - Student Wellness)

(cf. 6171 - Title I Programs)

(cf. 7110 - Facilities Master Plan)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

(continued)

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 6020 - Parent Involvement)

Public Review and Input

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include at least one parent/guardian of an unduplicated student as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Public Review and Input (continued)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

As part of the parent and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

(cf. 0430 - Comprehensive Local Plan for Special Education)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

Technical Assistance/Intervention

At its discretion, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in identifying district strengths and weaknesses in regard to state priorities, which includes the review of performance data on the state and local indicators included in the Dashboard and other relevant local data, and in identifying effective, evidence-based programs or practices that address any areas of weakness.
2. Assistance from an academic, programmatic, or fiscal expert, or team of experts, in identifying and implementing effective programs and practices that are designed to improve performance in any identified areas of weakness. The district may engage other service providers, including, but not limited to, other school districts, county offices of education, or charter schools, to provide such assistance.

In the event that the County Superintendent requires the district to receive technical assistance based on one or more numerically significant student subgroups meeting the criteria established pursuant

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Technical Assistance/ Intervention (continued)

Education Code 52064.5, the Board shall work with the County Superintendent, or another service provider at district expense, and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)

If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)

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

1. Revision of the district's LCAP
2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Adopted: 1-20-15

Revised: 8-3-15, 8-14-17, 2/19/19

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) and annual updates shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:

a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4113 - Assignment)

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

b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6174 - Education for English Learners)

c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6020 - Parent Involvement)

(cf. 6173.1 - Education for Foster Youth)

d. Student achievement, as measured by all of the following as applicable:

(1) Statewide assessments of student achievement

(2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Goals and Actions Addressing State and Local Priorities (continued)

- (3) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
- (4) The English learner reclassification rate
- (5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
- (6) The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300- 99301

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6178 - Career Technical Education)

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 6146.1 - High School Graduation Requirements)

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

(cf. 6159 - Individualized Education Program)

2. Any goals identified for any local priorities established by the Board.
3. A description of the specific actions the district will take during each year of the LCAP to achieve

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Goals and Actions Addressing State and Local Priorities (continued)

the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

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

Availability of the Plan

The Superintendent or designee shall prominently post the LCAP and any updates or revisions to the LCAP, and the LCFF budget overview for parents/guardians on the homepage of the district's web site. (Education Code 52065)

(cf. 1113 - District and School Web Sites)

Approved: 1-20-15

Revised: 8-3-15, 2-19-19

GUIDELINES FOR CITIZENS ADVISORY COMMITTEES

The potential value of citizen advisory committees in public school districts has been widely publicized. This value is recognized in various State and Federal guidelines where different kinds of advisory committees are required in connection with the application for and operation of various grant funded programs. It is also apparent in the literature that there are serious potential problems when such advisory committees do not have specific identifiable purposes and expand into administrative roles or attempt to replace the governance structure of a school district as represented by its elected citizen Board of Education.

District-Wide Committees

Establishment of Committees

1. A citizen advisory committee will be formed only upon direction of the Board of Education. The need for such a committee may be identified by a member of the Board, an administrator, or any other individual or group.
2. Any recommendation for establishing an advisory committee should specify the number and structure of the proposed membership with copies of any applicable State or Federal regulations.
3. Any citizen advisory committee established by the Board of Education shall be an ad hoc rather than a standing committee, and the purpose and life term of the committee shall be included in the action to establish. Committees will normally function during a school year or through a project's funding period.

Membership

1. Citizens will become members of a district-wide advisory committee only by appointment, approval, or recognition action by the Board of Education.
2. Prior to the recognition of any citizen who will represent an organization, the Board shall satisfy itself that such representative was duly nominated, appointed or elected by the president, chairperson, board of directors, or membership of the organization.
3. If not required by external regulations, consideration shall be given to appropriate ethnic and geographical representation of committee membership with a majority comprised of non-employees.
4. In general, a citizen currently serving on a district level advisory committee will not be appointed to other district level advisory committees.
5. Membership shall be terminated on the third consecutive absence at regular meetings unless an acceptable explanation is received by the committee at or prior to the third meeting.
6. Such terminations or any resignations shall be reported to the Board of Education by the committees' administrative facilitator so replacements may be appointed.
7. Alternates shall have no official status as replacements for regular committee members but are

GUIDELINES FOR CITIZENS ADVISORY COMMITTEES

Membership (continued)

welcome to attend as other members of the public at large.

8. The name, purpose, term, and any applicable State and Federal regulations shall be delivered to committee members with notices of their appointment, approval or recognition.
9. The Board reserves the right to expand or reduce or dissolve any committee at any time with two limitations. The Board will not have the authority to reduce the size of any advisory committee below the number of members required by the federal or state regulations under which the committee is operating. The Board also will be prohibited from dissolving the committee in those instances where the committee's existence is required by the conditions of a federal or state grant that the district has accepted.

Officers

1. Each advisory committee shall select a chairperson and a vice chairperson. Their duties shall include arranging a schedule of meetings convenient to the committee, preparing a written agenda for each meeting, and chairing the conduct of the meeting, including the extent and manner of non-committee public participation.
2. The Board may appoint one of its members as a liaison observer to any advisory committee to advise, counsel, or communicate, but without authority to chair or vote in committee activities.
3. The Superintendent shall designate an administrator as committee facilitator. The administrator's duties shall include assisting the committee and its chairperson by publishing the agendas; printing, posting, and notifying the press regarding meetings of the committee; keeping attendance and other records; printing informational materials needed by the committee; arranging facilities for meetings; coordinating with other staff members regarding committee visitation to operational programs and informational presentations to the committee. The administrator will also advise the chairperson regarding legal requirements for such committee meetings.

Meetings

1. All advisory committee meetings shall be held in school facilities with the exception of a special occasion at a different location which is publicized in advance and open to public attendance.
2. Members of the committee should be identifiable by use of a table with name cards or use of personal name tags.
3. Adequate seating should be arranged for observers and other members of the public, which may be separate from that of the committee. Each meeting agenda should have a verbal hearing opportunity for the public to interact with the committee. The chairperson and the committee should determine procedures for providing such public participation without disrupting deliberations of the committee.

GUIDELINES FOR CITIZENS ADVISORY COMMITTEES

Meetings (continued)

4. Meetings must be held in accordance with the California Brown Act regarding notices, and agendas for meetings of governing boards and Board appointed or authorized committees. Attention is called to the limited purposes for which a committee may meet in executive session and the fact that the public may not be required to sign a register in order to attend such a meeting, although persons addressing a committee may be required to identify themselves by name.

Consideration should be given to day or evening meeting times, which will maximize potential attendance and serve committee purposes.

School Advisory Committees

1. The Board of Education strongly encourages the use of Citizen Advisory Committees in each school not having School Site Councils for the purpose of involving parents and other interested citizens in the identification of educational needs and the planning and implementation of suitable programs and services to meet student needs.
2. Many of the guidelines for district-wide committees (above) are directly applicable and should be considered in establishing School Advisory Committees.
3. The authority for establishing such committees, including the method by which committee members are elected or selected, rests with each principal.
4. In addition to a broad School Advisory Committee to involve citizens in a meaningful way in problems and important decisions confronting their school, many Principals will be required to have specific advisory committees for different supplemental and special projects. It is recommended that the Principal carefully structure membership in a manner to consolidate these committees into a single committee.
5. When a School Advisory Committee is required in relation to any State or Federal regulation, each member of the committee shall be furnished copies of such regulations when they become a committee member, and such legally required committees shall operate in conformance with the California Brown Act.

Adopted: 3-7-77

Revised: 2-6-79, 6-7-82, 8-7-89, 8-5-13

UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal laws or regulations governing any program subject to the UCP which is offered by the district, including adult education programs, After School Education and Safety programs; agricultural career technical education; American Indian education centers and early childhood education program assessments; bilingual education; California Peer Assistance and Review programs for teachers; state career technical and technical education, career technical, and technical training programs; federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; Economic Impact Aid; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; special education programs; California State Preschool Programs; Tobacco-Use Prevention Education programs; and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5131.62 - Tobacco)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6159 - Individualized Education Program)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6200 - Adult Education)

2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status,

UNIFORM COMPLAINT PROCEDURES

Complaints Subject to the UPC (continued)

physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

6. Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)

(cf. 0420 - School Plans/Site Councils)

8. Any complaint, by or on behalf of any student who is a foster youth, as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the student regarding

UNIFORM COMPLAINT PROCEDURES

Complaints Subject to the UPC (continued)

placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

9. Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

10. Any complaint, by or on behalf of a homeless student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, or a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)

11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

13. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

14. Any other complaint as specified in a district policy

UNIFORM COMPLAINT PROCEDURES

Complaints Subject to the UPC (continued)

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division and the appropriate law enforcement agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

UNIFORM COMPLAINT PROCEDURES

Non UPC Complaints (continued)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing- exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, teacher vacancies and misassignments, or health and safety violations in any license-exempt California State Preschool Program shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Adopted: 12-7-92

Revised: 1-19-99, 11-5-01, 5-5-03, 4-2-07, 6-3-13, 1-20-15, 9-14-15, 4-18-16, 10-17-16, 8-14-17

Revised: 6-11-18, 5/13/19

UNIFORM COMPLAINT PROCEDURES

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Section 504/Americans with Disabilities Act, Special Education, Title II complaints:

Administrator, Education Support Services
4850 Pedley Road
Jurupa Valley, CA 92509
(951) 360-4144

Title IX and other complaints:

Director, Administrative Services
4850 Pedley Road
Jurupa Valley CA 92509
(951) 360-4140

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the

UNIFORM COMPLAINT PROCEDURES

Compliance Officers (continued)

complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties.

(cf. 0420 - School Plans/Site Councils)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group and all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
2. . A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3260 - Fees and Charges)

UNIFORM COMPLAINT PROCEDURES

Notifications (continued)

3. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
4. A statement that a complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred
5. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)
6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints
7. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
8. A statement that the complainant has a right to appeal the district's decision to CDE by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision
9. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable
10. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

- (cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP

UNIFORM COMPLAINT PROCEDURES

Notifications (continued)

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to the UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that they personally suffered the unlawful discrimination or who believes that an individual or any specific class of individuals has been subjected to ~~it~~ unlawful discrimination. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

UNIFORM COMPLAINT PROCEDURES

Filing of Complaints (continued)

5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

UNIFORM COMPLAINT PROCEDURES

Investigation of Complaint (continued)

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Final Decision

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within five business days, file the complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

(cf. 9321 - Closed Session Purposes and Agendas)

UNIFORM COMPLAINT PROCEDURES

Timeline for Final Decision (continued)

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant, sent the district's final written decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Final Written Decision

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. The manner in which the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct

UNIFORM COMPLAINT PROCEDURES

Final Written Decision (continued)

- c. The relationship between the alleged victim(s) and offender(s)
 - d. The number of persons engaged in the conduct and at whom the conduct was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
 - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
 - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's and respondent's right to appeal the district's decision to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

UNIFORM COMPLAINT PROCEDURES

Final Written Decision (continued)

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

UNIFORM COMPLAINT PROCEDURES

Corrective Action (continued)

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

UNIFORM COMPLAINT PROCEDURES

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision of a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 15 calendar days of receiving the district's decision. (5 CCR 4632) -

The complainant shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's decision in that complaint. (5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, the respondent, in the same manner as the complainant, may file an appeal with CDE.

Upon notification by CDE that the district's decision has been appealed, the Superintendent or designee shall forward the following documents to CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's UCP
7. Other relevant information requested by CDE

Approved: 9-21-92

Revised: 7-20-94, 4-3-95, 12-11-96, 1-19-99, 10-4-99

Revised: 11-5-01, 4-2-07, 5-21-07, 6-3-13, 1-20-15, 9-14-15, 4-18-16, 10-17-16

Revised: 8-14-17, 6-11-18, 5-13-19

PARENT RIGHTS AND RESPONSIBILITIES

The Governing Board recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their children.

The Board believes that the education of the district's students is a shared responsibility. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians, school staff and students for continuing the intellectual, physical, emotional and social development and well-being of students at each school site, including the means by which the schools and parents/guardians can help students achieve academic and other standards of the school.

Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)

(cf. 5022 - Student and Family Privacy Rights)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law and Board policy and follow acceptable practices that respect those rights.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

Adopted 4/20/15

PARENT RIGHTS AND RESPONSIBILITIES

Parent/Guardian Rights

The rights of parents/guardians of district students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled (Education Code 51101)

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by a parent/guardian, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations. (Education Code 49091.10)

(cf. 6116 - Classroom Interruptions)

2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal (Education Code 51101)
3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher (Education Code 51101)
4. To be notified on a timely basis if their child is absent from school without permission (Education Code 51101)
5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to receive the results of their child's performance on the English language development test. (Education Code 51101.1)

(cf. 0500 - Accountability)

(cf. 0510 - School Accountability Report Card)

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6174 - Education for English Language Learners)

6. To request a particular school for their child and to receive a response from the district (Education Code 51101)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

7. To have a school environment for their child that is safe and supportive of learning (Education Code 51101)

PARENT RIGHTS AND RESPONSIBILITIES

Parent/Guardian Rights (continued)

- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 3515 - Campus Security)
- (cf. 5131 - Conduct)
- (cf. 5137 - Positive School Climate)
- (cf. 5142 - Safety)

8. To examine the curriculum materials of the class(es) in which their child is enrolled (Education Code 51101; 20 USC 1232h)

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments stored by the classroom teacher, including textbooks, teacher's manuals, films, audio and video recordings and software. (Education Code 49091.10)

Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. (Education Code 49091.14)

The school may charge an amount not to exceed the cost of duplication. (Education Code 49091.14)

- (cf. 1312.2 - Complaints Concerning Instructional Materials)
- (cf. 1312.4 - Williams Uniform Complaint Procedures)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)
- (cf. 6161.11 - Supplementary Instructional Materials)

9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child (Education Code 51101)

- (cf. 5121 - Grades/Evaluation of Student Achievement)
- (cf. 5124 - Communication with Parents/Guardians)

10. For parents/guardians of English learners, to support their child's advancement toward literacy (Education Code 51101.1)

The Superintendent or designee may make available, to the extent possible, surplus or undistributed instructional materials to parents/guardians pursuant to Education Code 60510. (Education Code 51101.1)

- (cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

11. For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures and school improvement efforts (Education Code 51101.1)

PARENT RIGHTS AND RESPONSIBILITIES

Parent/Guardian Rights (continued)

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)

12. To have access to the school records of their child (Education Code 51101)

(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

13. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish (Education Code 51101)

(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

14. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes and procedures for visiting the school (Education Code 51101)

(cf. 1250 - Visitors/Outsiders)
(cf. 5132 - Dress and Grooming)
(cf. 5144 - Discipline)
(cf. 5145.6 - Parental Notifications)

15. To be notified, as early in the school year as practicable pursuant to Education Code 48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal such a decision (Education Code 51101)

(cf. 5123 - Promotion/Acceleration/Retention)

16. To receive information about any psychological testing the school does involving their child and to deny permission to give the test (Education Code 51101)

(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.4 - Identification of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

17. To refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life, any form of parental screening or testing, any nonacademic home-based counseling program, parent training, or any prescribed family education service plan and to inspect any survey collecting personal information (Education Code 49091.18; 20 USC 1232h)

(cf. 5022 - Student and Family Privacy Rights)

PARENT RIGHTS AND RESPONSIBILITIES

Parent/Guardian Rights (continued)

18. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulations. (Education Code 51101.1)

- (cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6171 - Title I Programs)
(cf. 6175 - Migrant Education Program)

19. To question anything in their child's record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school (Education Code 51101)

(cf. 5125.3 - Challenging Student Records)

20. To provide informed, written parental consent before their child is tested for a behavioral, mental or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in a special education or remedial program or regular school activity, shall not constitute written consent for these purposes. (Education Code 49091.12)

- (cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.3 - Health Examinations)

Parent Responsibilities

Parents/guardians may support the learning environment of their child by: (Education Code 51101)

1. Monitoring attendance of their child
2. Ensuring that homework is completed and turned in on time

(cf. 6154 - Homework/Makeup Work)

3. Encouraging their child to participate in extracurricular and cocurricular activities

(cf. 6145 - Extracurricular and Cocurricular Activities)

4. Monitoring and regulating the television viewed by their child
5. Working with their child at home in learning activities that extend the classroom learning
6. Volunteering in their child's classroom(s) or for other school activities

PARENT RIGHTS AND RESPONSIBILITIES

Parent Responsibilities (continued)

(cf. 1240 - Volunteer Assistance)

7. Participating in decisions related to the education of their own child or the total school program as appropriate

Adopted 4/20/15

SEXUAL HARASSMENT

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct) (cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting) (cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that

SEXUAL HARASSMENT

Instruction/Information (continued)

involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

SEXUAL HARASSMENT

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Adopted: 1-19-99

Revised: 4-2-07, 7-2-12, 8-17-15

Revised: 10-17-16

SEXUAL HARASSMENT

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Director of Administrative Services
Ilsa Garza-Gonzalez
4850 Pedley Road, Jurupa Valley, CA 92509
951-360-4140
igonzaletz@jUSD.k12.ca.us

(cf. 1312.3 - Uniform Complaint Procedures)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation

SEXUAL HARASSMENT

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal

SEXUAL HARASSMENT

Reporting Process and Complain Investigation and Resolution (continued)

complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. To the

SEXUAL HARASSMENT

Response Pending Investigation (continued)

extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment. Interim measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

A copy of the district's sexual harassment policy and regulation shall be posted on district and school web sites and, when available, on district-supported social media.

(cf. 1113 - District and School Web Sites)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

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Revised: 4-2-07, 7-2-12, 8-17-15, 9-14-15, 10-17-16

PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment.

The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

(cf. 0500 - Accountability)

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board

PARENT INVOLVEMENT

Title I Schools (continued)

shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

(cf. 3100 - Budget)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I fund to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Adopted: 9-20-99

Revised: 11-06-06

Revised: 2-5-18

PARENT INVOLVEMENT

District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6171 - Title I Programs)

The Superintendent or designee may:

a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the plan in accordance with the review schedule established by the Governing Board

b. Invite input on the plan from other district committees and school site councils

(cf. 0420 - School Plans/Site Councils)

c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input

d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand

e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan

f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans

2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

The Superintendent or designee shall: (20 USC 6318)

a. Assist parents/guardians in understanding such topics as the challenging state academic

PARENT INVOLVEMENT

District Strategies for Title I Schools (continued)

content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement

c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students in addition, the Superintendent or designee may:

a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training

b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training

c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions

PARENT INVOLVEMENT

District Strategies for Title I Schools (continued)

- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, to maximize parent/guardian involvement and participation
- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a districtwide parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families
- j. Provide a master calendar of district activities and district meetings
- k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- o. Provide ongoing district-level workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
- p. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of related activities

PARENT INVOLVEMENT

District Strategies for Title I Schools (continued)

- q. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
- r. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)
(cf. 4215 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)

- s. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
- t. Provide information to schools about the indicators and assessment tools that will be used to monitor progress

3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements

(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 3280 - Sale or Lease of District-Owned Real Property)
(cf. 5030 - Student Wellness)
(cf. 6174 - Education for English Learners)
(cf. 6178 - Career Technical Education)

- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
- c. Schedule joint meetings with representatives from related programs and share data and information across programs
- d. Develop a cohesive, coordinated plan focused on student needs and shared goals

4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in

PARENT INVOLVEMENT

District Strategies for Title I Schools (continued)

improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)

- a. Barriers to participation in parent/guardian and family engagement activities, with attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
- b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
- c. Strategies to support successful school and family interactions

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
 - b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
 - c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement
5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)
6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members

PARENT INVOLVEMENT

District Strategies for Title I Schools (continued)

- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's local control and accountability plan in accordance with 20 USC 6312 and shall be distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards

PARENT INVOLVEMENT

School-Level Policies for Title I Schools (continued)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and how the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards

b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6145 - Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
- (2) Frequent reports to parents/guardians on their children's progress
- (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
- (4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand

PARENT INVOLVEMENT

School-Level Policies for Title I Schools (continued)

7. Build the capacity of the schools and parents/guardians for strong parent involvement by implementing the required activities described in item #2 in the section "District Strategies for Title I Schools" above

8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent/guardian and family engagement policy shall be made available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I fund, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter

PARENT INVOLVEMENT

District Strategies for Non-Title I Schools (continued)

- c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues
- f. Identify barriers to parent/guardian and family participation in school activities, including

PARENT INVOLVEMENT

District Strategies for Non-Title I Schools (continued)

parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background

g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care

4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

The Superintendent or designee may:

a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy

b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications

5. Integrate parent/guardian and family engagement programs into school plans for academic accountability

The Superintendent or designee may:

a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives

b. Involve parents/guardians and family members in school planning processes

Adopted: 11-6-06

Revised: 2-5-18

TITLE I PROGRAMS

The Governing Board desires to provide a high-quality education that enables all students to meet challenging state academic standards. In schools with a large number or percentage of economically disadvantaged families, the district shall use Title I funds to provide services that strengthen the academic program and provide support to students at risk of failing to achieve academic standards.

(cf. 6011 - Academic Standards) (cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

Title I funds shall be used to supplement, not supplant, funds available from state and local sources for the education of students participating in Title I programs. (20 USC 6314, 6321)

Descriptions of how the district will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within the district's control and accountability plan (LCAP), the LCAP Federal Addendum, or another document. School-level strategies shall be aligned with the district's plan and be tailored to the specific needs of the students at the school.

(cf. 0420 - School Plans/Site Councils)
(cf. 0460 - Local Control and Accountability Plan)

In addition, the district and each school receiving Title I funds shall develop a written parent/guardian and family engagement involvement policy in accordance with 20 USC 6318.

(cf. 6020 - Parent Involvement)

Comparability of Services

In schools receiving Title I funds, state and local funds shall be used to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among district schools, the district shall:

1. Adopt and implement a districtwide salary schedule
2. Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:
 - a. The ratio of students to instructional staff at each Title I school within a grade span, which shall not exceed 110 percent of the average ratio for all non-Title I district schools within that grade span
 - b. Salary expenditures for instructional staff at each Title I school, which shall be no less than 90 percent of the average salary expenditure across non-Title I district schools.

TITLE I PROGRAMS

Comparability of Services (continued)

3. Ensure equivalence in the provision of curriculum materials and instructional supplies, by determining whether the per-student expenditure of state and local funds for curriculum materials and instructional supplies in Title I schools is between 90 and 110 percent of the districtwide average
4. Determine whether the amount of state and local funds allocated per student for each grade span is between 90 and 110 percent of the per student average for each grade span in non-Title I schools

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

In determining comparability, the district shall not include staff salary differentials for years of employment. The district also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to students with disabilities, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

The Superintendent or designee shall annually assess comparability in accordance with the above criteria and maintain records documenting the district's compliance. If any instances of noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Participation of Private Schools Students

The district shall provide or contract to provide special educational services, instructional services (including evaluations to determine the progress being made in meeting students' academic needs), counseling, mentoring, one-on-one tutoring, or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis in comparison to services and other benefits for public school students. (20 USC 6320, 7881)

Program Evaluation

The Board shall regularly monitor the progress of economically disadvantaged and low-achieving students in Title I schools. During the annual evaluation of the district's progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the Board shall review disaggregated data on academic achievement, school attendance, and other outcomes for such students and shall ensure that strategies are revised as necessary to support continuous improvement.

Adopted 11-06-06
Revised: 7-16-18

TITLE I PROGRAMS

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. (20 USC 6314; 34 CFR 200.25)

A school that does not meet these criteria may operate a Title I schoolwide program if it receives a waiver from the California Department of Education. (20 USC 6314)

Any school operating a schoolwide program shall develop a comprehensive plan with the involvement of parents/guardians, other members of the community to be served, and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of other federal education programs), the district, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, secondary school students as applicable, and other individuals determined by the school. (20 USC 6314)

The schoolwide program plan shall be based on a comprehensive needs assessment of the entire school and shall be incorporated into a single plan for student achievement which also incorporates the plans required for other categorical programs included in the state's consolidated application. (Education Code 64001; 20 USC 6314)

(cf. 0420 - School Plans/Site Councils)

The plan shall describe the strategies that the school will implement to address school needs, including a description of how such strategies will: (20 USC 6314)

1. Provide opportunities for all students, including economically disadvantaged students, ethnic subgroups, students with disabilities, and English learners, to meet state academic standards
2. Use methods and instructional strategies that strengthen the school's academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well- rounded education

(cf. 5148.2 - Before/After School Programs) (cf.
6111 - School Calendar)
(cf. 6112 - School Day)
(cf. 6177 - Summer Learning Programs)

3. Address the needs of all students in the school, but particularly the needs of low- achieving students and those at risk of not meeting state academic standards, through activities which may include the following:
 - a. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

TITLE I PROGRAMS

- b. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school
- c. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act
- d. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments and to recruit and retain effective teachers, particularly in high-need subjects
- e. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

The plan shall also include a description of any applicable federal, state, and local programs that will be consolidated in the schoolwide program. (20 USC 6314; 34 CFR 200.27)

The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet state academic standards. (20 USC 6314)

Targeted Assistance Programs

Any school that receives Title I funds but does not operate a schoolwide program shall use Title I funds to provide services to eligible students who are failing, or most at risk of failing, to meet state academic standards. Students shall be identified on the basis of multiple, educationally related, objective criteria, except that students in preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the district and supplemented by the school. (20 USC 6315)

Eligible students include those who are economically disadvantaged; students with disabilities; migrant students, including those who participated in a migrant education program pursuant to 20 USC 6391-6399 in the preceding two years; English learners; students who participated in a Head Start or state preschool program in the preceding two years; students in a local institution for neglected or delinquent children and youth or attending a community day program for such students; and homeless students. (20 USC 6315)

Any targeted assistance program shall: (20 USC 6315)

1. Use program resources to help participating students meet state academic achievement standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education

TITLE I PROGRAMS

Targeted Assistance Programs (continued)

2. Use methods and instructional strategies that strengthen the academic program, through activities which may include:
 - a. Expanded learning time before-and after-school programs, and summer programs and opportunities
 - b. A schoolwide tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act
3. Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs
4. Provide professional development to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel and other school personnel who work with eligible students in Title I programs or in the regular education program. The professional development shall be provided using funds from Title I and, to the extent practicable, other sources.
5. Implement strategies to increase the involvement of parents/guardians of participating students
6. If appropriate and applicable, coordinate and integrate federal, state, and local services and programs, such as programs supported by the Elementary and Secondary Education Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career technical education programs, and comprehensive or targeted support and improvement activities under 20 USC 6311
7. Provide assurances to the Superintendent or designee that the program will:
 - a. Help provide an accelerated, high-quality curriculum
 - b. Minimize the removal of students from the regular classroom during regular school hours for instruction supported by Title I funds
 - c. On an ongoing basis, review the progress of participating students and revise the targeted assistance program, if necessary, to provide additional assistance to enable such students to meet state academic standards

Participation of Private School Students

Teachers and families of participating private school students shall have an opportunity to participate, on an equitable basis, in parent/guardian and family engagement activities and professional development pursuant to 20 USC 6318. (20 USC 6320, 7881)

TITLE I PROGRAMS

Participation of Private School Students (continued)

Each year the Superintendent or designee shall contact officials of private schools with students who reside within district boundaries, regardless of whether the private school they attend is located within the district or whether or not those officials have previously indicated any interest in program participation, and invite them to a meeting to discuss the intent of Title I and the roles of public and private school officials.

The Superintendent or designee shall consult with appropriate private school officials, in a meaningful and timely manner, during the design and development of the district's Title I programs, with the goal of reaching agreement on how to provide equitable and effective programs for eligible private school students. Such consultation shall occur before the district makes any decision that affects the opportunities of eligible private school students to participate in Title I programs and shall include consultation on issues such as the following: (20 USC 6320, 7881; 34 CFR 200.56)

1. How the needs of private school students will be identified
2. What services will be offered
3. How, where, and by whom the services will be provided
4. How the services will be academically assessed and how assessment results will be used to improve those services
5. The size and scope of the equitable services to be provided to eligible private school students, the proportion of funds to be allocated for such services, and how that proportion of funds is determined
6. The method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools
7. How and when the district will make decisions about the delivery of services to such students, including a thorough consideration and analysis of the views of private school officials on the provision of services through a third-party provider
8. How, if the district disagrees with the views of private school officials on the provision of services through a third-party provider, the district will provide to private school officials a written analysis of the reasons that the district has chosen not to use a contractor
9. Whether the district will provide services directly or through a separate government agency, consortium, entity, or third-party contractor
10. Whether to provide services to eligible private school students by pooling funds or on a school-by-school basis
11. When services will be provided, including the approximate time of day

TITLE I PROGRAMS

Participation of Private School Students (continued)

12. Whether to consolidate and use funds provided under Title I with other funds available for services to private school students

If the district disagrees with the views of private school officials with respect to any of the above issues, the district shall provide the officials, in writing, the reasons that the district disagrees. (20 USC 6320)

Meetings between district and private school officials shall continue throughout implementation and assessment of services. (20 USC 6320)

The district shall maintain, and shall provide to the CDE, a written affirmation signed by officials of each participating private school that consultation has occurred. The affirmation shall provide the option for private school officials to indicate their belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to private school students. If private school officials do not provide the affirmation within a reasonable period of time, the district shall send documentation to the CDE demonstrating that the consultation has, or attempts at such consultation have, taken place. (20 USC 6320)

The Superintendent or designee shall also maintain copies of program descriptions, notices, funding allocations, and other communications and records pertaining to the provision of services to private school students.

Adopted 11-06-06
Revised: 7-16-18

-SAMPLE-

Dear Parents:

Each year schools receiving categorical program funds such as Title I are required to establish consultation or advisory committees to assist the professional staff in planning a program for use of these special funds. We are requesting that you participate in the nomination and selection of members to the _____ Title I/ Advisory Committee.

If you would like to be nominated to serve on this committee, please return the bottom portion of this letter to school by _____.

The election will be held at _____ Elementary School in the _____ at _____ o'clock. Please attend this meeting in order to cast your vote. If you have questions, please call _____ at _____.

Sincerely,

Principal



To Whom It May Concern:

I understand that parents of students participating in the Title I programs will be actively involved in advising on matters of educational concern at our school. Please place my name on the ballot for the Title I, Advisory or School Site Council election. I authorize my identification as a parent of a participating student.

Name _____ Date _____

Name of children attending _____ Elementary School.

_____ Grade _____ _____ Grade _____

_____ Grade _____ _____ Grade _____

_____ Grade _____ _____ Grade _____

Signature

-SAMPLE-

Estimados padres:

Cada año las escuelas que reciben fondos de programas categóricos tal como el programa de Título I tienen que establecer un comité consejero para asistir al cuerpo educativo profesional en planear un programa para estos fondos especiales. Le pedimos a usted que participe en la nominación y selección de los miembros del Comité Consultivo/Consejero del Título I de la Escuela _____.

Si usted quiere ser nombrado para servir en este comité, favor de devolver la porción de abajo de esta carta a la escuela antes de _____.

La elección de miembros tomará lugar en la Escuela _____ el _____ de 2017 as las _____ hasta las _____. Favor de asistir a esta junta para que usted pueda votar. Si tiene usted preguntas llame a la escuela al teléfono _____.

Sinceramente,

Director de la Escuela



A quien corresponda:

Yo comprendo que los padres de estudiantes que participan en el programa Título I tienen que constituir la mayoría del comité consultivo/consejero. Favor de poner mi nombre en la lista para elegir los miembros del Comité Consultivo/Consejero del Programa Título I. Yo doy mi permiso para que me identifiquen como padre/guardián de un estudiante que participa en el Programa Título I.

Nombre _____ Fecha _____

Nombres de niños que asisten a la Escuela _____

_____ Grado _____ _____ Grado _____

_____ Grado _____ _____ Grado _____

_____ Grado _____ _____ Grado _____

Firma del Padre/Guardian

-SAMPLE-

Jurupa Unified School District
**TITLE I ADVISORY COMMITTEE
BALLOT**

In order to allow for maximum involvement the Title I/Advisory committee will consist of _____ members. Please cast your ballot as indicated below.

(Parents of participating students not employed by the district)

(Other Parents)

(Teachers)

Please vote for _____
of the name listed
below.

Please vote for _____
of the name listed
below.

Please vote for _____
of the name listed
below.

Signature

-SAMPLE-

Distrito Escolar Unificado de Jurupa
COMITE CONSEJERO DE TITULO I
BOLETA

Para tener la involucración máxima el Comité del Programa Título I consistirá de _____ miembros. Favor de votar como se indica abajo.

(Padres que no trabajan para el distrito escolar y que tienen hijos que participan en el Programa)

Favor de votar por _____ de los nombres escritos abajo.

(Otros Padres)

Favor de votar por _____ de los nombres escritos abajo.

(Maestros)

Favor de votar por _____ de los nombres escritos abajo.

Escuela

Jurupa Unified School District

ADVISORY/SCHOOL SITE COUNCIL MINUTES FORMAT

School _____ Meeting No. _____

Committee _____ Date _____

Chairperson _____ Time _____

Recording Secretary _____

NEXT MEETING: _____

Members Present:

Members Absent:

Visitors Present:

Reports/Discussion:

Action Items:

-SAMPLE-

**ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
LETTER**

Dear Parents,

Each year schools that receive special program funds, such as Title I, and have more than twenty students who need special instruction to learn to speak the English language with more fluency, have to establish by state law English Learner Advisory Committees to assist the professional staff in planning a program for those students. We are requesting that you participate as a member of the _____ English Learner Advisory Committee (ELAC).

(school)

If you would like to be a member of this committee, please complete and return the bottom portion of this letter to school by _____.

A meeting will be held to meet all the new English Learner Advisory Committee members at School in the _____ at _____ o'clock. Also a chairperson for this committee will be elected at the meeting. Please attend this meeting in order to cast your vote. If you have any questions, please call _____ at _____.

Sincerely,

Principal

To Whom It May Concern:

Please place my name on the list of members of _____ English Learner Advisory Committee. I authorize my identification as a parent of a student participating in a Title I program.

Name _____ Date _____

Name of children attending _____ School.

_____ Grade _____ _____ Grade _____

_____ Grade _____ _____ Grade _____

_____ Grade _____ _____ Grade _____

Signature

-SAMPLE-

**ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) (SPANISH)
LETTER**

Estimados padres,

Cada año las escuelas que reciben fondos de programas especiales tal como el programa de Título I y tienen más de veinte estudiantes que necesitan instrucción especial para aprender a hablar inglés con más fluidez, tienen que establecer por ley un Comité asesor de padres de estudiantes aprendiendo inglés (ELAC) para los alumnos aprendices de inglés para asistir al cuerpo educativo profesional en planear un programa para estos alumnos. Les pedimos a ustedes que participen como miembros del Comité Consejero para alumnos aprendices de inglés de la Escuela _____.

Si ustedes desean ser miembros de este comité, favor de llenar la porción de esta carta y devuélvala a la Escuela _____ antes del día _____ de _____ del _____.

El día _____ de _____ de _____ a las _____ en _____ habrá una junta para conocer a todos los miembros. También se elegirá un presidente (“chairperson”) para el comité. Favor de asistir a esta junta para que ustedes puedan votar. Si tienen preguntas llamen a la escuela al teléfono _____.

Sinceramente,

Director de la Escuela

Para quien le concierne:

Favor de poner mi nombre la lista de miembros del Comité asesor de padres de estudiantes aprendiendo inglés (ELAC) de la escuela _____. Yo doy mi permiso para que me identifiquen como padre de un alumno que participa en el programa Título I.

Nombre _____ Fecha _____

Nombres de niños que asisten a la Escuela _____.

_____ Grado _____ Grado _____

_____ Grado _____ Grado _____

_____ Grado _____ Grado _____

Firma

-SAMPLE-
JURUPA UNIFIED SCHOOL DISTRICT
Education Services

DISTRICT ADVISORY COMMITTEE (DAC) FOR THE CONSOLIDATED APPLICATION
Thursday, April 25, 2019 - 9:00 a.m.

Meeting #4

AGENDA AND MEETING ANNOUNCEMENT

Jurupa Unified School District—Professional Development Center
10223 Bellegrave Avenue, #17
Jurupa Valley, CA 91752

ANNOTATED AGENDA

OPENING ACTIVITIES

Flag Salute
Staff Introductions
Roll Call

ACTION SESSION

1.0 APPROVE DAC MINUTES MEETING #3

Recommend approval of the DAC minutes for Meeting #3 on March 14, 2019.

INFORMATION SESSION

2.0 MAKERSPACES IN LIBRARIES THROUGHOUT THE DISTRICT

Veronica Gonzalez, Coordinator of Education Technology, will present the research behind Makerspaces and how the district libraries are providing students with the opportunity to learn through exploration with literature inspired projects.

3.0 REVIEW OF DISTRICT WELLNESS POLICY AND HEALTH INITIATIVES

Jose Campos, Director of Parent Involvement and Community Outreach, will review the District Wellness Policy and District Health Initiatives. Members will have an opportunity to provide input on the District Wellness Policy.

4.0 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) PROFESSIONAL DEVELOPMENT PLANNING

John Allen, Teacher on Special Assignment of Professional Development, will provide members additional information about the Professional Development programs incorporated to support the implementation of the Local Control Accountability Plan (LCAP).

5.0 TITLE I PARENT INVOLVEMENT POLICY AND COMPACT

Members will be provided with copies of the district's Title I Parent Involvement policy and sample compact for review and feedback and a presentation on parent involvement standards.

HEARING SESSION

This item is included on the agenda to allow parents and others attending to ask questions or provide suggestions regarding the conduct of Consolidated Application Programs. If any announcements or flyers, please bring a copy for members to review and place on back table.

Next Meeting

The next meeting of the District Advisory Committee (DAC) is scheduled for Thursday, June 6, 2019, 9:00 a.m. in the Professional Development Center (PDC), Training Room.

Adjournment

is:tm

POSTED 4.18.19

-SAMPLE-
Jurupa Unified School District
Education Services

DISTRICT ADVISORY COMMITTEE (DAC) FOR THE CONSOLIDATED APPLICATION

UNADOPTED MINUTES FOR MEETING #4
Thursday, April 25, 2019
Professional Development Center, Training Room
10223 Bellegrave Avenue
Jurupa Valley, CA 91752

OPENING ACTIVITIES

CALL TO ORDER Ms. Emilee Fox, DAC Chairperson, called the fourth meeting of the District Advisory Committee for the Consolidated Application to order at 9:05 a.m. in the Training Room of the Professional Development Center located at 10223 Bellegrave Avenue, Jurupa Valley, CA 91752.

FLAG SALUTE Ms. Fox led the committee members and staff in the flag salute to the United States of America.

ROLL CALL Ms. Ines Solis, Administrative Secretary, Funding and Program Accountability, conducted roll call for DAC.

Members present were:

Ms. Fatima Sandoval, Del Sol Academy
Ms. Emilee Fox, Pacific Ave. Aca. Of Music
Mr. Vincent Vargas, Pedley
Ms. Laura Galvez, Peralta
Ms. Reina Belmontes – Rustic Lane
Ms. Amber Mercado, Stone Avenue
Ms. Patty Tewell, Sunnyslope
Ms. Paloma Patton, Van Buren
Ms. Jazmin Torres, Jurupa Middle
Ms. Laura Mora, Mira Loma Middle
Ms. Karina Carmona, Mission Middle
Ms. Maria Mendez, Mission Middle – Alternate
Ms. Sonia Franz, Jurupa Valley High
Ms. Lucia Bliudzius, Rubidoux High
Ms. Cara Chavez, Rivercrest Preparatory

District staff present were:

Ms. Terri Schoulten, Director, Funding and Program Accountability
Mr. Jose Campos, Director, Parent Involvement and Community Outreach
Ms. Veronica Gonzalez, Coordinator, Education-Information Technology
Mr. John Allen, Teacher on Special Assignment, Professional Development
Ms. Ines Solis, Administrative Secretary, Funding and Program Accountability
Ms. Zelda Aguilar, Translator Clerk Typist, Funding and Program Accountability

Guests present were:

Mr. Eddie Torres, Field Representative for Asm. Sabrina Cervantes

NOTEBOOKS

Each member was given handouts containing information pertaining to the current meeting's presentations.

ACTION SESSION

APPROVE DAC MEETING #3 MINUTES

The District Advisory Committee had an opportunity to review minutes of the third DAC meeting and ask questions.

Ms. Emilee Fox asked members of the District Advisory Committee for a motion to approve the minutes of the third DAC meeting.

Motion: Ms. Laura Mora motioned for approval of the minutes to the third meeting held on Mar. 14, 2019.

Seconded: Ms. Reina Belmontes seconded the motion.

Vote: Motion carried unanimously.

INFORMATION SESSION

MAKERSPACES IN THE LIBRARIES THROUGHOUT THE DISTRICT

Ms. Veronica Gonzalez, Coordinator of Education-Information Technology, presented on how the role of the library has changed in Jurupa schools in recent years. Libraries now facilitate learning through discovery and are an expansion of the classroom where children gather around learning. JUSD is turning our libraries into 21st century learning labs and discovery hubs where students are no longer asked to be silence learners and instead our students are asked to do research and work collaboratively. Makerspace supports a growth mindset and exemplifies the district's vision of Learning Without Limits through perseverance, grit, iteration and determination. The research behind Makerspaces supports district's vision of 21st century libraries by providing students with an opportunity to learn through exploration with literature inspired projects. School libraries are accessible before and after school and hold an open-time throughout the school day when students are welcome to access activities helping to increase and promote student engagement. Makerspace is included in the LCAP; this presentation brings a broader perspective of what the LCAP encompasses and what it looks like in our schools. We bring presenters to DAC to show you what we are doing in our schools so that you have background on what we are doing so we can expand, or change based on your feedback.

REVIEW OF DISTRICT WELLNESS POLICY AND HEALTH INITIATIVES

Mr. Jose Campos, Director of Parent Involvement and Community Outreach reviewed Jurupa's districtwide Student Wellness Policy as well as procedures and health initiatives, Board Policy 5030. District advisory member were asked to review and offer input as the district aims at providing a balanced approach towards whole-child wellness and to strengthen families. A thorough review of the many programs currently offered through the Parent Involvement and Community Outreach department were discussed by Mr. Campos in representation of the efforts put forth by the district to reach families and meet their needs while assisting with supportive outreach. Some of the initiatives highlighted included improving our sites to physically see and invite physical activities in conjunction with training and support for school-wide physical education activities, food distributions at several campuses, and numerous partnerships with local agencies to provide mental and behavioral support among many other programs and referrals. Members were encouraged to contact the Parent Involvement and Community Outreach department for further details on programs and information currently available to our students and their families.

Additionally, members were informed that their local school sites councils would review the wellness policy/procedures with their local councils and request feedback.

**LOCAL CONTROL
ACCOUNTABILITY
PLAN (LCAP)
PROFESSIONAL
DEVELOPMENT
PLANNING**

Mr. John Allen, Teacher on Special Assignment for Professional Development, provided members additional information about the Professional Development Program incorporated to support the implementation of the LCAP. Teachers are released from their classroom for a day or a half day to attend various trainings. These trainings could be grade-level focused to effectively calibrate throughout the district or they could be by department; for example, all science teachers in the district may train together. There are various staff development opportunities offered throughout the year focused on preparing Jurupa students to be College and Career Ready through training concentrated on meeting state standards, cooperative learning, implementing district initiatives like Impact Teams, Units of Study, Digital Gateway and Balanced Math, or teacher collaboration. The staff development can be held at a centralized district location or the trainers can go to a school site and train teachers in classrooms getting kids hands-on in the classroom. We have math textbooks and resources, but it doesn't show teachers how to relate math in the classroom. Our in-house professional development provides guidance on Daily Math Review, Mental Math, Math Fluency Using Numbers (Math FUN) and literature connections that have mathematics integrated where students read and connect to the literature or have a real-world connection and do real-world problem solving through cooperative learning. The goal is to become more effective in key student-centered dimensions essential to raising student achievement.

**TITLE I PARENT
INVOLVEMENT
POLICY AND
COMPACT**

Ms. Schoulten presented Jurupa's district-wide Title I Parent Involvement Policy consisting of two parts: Part I - General Expectations and Part II – Description of How District Will Implement Required District Wide Parental Involvement Policy Components. While Part I delineates federal guidelines, and must remain intact, Part II (numbers 1-6 and areas A-E) offers district level policy and Ms. Schoulten invited members to offer input and suggestions for revision. Ms. Schoulten invited members to provide feedback for possible revisions to the districtwide policy on a worksheet titled, Parent Outline of Support for Title I Parent Involvement Policy. Members reviewed the policy and any input on the form will be collected at the next meeting. Any recommendations collected will be recorded for future integrations. In conjunction with the District Title I Parent Involvement Policy, members were provided with a second input form to welcome suggestions in each of the six areas of the Parent Involvement National Standards as reviewed during the power point presentation. Their responses are relative to district level support, site-level strategies for implementation, barriers to participation by parents, and ways to increase parent participation. It was recommended member to consider these areas and review format when reviewing and providing input to the Parent Involvement policies at the site level as well.

GUEST COMMENTS

Mr. Eddie Torres, Field Representative for Assembly Member Sabrina Cervantes attended this meeting and briefly commented on how impressed he was to hear about all that is happening in Jurupa. He attended in efforts to gather input from the ground-level and hear what is happening in our district. Mr. Torres left business contact cards and mentioned he can be reached at any time.

HEARING SESSION

FUTURE ITEMS

This item is included on the agenda to allow parents and others attending to ask questions or comment regarding the conduct of Consolidated Application Programs.

Next Meeting

Thursday, June 6th, 2019
TRAINING ROOM, PROFESSIONAL DEVELOPMENT CENTER,
9:00 AM – 11:00 AM

The meeting was adjourned at 11:00 a.m.
IS:tm

CONDUCTING MEETINGS

PARLIAMENTARY PROCEDURES

What is a Motion?

When a recommendation is made that the group take specific action, the suggestion offered is called a motion. It requires the group to move together on a definite issue.

How is a Motion Made?

1. **Recognition.** Get the chairperson's permission to speak by saying, "Mr. or Madam Chairperson."
2. **Make the Motion.** Offer your recommendation to the rest of the members by saying, "I move we approve the minutes of the last meeting."
3. **It Must be Seconded.** Another member must approve your motion before all of the members can consider it. To support your idea, another member should say, "I second the motion." Your motion cannot be discussed until it is seconded.
4. **Clearly State the Motion.** The chairperson puts the motion in words that everybody can understand and then states it loud enough for everyone to hear: "It has been moved that ..."
5. **Discussion.** The chairperson invites members who are for and against the motion to discuss it. Start the discussion by asking the person who made the suggestion to support it. A chairperson cannot offer an opinion on a motion unless he or she leaves the "chair" by having another officer temporarily take the chair. The discussion ends when the chairperson prepares the members for voting by restating the motion.
6. **Voting.** Can be done by voice, written ballot, or show of hands.
7. **The Result.** The chairperson announces whether or not the motion has been approved by reporting the outcome.

A MOTION THAT "MOVES"

If you want to make certain that your motion is worded correctly, use the following checklist:

1. Is your motion clear?
2. Is it stated in words that everyone can understand?
3. Will your motion produce ONLY the action you want? 4. Is your motion as brief as possible?
5. Does it include ONLY ideas that are needed to get specific action?

Change your motion if you think any of the above questions can be answered, "NO."

VOTING PROCEDURE TERMS

Words you should know:

Abstain	Not voting one way or the other on a motion
Adopt	To approve or accept
Appoint	To assign a person to a job or position
Chair (the)	Position held by the chairperson or leader of the group
Committee	A small group that studies, reports on and recommends part of an organization's program
General Consent	A silent, unanimous vote; if one member objects, the motion must be voted on
Majority Opinion	The decision of most of the voting members of a group or committee
Minority Opinion	The decision of less than half of the voting members of a group or committee
Minutes	Official record of a meeting
Nominate	To recommend a person for election to office (Nominations do not require a second)
Pending	Undecided; still before the group
Pro Tem	Latin for "temporary"
Proxy	Permission from another member to vote or act for him/her
Question	Another name for a motion
Rescind	To take back; withdraw
Resolution	Another name for a motion; a policy statement
Standing Committee	A committee that continues from year to year; a permanent committee
Special Committee	A committee that is appointed or elected to handle only a specific thing; a temporary Committee
Subcommittee	A smaller committee formed within a committee
Unanimous Vote	When everyone votes the same way
Veto	To disapprove

SAMPLE SSC MEETING PROCEDURES

1. All members should sign in prior to the meeting. The sign-in sheet should be kept in an SSC notebook or file. (record keeping requirement)
2. All guests have an option to sign in at the meeting if they choose. (Greene Act)
3. Only SSC members should sit at the meeting table. Even though the SSC meeting is open to the public, it is not a public meeting. Only SSC members are entitled to conduct SSC business. (p. 93 lines 29-35 and p. 94 lines 1-9)
4. If the SSC team is new, name plates should display the member's name so that the chair can call on members by name to be reflected in the minutes. (good practice)
5. The chair should recognize when a quorum is present to call the meeting to order and make sure the quorum is reflected in the minutes by listing members present and members absent. (p. 24 lines 10-19)
6. The chair has the responsibility to follow the meeting agenda and keep the meeting flowing in a timely manner. (p. 25 lines 20-27 and p. 26 lines 1-8)
7. If an item on the agenda is informational, SSC members should take notes and write down questions they have regarding the information. Questions should follow the information given by the presenter.
8. If an item on the agenda is a voting item, the chair should ask for a motion and a second if appropriate and then allow for discussion of the motion before voting. Once the vote has been taken, the chair should make sure the outcome of the vote is stated so that outcome is reflected in the minutes.
9. Some SSCs may invite non-members to express their views about an agenda item during the public input portion of the meeting, but this is done under the control of the chairperson subject to any relevant rules adopted by the body, as well as subject to appeal by a member. Often, by rule or practice, time limits are placed on speakers and relevance is closely monitored. (p. 93 lines 29-35 and p. 94 lines 1-9)
10. If the time limit for the meeting is reached and there is unfinished business, the chair must ask for a motion to extend the meeting or the meeting is adjourned with all unfinished business taken up at the next meeting.
11. Special or subcommittees are appointed to carry out specified tasks for the SSC. During actual deliberations, only committee members have the right to be present and the Greene Act rules are not in force. (p. 483 lines 35-36)

NOTE—All pages and lines referenced above are from
Robert's Rules of Order Newly Revised 10th Edition

IMPORTANT ACRONYMS

ALD	Achievement Level Descriptors
APS	Academic Program Survey
ATSI	Additional Targeted Support and Improvement
AYP	Adequate Yearly Progress
BILP	Bilingual Individual Learning Program
BLT	Bilingual Language Tutor
BSM	Bilingual Syntax Measure
CAT	Computer Adaptive Testing
CCSS	Common Core State Standards
CDE	California Department of Education
CELDT	California English Language Development Test
COE	County Office of Education
CON-APP	Consolidated Application for State/Federal categorical program funds
CRT	Criterion Referenced Test
CSI	Comprehensive Support and Improvement
CST	California Standards Test
DAC	District Advisory Committee
DAS	District Assistance Survey
DELAC	District English Learner Advisory Committee
DSLTL	District School Liaison Team
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELL	English Language Learner
ELPAC	English Language Proficiency Assessment for California

ESEA	Elementary and Secondary Education Act (Federal)
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
FEP	Fluent English Proficient
FPM	Federal Program Monitoring
FY	Foster Youth
GATE	Gifted and Talented Education
GSA	Grade Span Adjustment
IEP	Individual Learning Program
LEP	Limited English Proficient (includes non-English speakers)
LCFF	Local Control Funding Formula
LCAP	Local Control Accountability Plan
NCE	Normal Curve Equivalent
PI	Program Improvement
R-30LC	Annual Language Census Report
SAC	School Advisory Committee
SBAC	Smarter Balanced Assessment Consortium
SBCP	School Based Coordinated Program
SCE	State Compensatory Education
SPSA	School Plan for Student Achievement
SSC	School Site Council
SWP	School-wide Project
TSI	Targeted Support and Improvement

GLOSSARY OF COMPLIANCE AND BUDGET TERMS

Allocation	The amount of money actually set aside for a state or local school district for a program.
Carryover Funds	Funds not used during the funding year in which they have been appropriated; may be retained to be expended during the following funding year if approved.
Categorical Aid	Federal and state funds which must be used for a specific purpose or for a specific student population as established by legislation and regulations.
Centralized Services	Those allowable costs which fund district support services to schools; i.e., project director, evaluation.
Commingle	A term used when funds from different funding sources are mixed together.
Compliance	The term used to ensure that a district using categorical aid funds is complying with the state and federal laws and regulations.
Core Curriculum	The sections of the district's regular courses of study, which students must learn in order to graduate from high school.
Entitlement	The amount of money a school district receives in its Consolidated Application.
Indirect Cost	Those expenses, which are usually attributed to cover district costs in the operation of a program.
Leadership Team	A core group of teachers and administrators from a school site responsible for guiding school improvement efforts and the change process (e.g., in PQR or restructuring).
Parent Participation/ Parent Involvement	The utilization of parents and community persons in planning, implementing, and evaluating the education program, and assisting their children to be successful in the regular school program.
Regulation	Rules that interpret the law.
Supplant	To replace or to be used instead of. (Title 1 funds may not be used to supplant state or local funds for education.)
Supplement	This means to add to. Supplemental funds are provided for the education of special groups of identified children.
Title I	Helping Disadvantaged Children Meet High Standards/Federal Funding
Title II	High Quality Teacher--Professional Development/Federal Funding
Title IV	Safe and Drug Free Schools and Communities--support of school- and community-based drug education and prevention programming/Federal Funding—funding no longer available

