

PHILOSOPHY-GOALS-OBJECTIVES
& COMPREHENSIVE PLANS

| | <u>Code</u> | <u>Last Updated</u> |
|--|------------------------------|----------------------------------|
| 0. Vision | 0000 BP 0000 AR 0000 E | 10/15/08 10/15/08 10/19/11 |
| 1. Philosophy | 0100 BP | 10/15/08 |
| 2. Goals for CRY-ROP | 0200 BP | 08/36/17 |
| 3. Student Outcomes | 0300 BP | 10/15/08 |
| 4. Comprehensive Plans | 0400 BP | 10/15/08 |
| 5. Non-Discrimination in CRY-ROP Programs & Activities | 0410 BP | 08/16/17 |
| 6. School Plans/Site Councils | 0420 BP | 10/15/08 |
| 7. CRY-ROP Technology Plan | 0440 BP 0440 AR | 10/15/08 29/12/17 |
| 8. Comprehensive Safety Plan | 0450 BP 0450 AR | 07/18/12 07/12/17 |
| 9. Accountability | 0500 BP | 10/15/08 |
| 10. Annual Program Review | 0510 BP | 10/15/08 |
| A. Program Review Criteria | 0510.1 BP 0510.1 AR | 10/15/08 10/15/08 |

VISION

In order to provide a clear focus for CRY-ROP programs, activities and operations, the Governing Board shall adopt a long-range vision that sets direction for the ROP which is focused on student learning and describes what the Board wants its programs to achieve. This vision may be incorporated in various documents, including the ROP's mission or purpose statement, philosophy, long-term goals, short-term objectives, and/or comprehensive plans.

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for CRY-ROP)
(cf. 0400 - Comprehensive Plans)
(cf. 9000 - Role of the Board)

The Superintendent or designee shall recommend an appropriate process for establishing and/or reviewing the ROP's vision statement which is inclusive of parents/guardians, students, staff and community members.

The Board shall review the ROP vision statements at least every three years or whenever a new Board member or Superintendent joins the ROP. Following these reviews the Board may revise or reaffirm the direction it has established for the ROP.

The Superintendent or designee shall communicate the ROP's vision to staff, parents/guardians and the community and shall regularly report to the Board regarding ROP progress toward the vision.

(cf. 0500 - Accountability)
(cf. 0510 - Annual Program Review)
(cf. 0510.1 – Program Review Criteria)
(cf. 1100 - Communication with the Public)

Legal reference: (see next page)

VISION (continued)

Legal Reference:

EDUCATION CODE

51229 Parental notifications, description of career technical education

52300-52335.6 Regional occupational centers/programs

GOVERNMENT CODE

6500-6536 Joint powers agreements

CODE OF REGULATIONS, TITLE 5

11500-11508 Regional occupational centers and programs

UNITED STATES CODE, TITLE 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006

Management Resources:

CSBA PUBLICATIONS

Governance Matters: The School Board Guide to Reinvigorating High Schools, 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008-2012 State Plan for Career Technical Education Regional Occupational Centers and Programs

Operations Handbook Model Programs and Practices: Setting Standards for Regional Occupational Centers and Programs (ROCPs), rev. October 2007

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007

California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005

VISION

The Superintendent or designee shall establish a process for developing and regularly reviewing CRY-ROP's vision and direction which includes:

1. Clearly defined procedures, timelines and responsibilities
2. Identification of the strengths and needs of the ROP
3. Input from parents/guardians, students, staff and community members through procedures which may include surveys, focus groups, advisory committees and/or public meetings and forums

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 6020 - Parent Involvement)

4. Board adoption of ROP vision statements at a public meeting

As part of this process, the Superintendent or designee shall provide the Governing Board with relevant ROP documents and data, including current ROP mission and vision statements, if any, and information about student demographics, student achievement, student enrollment patterns, current programs and recent program cuts, staffing and professional development needs, budget trends, facilities, technology and emerging educational issues.

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for CRY-ROP)

(cf. 0400 - Comprehensive Plans)

MISSION STATEMENT

CRY-ROP: Training students to be Career Ready, Technically Skilled and Academically Prepared by providing quality Career Technical Education.

VISION STATEMENT

To be the most influential, respected, industry-focused and student-centered Career Technical Education program in our state.

PHILOSOPHY

As part of its responsibility to establish a guiding vision for CRY-ROP, the Governing Board shall develop and regularly review a set of fundamental principles which describes the ROP's beliefs, values or tenets. The Board and ROP staff shall incorporate this philosophy in all ROP programs and activities.

(cf. 0000 - Vision)

(cf. 0200 - Goals for CRY-ROP)

(cf. 9000 - Role of the Board)

The ROP serves high school students and adults who are pursuing first time employment, skill upgrading, retraining for career changes, and career advancement through training and education. Currently, the ROP offers over 55 different career preparation programs located on five comprehensive and two alternative high school campuses, at one community business site, at three private post-secondary cosmetology schools, at one facility, and two ROP maintained classroom facilities.

Student Outcome

Upon completion of the planned program, students will:

1. Earn a certificate.
2. Demonstrate a willingness to learn.
3. Participate actively as a member of a team.
4. Communicate professionally with others through verbal, non-verbal, and/or written communication.
5. Demonstrate the ability to seek, apply, and/or interview for employment.

Legal Reference: (see next page)

PHILOSOPHY (continued)

Legal Reference:

EDUCATION CODE

51002 *Local development of programs based on stated philosophy and goals*

51019 *Definition of philosophy*

51229 *Parental notifications, description of career technical education*

52300-52335.6 *Regional occupational centers/programs*

GOVERNMENT CODE

6500-6536 *Joint powers agreements*

CODE OF REGULATIONS, TITLE 5

11500-11508 *Regional occupational centers and programs*

UNITED STATES CODE, TITLE 20

2301-2414 *Carl D. Perkins Career and Technical Education Act of 2006*

Management Resources:

CSBA PUBLICATIONS

Governance Matters: The School Board Guide to Reinvigorating High Schools, 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008-2012 State Plan for Career Technical Education Regional Occupational Centers and Programs

Operations Handbook Model Programs and Practices: Setting Standards for Regional Occupational Centers and Programs (ROCPs), rev. October 2007

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007

California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005

GOALS FOR CRY-ROP

The Governing Board shall adopt long-term goals for achieving CRY-ROP's overall vision for its programs as well as clear performance standards and benchmarks which can be used to determine if the ROP is meeting these goals. Goals shall be limited in number so as to be reasonably achievable within established timelines.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0500 - Accountability)

(cf. 9000 - Role of the Board)

The Superintendent or designee may establish short-term, interim objectives and comprehensive plans to ensure adequate, regular progress toward the ROP's long-term goals.

(cf. 0400 - Comprehensive Plans)

Strategic Action Plan Objectives for 2017-2018

1. Maximize capacity to analyze and evaluate organizational data for continuous improvement.
Comprehensive data collection must be developed, updated and coordinated to support ongoing program improvement, program accountability, measurement of system outcomes, and research.
2. Pursue program funding sustainability.
In these times of economic and budgetary uncertainty, it is extremely important to leverage relationships and funding opportunities that will support programs.
3. Ensure promotion, outreach and communication for systems alignment and coherence.
In order to ensure continued support for CRY-ROP, its benefits must be validated and made more widely known to students, parents, educators, counselors, community members, and policymakers. This plan makes explicit the need to clearly communicate the benefits of CRY-ROP to each of these groups based on evidence of its impacts.
4. Ensure responsive curriculum and instruction.
All CRY-ROP courses and programs are based on industry-endorsed standards, and designed to assist students in acquiring employment readiness and career success skills. All CRY-ROP courses and programs meet documented labor demands, including those of new and emerging occupations. High-quality curriculum and instruction in CTE includes the intentional reinforcement of the cognitive, academic, and technical rigor inherent in CTE and the alignment of CTE with academic and industry standards. It also includes

the integration of CTE and academic content through a variety of strategies that foster complementary approaches to teaching and learning — strategies that draw on the best of what both CTE and non-CTE disciplines have to offer.

5. Maximize Information Communication Technology (ICT) capacity to meet organizational needs.
In order to continue offering cutting edge curriculum and support all stakeholders, CRY-ROP will focus efforts on building the ICT capacity of the organization.
6. Ensure professional development in support of Strategic Action Plan priorities and strategies.
CRY-ROP's strategic goals will require attention be paid to the professional development, training, and support of its staff to ensure proper implementation.

Legal Reference:

EDUCATION CODE

51002 *Local development of programs based on stated philosophy and goals*

51019 *Definition of philosophy*

52300-52335.6 *Regional occupational centers/programs*

GOVERNMENT CODE

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CODE OF REGULATIONS, TITLE 5

11500-11508 *Regional occupational centers and programs*

UNITED STATES CODE, TITLE 20

2301-2414 *Carl D. Perkins Career and Technical Education Act of 2006*

Management Resources:

CSBA PUBLICATIONS

Governance Matters: The School Board Guide to Reinvigorating High Schools, 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008-2012 State Plan for Career Technical Education Regional Occupational Centers and Programs Operations Handbook Model Programs and Practices: Setting Standards for Regional Occupational Centers and Programs (ROCPs), rev. October 2007

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007

California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005

Policy

adopted: October 15, 2008

Revised: August 16, 2017

COLTON-REDLANDS-YUCAIPA CRY-ROP

Redlands, California

STUDENT OUTCOMES

Upon completion of the planed program, students will:

1. Earn a certificate.
2. Demonstrate a willingness to learn.
3. Participate actively as a member of a team.
4. Communicate professionally with other through verbal, non-verbal, and/or written communication.
5. Demonstrate the ability to seek, apply, and/or interview for employment.

COMPREHENSIVE PLANS

The Governing Board believes that careful planning is essential to effective implementation of CRY-ROP programs and policies. Comprehensive plans shall identify cohesive strategies for program improvement and provide stability in ROP operations.

The Superintendent or designee shall develop comprehensive plans for the implementation of the ROP's vision and goals, on specific policy topics and on other areas as required by law. As appropriate, comprehensive plans may describe, but not be limited to, anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.

(cf. 0000 - Vision)
(cf. 0200 - Goals for CRY-ROP)
(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 0440 - CRY-ROP Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0500 - Accountability)
(cf. 0510 – Annual Program Review)
(cf. 0510.1 – Program Review Criteria)
(cf. 1112 - Media Relations)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3543 - Transportation Safety and Emergencies)
(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)
(cf. 6171 - Title I Programs)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 7110 - Facilities Master Plan)

Comprehensive plans may be subject to review and approval by the Board.

The process for developing comprehensive plans shall invite broad participation of school and community representatives. Committees may be appointed to assist in the development of plans. Comprehensive plans shall be available to the public and shall be reviewed at regular intervals as specified within the plan.

(cf. 0420.5 - School-Based Decision Making)
(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 6020 - Parent Involvement)
(cf. 9130 - Board Committees)

In addition, plans may be developed to meet the unique circumstances of individual school sites provided that they are consistent with law, ROP vision, Board policies, administrative regulations and districtwide plans. School plans may be subject to review and approval of the Superintendent or designee and/or the Board.

COMPREHENSIVE PLANS (continued)

Legal Reference:

EDUCATION CODE

1205 Classification of counties

8092 Contracts with private postsecondary institutions for career technical education

33117.5 Services for CalWORKS recipients

37223 Weekend classes

39807.5 Transportation to ROC/P, parent/guardian payment

41850 Transportation to ROC/P, apportionments

46140 Attendance credit

46160 Alternative block schedule

46300 Computation of average daily attendance

48410 Exemption from compulsory continuation education

48430-48433 Continuation education, ROC/P classes

51225.3 Requirements for graduation

51229 Parental notifications, description of career technical education

52300-52335.6 Regional occupational centers/programs

52378 Supplemental school counseling program, grades 7-12

60850-60859 High school exit examination

GOVERNMENT CODE

6500-6536 Joint powers agreements

LABOR CODE

3368 Workers' compensation, responsibility in jointly operated ROC/P

CODE OF REGULATIONS, TITLE 5

10080-10092 Community classrooms

10100-10111 Cooperative vocational education

11500-11508 Regional occupational centers and programs

UNITED STATES CODE, TITLE 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006

NONDISCRIMINATION IN CRY-ROP PROGRAMS AND ACTIVITIES

The Governing Board is committed to equal opportunity for all individuals in education. CRY-ROP programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all ROP activities.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

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

(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)

ROP programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act.

The Superintendent or designee shall ensure that ROP provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

(cf. 6020 - Parent Involvement)

Individuals with disabilities shall notify the Superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the ROP's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment materials distributed to these groups. (34 CFR 104.8, 106.9) As appropriate, such notification shall be posted in ROP offices, including staff lounges, and other prominent locations and shall be posted on the ROP's web site and, when available, ROP-supported social media.

The Superintendent or designee shall also provide information about related complaint procedures.

NONDISCRIMINATION IN CRY-ROP PROGRAMS AND ACTIVITIES (continued)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

In compliance with law, the ROP's nondiscrimination policy shall be published in the individual's primary language to the extent practicable.

(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

GOVERNMENT CODE

11000 Definitions

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

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

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

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

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

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

106.9 Dissemination of policy

NONDISCRIMINATION IN CRY-ROP PROGRAMS AND ACTIVITIES (continued)

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS PUBLICATIONS

Protecting Students from Harassment and Hate Crime, January, 1999

Notice of Non-Discrimination, January, 1999

Nondiscrimination in Employment Practices in Education, August, 1991

WEB SITES

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>

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

Safe Schools Coalition: <http://www.casafeschoolscoalition.org>

Pacific Disability and Business Technical Assistance Center: <http://www.pacdbtac.org>

SCHOOL PLANS/SITE COUNCILS

When required by law or determined to be a useful tool to accomplish CRY-ROP and school goals, school site councils or other school advisory groups shall develop comprehensive school plans designed to enhance student achievement at individual school sites.

(cf. 0000 - Vision)

(cf. 0200 - Goals for CRY-ROP)

(cf. 0400 - Comprehensive Plans)

(cf. 0420.5 - School-Based Decision Making)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1431 - Waivers)

(cf. 6020 - Parent Involvement)

School Site Block Grants

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

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

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

The ROP's use of the funds allocated through this block grant shall be proposed by the school site council or, if the school does not have a school site council, by a schoolwide advisory group or school support group. (AB 1802, Sec. 43, Statutes of 2006)

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

Legal Reference: (see next page)

SCHOOL PLANS/SITE COUNCILS (continued)

Legal Reference:

EDUCATION CODE

52-53 *Designation of schools*
8240-8244 *General child care and development programs*
8750-8754 *Conservation education*
18100-18203 *School libraries*
32228-32228.5 *School safety and violence prevention*
33133 *Information guide for school site councils*
35147 *Open meeting laws exceptions*
41500-41573 *Categorical education block grants*
44520-44534 *New Careers Program*
51760-51769.5 *Work experience education*
51870-51874 *Educational technology*
52176 *Advisory committees*
52300-52346 *Regional occupational centers*
52800-52887 *School-Based Program Coordination Act*
54000-54028 *Educationally Disadvantaged Youth Programs*
54425 *Advisory committees (compensatory education)*
54740-54749.5 *California School Age Families Education Program*
64000 *Categorical programs included in consolidated application*

HEALTH AND SAFETY CODE

104420 *Tobacco use prevention*

CODE OF REGULATIONS, TITLE 5

10080-10092 *Community classrooms*
10100-10111 *Cooperative vocational education*
11500-11508 *Regional occupational centers and programs*

UNITED STATES CODE, TITLE 20

2301-2414 *Carl D. Perkins Career and Technical Education Act of 2006*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils, April 2006

WEB SITES

California Department of Education, Single Plan for Student Achievement:
<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>
Center for Comprehensive School Reform and Improvement: <http://www.centerforcsri.org>
U.S. Department of Education: <http://www.ed.gov>

CRY-ROP TECHNOLOGY PLAN

The Governing Board recognizes that technological resources can enhance student achievement by increasing student access to information, developing their technological literacy skills, and providing instruction tailored to student needs. Effective use of technology can also increase the efficiency of CRY-ROP's noninstructional operations and governance. The Board is committed to the development and maintenance of the ROP's infrastructure and to providing staff professional development that will allow the implementation of existing and new technologies.

- (cf. 4040 - Employee Use of Technology)*
- (cf. 4131 - Staff Development)*
- (cf. 4222 - Teacher Aides/Paraprofessionals)*
- (cf. 4231 - Staff Development)*
- (cf. 4331 - Staff Development)*
- (cf. 6163.4 - Student Use of Technology)*

The Superintendent or designee shall develop a three- to five-year technology plan which:

1. Focuses on the use of technology to improve student achievement and is aligned with the ROP's vision and goals for student learning

- (cf. 0000 - Vision)*
- (cf. 0200 - Goals for CRY-ROP)*
- (cf. 6000 - Concepts and Roles)*

2. Contains clear goals for the use of technology based on an assessment of ROP needs
3. Addresses all components required for state or federal technology grant programs, administered by the California Department of Education, in which the ROP participates (Education Code 51871.5, 52295.35; 5 CCR 11974; 20 USC 6764; 47 CFR 54.508)
4. Addresses the use of technology to improve district governance, district and school site administration, support services, and communications

- (cf. 0400 - Comprehensive Plans)*
- (cf. 1113 - District and School Web Sites)*
- (cf. 3580 - District Records)*

Planning Team

The Superintendent or designee shall appoint a planning team to assist with the development of the technology plan. The recommendations of the committee shall be advisory only and shall not be binding on the Board. The plan shall be submitted to the Board for approval.

CRY-ROP TECHNOLOGY PLAN (continued)

(cf. 1220 - Citizen Advisory Committees)

(cf. 9140 - Board Representatives)

Legal Reference:

EDUCATION CODE

10550-10555 Telecommunications standards

11800 K-12 High Speed Network grant program

51006 Computer education and resources

51007 Programs to strengthen technological skills

51865 California distance learning policy

51870-51874 Educational technology

52270-52272 Education technology and professional development grants

52295.10-52295.55 Implementation of federal Enhancing Education Through Technology (EETT) grant program

60010 Instructional materials, definition

66940-66941 Distance learning

PENAL CODE

502 Computer crimes, remedies

CODE OF REGULATIONS, TITLE 5

11971-11979.5 Enhancing Education Through Technology grants

UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 47

54.500-54.523 Universal service support for schools, especially:

54.508 Technology plan

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Education Technology Planning: A Guide for School Districts, 2001

WEB SITES

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

California Department of Education, Education Technology Office: <http://www.cde.ca.gov/ls/et>

California Learning Resource Network: <http://www.clrn.org>

California Technology Assistance Project: <http://www.ctap.k12.ca.us>

International Society for Technology in Education: <http://www.iste.org>

Technical Support for Education Technology in Schools: <http://www.techsets.org>

CRY-ROP TECHNOLOGY PLAN

Plan Components

CRY-ROP's technology plan shall address, at a minimum, all of the following components:

1. Background Information: A guide to the district's use of technology for the next three years, including:
 - a. Specific starting and ending dates of the plan
 - b. An overview of the district's location and demographics
 - c. A description of how stakeholders from the district and community were involved in the planning process
 - d. A description of the relevant research behind the strategies and/or methods in the plan and how the research supports the plan's curricular and professional development goals
2. Curriculum: Clear goals and realistic strategies for using telecommunications and information technology to improve educational services, including:
 - a. A description of teachers' and students' current access to instructional technology and current use of digital tools, including district policies or practices to ensure equitable technology access for all students
 - b. Goals and an implementation plan, including annual activities, for:
 - (1) How technology will be used to improve teaching and learning, how these goals align with district curricular goals and other plans, how the district budget and local control and accountability plan support these goals, and whether future funding proposals or partnerships may be needed for successful implementation
 - (2) How and when students will acquire the technology skills and information literacy skills needed for college and career readiness
 - (3) Internet safety and the appropriate and ethical use of technology in the classroom

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

(cf. 6163.4 - Student Use of Technology)

CRY-ROP TECHNOLOGY PLAN (continued)

3. Professional Development: A professional development strategy to ensure that staff understands how to use new technologies to improve education services, including:

- a. A summary of teachers' and administrators' current technology proficiency and integration skills and needs for professional development
- b. Goals and an implementation plan, including annual activities, for providing professional development opportunities based on district needs assessment data and the curriculum component of the technology plan

(cf. 4040 - Employee Use of Technology)
(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

4. Infrastructure, Hardware, Technical Support, Software, and Asset Management: An assessment of the telecommunication services, hardware, software, asset management, and other services that will be needed to improve education services, including:

- a. A description of existing hardware, Internet access, electronic learning resources, technical support, and asset management in the district
- b. A description of technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by district teachers, students, and administrators to support the activities in the curriculum and professional development components of the plan

(cf. 3100 - Budget)
(cf. 7000 - Facilities Master Plan)

5. Monitoring and Evaluation: An evaluation process that enables the school to monitor progress toward the specific goals and mid-course corrections in response to new developments and opportunities as they arise, including:

- a. The process for evaluating the plan's overall progress and impact on teaching and learning
- b. The schedule for evaluating the effect of plan implementation and a description of the process and frequency of communicating evaluation results to technology plan stakeholders

(cf. 0500 - Accountability)

COMPREHENSIVE SAFETY PLAN

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

(cf. 0510 - School Accountability Report Card)
(cf. 5131 - Conduct)

The Superintendent or designee shall oversee the development of a comprehensive safety plan that is applicable to each program site. (Education Code 32281)

The Board shall approve the plan at a regularly scheduled meeting.

(cf. 9322 - Agenda/Meeting Materials)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any school sites that have not complied with the requirements of Education Code 32281. (Education Code 32288)

(cf. 1312.3 - Uniform Complaint Procedures)

Public Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and material is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 – Access to District Records)

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

Legal Reference: (see next page)

COMPREHENSIVE SAFETY PLAN (continued)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of sex discrimination*
32260-32262 *Interagency School Safety Demonstration Act of 1985*
32270 *School safety cadre*
32280-32289 *School safety plans*
32290 *Safety devices*
35147 *School site councils and advisory committees*
35183 *School dress code; uniforms*
35291 *Rules*
35291.5 *School-adopted discipline rules*
35294.10-35294.15 *School Safety and Violence Prevention Act*
41510-41514 *School Safety Consolidated Competitive Grant Program*
48900-48927 *Suspension and expulsion*
48950 *Speech and other communication*
49079 *Notification to teacher; student who has committed acts constituting grounds for suspension or expulsion*
67381 *Violent crime*

PENAL CODE

11164-11174.3 *Child Abuse and Neglect Reporting Act*

CALIFORNIA CONSTITUTION

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

CODE OF REGULATIONS, TITLE 5

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

UNITED STATES CODE, TITLE 20

7101-7165 *Safe and Drug Free Schools and Communities, especially:*
7114 *Application for local educational agencies*

UNITED STATES CODE, TITLE 42

12101-12213 *Americans with Disabilities Act*

Management Resources:

CSBA PUBLICATIONS

911! *A Manual for Schools and the Media During a Campus Crisis, 2001*
Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

Management Resources continued: (see next page)

COMPREHENSIVE SAFETY PLAN (continued)

Management Resources: (continued)

Early Warning, Timely Response: A Guide to Safe Schools, August 1998

WEB SITES

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

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>

California Office of Emergency Services: <http://www.oes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Center for Effective Collaboration and Practice: <http://cecp.air.org>

Federal Bureau of Investigation: <http://www.fbi.gov>

National Alliance for Safe Schools: <http://www.safeschools.org>

National School Safety Center: <http://www.schoolsafety.us>

*U.S. Department of Education, Office of Safe and Drug Free Schools:
<http://www.ed.gov/about/offices/list/osdfs/index.html>*

COMPREHENSIVE SAFETY PLAN

Content of the Safety Plan

The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address CRY-ROP's procedures for complying with existing laws related to school site safety. The plan shall include the development of all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:

- a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

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

(cf. 6159 - Individualized Education Program)

- b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

- c. A procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)

(cf. 3516.1 - Fire Drills and Fires)

(cf. 3516.2 - Bomb Threats)

(cf. 3516.5 - Emergency Schedules)

(cf. 3543 - Transportation Safety and Emergencies)

3. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

4. A safe and orderly school environment conducive to learning

(cf. 5137 - Positive School Climate)

COMPREHENSIVE SAFETY PLAN (continued)

5. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

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

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, and community service learning

(cf. 6141.6 - Multicultural Education)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the ROP's rules.

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

COMPREHENSIVE SAFETY PLAN (continued)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

(cf. 1020 - Youth Services)

7. Procedures for receiving verification from law enforcement when a violent crime has occurred on ROP campus and for promptly notifying parents/guardians and employees of that crime.

8. Assessment of the ROP campus physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for law enforcement presence on campus.

(cf. 1250 – Visitors/Outsiders)

(cf. 3515 – Campus Security)

(cf. 3530 - Risk Management/Insurance)

(cf. 5112.5 – Open/Closed Campus)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

9. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff.

(cf. 3152.2 – Disruptions)

10. Staff development in violence prevention and intervention techniques, including preparation in implement the elements of the safety plan.

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

ACCOUNTABILITY

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of district programs. The Board shall regularly review the effectiveness of CRY-ROP programs, personnel, and fiscal operations, with a focus on the ROP's effectiveness in improving student achievement. The Board shall establish systems and processes to monitor results and to evaluate the district's progress toward accomplishing the ROP's vision and goals.

(cf. 0000 - Vision)

(cf. 0200 - Goals for CRY-ROP)

(cf. 0400 - Comprehensive Plans)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 3460 - Financial Accountability and Reports)

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9400 - Board Self-Evaluation)

The Board and the Superintendent shall agree upon appropriate measures of ROP, program, and student performance and shall establish a schedule for providing regular reports to the Board and the public regarding district progress.

(cf. 0510 - Annual Program Review)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of the review and evaluation of ROP programs and operations.

(cf. 6020 - Parent Involvement)

Evaluation results may be used as a basis for identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support or assistance, awarding incentives or rewards, and establishing other performance-based consequences.

Legal Reference: (see next page)

ACCOUNTABILITY (continued)

Legal Reference:

EDUCATION CODE

33127-33129 Standards and criteria for fiscal accountability

33400-33407 CDE evaluation of district programs

44660-44665 Evaluation of certificated employees

51041 Evaluation of the educational program

52050-52059 Public Schools Accountability Act

60640-60649 Standardized Testing and Reporting Program

CODE OF REGULATIONS, TITLE 5

15440-15463 Standards and criteria for fiscal accountability

UNITED STATES CODE, TITLE 20

6311 Accountability, adequate yearly progress

6312 Local educational agency plan

6316 School and district improvement

CODE OF FEDERAL REGULATIONS, TITLE 34

200.13-200.20 Adequate yearly progress

200.30-200.35 Identification of program improvement schools

200.36-200.38 Notification requirements

200.52-200.53 District improvement

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance

WEB SITES

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

California Department of Education, Accountability: <http://www.cde.ca.gov/ta/ac>

U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>

ANNUAL PROGRAM REVIEW

The Superintendent or designee shall maintain a process for developing the annual review with input from CRY-ROP stakeholders. The Superintendent or designee shall develop strategies for communicating annual review data to stakeholder and community groups.

(cf. 0500 - Accountability)
(cf. 6190 – Program Evaluation)
(cf. 9000 - Role of the Board)

Notification

The Superintendent or designee shall annually publicize the issuance of the annual review and notify stakeholders that a paper copy will be provided upon request. (Education Code 52304.1)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall ensure that the information contained in the annual review is accessible on the Internet and that the information is updated annually.

Legal Reference:

EDUCATION CODE
52302 – 52304.1 Regional occupational centers/program review

PROGRAM REVIEW CRITERIA

Completers and Positive Outcomes

The Governing Board believes that the true value of quality career preparation training programs is reflected in their student completion and positive outcomes. In accordance with Education Code 52302.3, the Board wishes to continue offering programs with acceptable student completion rates and may terminate those programs whose completion or positive outcomes are not acceptable.

The Board directs the Superintendent to define “acceptable” and “unacceptable” completion and positive outcomes for each training program. A variety of instruments that reflect labor market demands, regional employment profiles, and national and local economic conditions shall be used to guide, adapt or modify any established regulations instituted by the administration.

The Board also acknowledges that in technologically advanced and emerging industries, it is sometimes necessary to prepare a trained labor force prior to the expansion of the labor demand in these expanding industries. Accordingly, the Board recognizes that the Superintendent may choose to continue to offer training programs with lower positive outcomes through the identification of mitigating circumstances. These circumstances may include changing labor market, changes in equipment or facilities, new or revised curriculum, new teachers, or revised training techniques.

While emphasizing the importance of acceptable completion and positive outcomes, the Board also desires to enhance the cost-effectiveness of training programs by establishing bench-marks for cost per positive outcome.

Legal references:

EDUCATION CODE

51229 Parental notifications, description of career technical education

52302-52304.1 Regional Occupational Centers/Program Review

PROGRAM REVIEW CRITERIA

Completion Rates

The administration shall establish criteria for acceptable and unacceptable completion rates for all training programs. For the purpose of establishing these criteria only, the following definitions shall apply:

1. Enrollment: A student shall be considered "enrolled" if he/she has completed at least 20 hours of instruction.
2. Completion: An enrolled student shall be considered "completed" if he/she has a passing grade at time of exit and has achieved a level of competency in one or more skills that would enable him/her to be placed in entry-level or higher employment in the trained-for occupation, apply transferable skills in a non-related occupation, or continue in advanced education.

Taking into account the above definitions, the acceptable completion rate for all training programs shall be 50%.

Positive Outcomes

The goal of any CRY-ROP program is to adequately prepare students for employment or advanced education. The following definitions shall be used in determining "acceptable" positive outcomes for each ROP career preparation training program:

- Direct placement: The student is placed in a position where the US Department of Labor Standard Occupational Classification (SOC) Code matches a code assigned to the training program from which the student has achieved job specific skills.
- Transferable job skills: The student is placed in a position requiring job skills that were taught in the training program, but the placement is not in the specific industry trained for (e.g., cashiering is taught in Retail Merchandising, but the student is placed as a cashier in a fast-food restaurant).
- Advanced education or military: The student is considered to have attained a positive outcome if he/she continues advanced education in the same or related occupation, or joins the military services.

Taking into account the above definitions, the acceptable placement rate for all ROP career preparation training programs shall be 50%, with the following exceptions:

- Emerging or technologically-advanced programs shall place 25% of the completion rate as defined above.

PROGRAM REVIEW CRITERIA (continued)

- Programs in which significant changes have occurred in the labor market, the equipment or training facility, curriculum, teacher or training techniques shall place 25% of the completer rate as defined above.

Cost Per Positive Outcome

The administration shall determine an acceptable cost per positive outcome rate per individual course based on operational cost factors such as: curriculum, facility and equipment requirements, transportation and other student needs.