

2011-12 **POLICY
PLATFORM**



California School Boards Association

2011-12 **POLICY** **PLATFORM**



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CSBA VISION AND MISSION

Vision

The California School Boards Association envisions a state where the public schools are widely recognized as the foundation of a free and democratic society, where local citizen governing boards are fully vested with the means to advance the best interests of students and the public, and where the futures of all children are driven by their aspirations, not bounded by their circumstances.

Mission

Boards of education are entrusted by their diverse communities to ensure that a high quality education is provided to each student. CSBA promotes success for all students by defining and driving the public education agenda and strengthening school board governance at the district and county levels. To achieve this mission, CSBA will be the leader in providing:

- **Policy and political leadership on behalf of children and students**
CSBA conducts non-partisan research and policy analysis, and advocates aggressively for state and federal policies that are coherent and focused on providing educational opportunities for all students.
- **Comprehensive support for governance teams**
CSBA provides training, support, resources and inspiration to governing boards and superintendents to maximize their effectiveness in carrying out their critical leadership functions.
- **Direct services to school districts and county offices of education**
CSBA provides high quality fiscal, policy, executive search and other services to school districts and COEs to assist them in meeting the needs of their students.
- **Education to our communities about public schools and school board leadership**
CSBA develops and implements communications strategies that increase the public's understanding about the value of public education and the importance of local school governance.

Adopted as modified June 29, 2008

PURPOSE OF THE POLICY PLATFORM

CSBA's Policy Platform provides a broad policy framework for implementing the association's mission to set the agenda for the public schools and students of California. As such, it guides the association's policy and political leadership activities.

At CSBA, policy and political leadership on critical issues is provided through a variety of programs and special projects, including:

- Policy analysis of local, state and national education issues
- Advisories and publications on critical issues
- Governmental relations and legislative advocacy
- Legal analysis and representation
- Issue-oriented task forces and committees
- Coalitions with other education, local government and children's organizations
- Representation on state and national commissions and advisory committees

All these efforts are guided by the framework set forth in this platform. For example, it provides a basis for developing testimony to state and federal agencies on critical issues. When CSBA task forces are established to study specific issues and develop recommendations, they begin with the general policy framework for that issue, as established by the Delegate Assembly in the platform.

In fact, whenever CSBA's leadership and staff are responding to issues or being proactive on behalf of the school and county boards in the state, the Policy Platform serves as the foundation for these efforts.

INTRODUCTION

The California School Boards Association's policy positions are based on a set of core beliefs about the quality and purpose of public education. First and foremost, CSBA believes that:

- All children can learn and succeed. They must have equal access to a high-quality education program that challenges them to succeed. Every student must be prepared for work and/or higher education immediately after graduation, and must be provided with the skills to be a lifelong learner and an effective, contributing member of society.
- Public schools are accountable to the local community. They must be responsive to the needs, desires and concerns of local families and acknowledge the importance of parental/guardian involvement in the education of their children.
- Determining how to achieve school success for all students requires a comprehensive assessment of the needs of children and schools, and a significant shift in the way legislators, education reformers and others have traditionally approached education. Education improvement must be based on a systematic approach to education reform, not on piecemeal strategies that are sold as a panacea or "quick fix."

There is no one right answer to the variety of problems faced by individual students or the challenges faced by schools and local communities. Rather, many factors impact schools and learning. CSBA has identified a comprehensive set of issues that must be addressed if California's schools are going to meet expectations for a superior education for all of the state's students. These issues are interrelated and interdependent, and can be categorized into eight major areas (in alphabetical order): Conditions of Children, Curriculum and Instruction, Diversity of Students/Children, Facilities, Funding and Finance, Governance and Structure, Professional Standards, and Program and Fiscal Accountability.

CSBA’s policy positions in these areas are based on underlying beliefs that:

- To enable children to learn, the needs of the whole child must be addressed through an interagency, societal approach.
- School staff, because they have a direct and powerful influence on children’s lives, must be adequately prepared to provide the best possible instruction and services, and must be held accountable for their performance.
- California’s schools must work for every child in the state regardless of social, ethnic, language or economic background, gender or special needs.
- Children must be provided with a safe physical environment that enhances learning.
- The system for funding California’s schools must be able to support the highest quality instructional programs.
- As trustees elected to represent the community’s interests, local school boards must ensure accountability for both the effectiveness and fiscal solvency of their programs.
- Local school boards must be provided maximum flexibility to govern their schools.

While addressing all these critical issues, policy discussions about educational improvement must stay focused on meeting the needs of students. The ultimate goal must be to prepare all students to meet the challenges of the 21st Century by addressing the changing needs of California’s students.

CRITICAL ISSUE

Conditions of Children

The primary responsibility of public schools is to educate students. However, the ability of children to learn can be significantly affected by conditions that confront them in their daily lives. Increasing numbers of children are exposed to a world with many social and economic obstacles, including alarming rates of crime and violence, poverty, drug use, poor health, dysfunctional family situations and other negative influences. Data has shown that direct parental involvement in a student's education results in an increase in test scores and accomplishment. It is important, therefore, to increase the direct involvement and participation of parents, guardians/family and community members in the educational process, both at home and at school.

It is important to improve the responsiveness of governments and community-based agencies to the needs of children and families. This includes defining and clarifying the roles of local, state and federal governments, including federally-recognized tribal governments, in serving the needs of children and families. The vision for children's services should focus on coordination among service providers to reduce fragmentation, duplication of services and gaps in needed services.

At the state and national levels, a comprehensive policy on children and youth is needed to facilitate collaboration and place children as the top priority in budget and policy considerations. But it is at the local level where working together in partnership will truly meet the needs of children and families in the community; school boards must play a leadership role in initiating local collaborative efforts.

Schools must also work within their own systems to the greatest extent possible to address the conditions of children and to protect youth in the school setting. Schools have a responsibility to ensure a safe learning environment.

They also enhance the ability of students to be successful by supporting access within the schools and/or community to child care and development programs, parenting and parent/guardian education programs, counseling and intervention programs, and nutrition and food services.

Coordinated Children's Services

Addressing the needs of the whole child requires an improved delivery system that is comprehensive, collaborative, child and family-centered, and focused on prevention. Therefore, CSBA:

1. Supports amending the Individuals with Disabilities in Education Act (IDEA) and other federal laws to state that Health and Human Services and the State Department of Health shall be responsible for funding to provide physical therapy, occupational therapy, speech therapy and other related services to disabled children.
2. Supports coordinated national, state, local and federally recognized tribal government policies on children and youth that ensure the needs of the whole child are identified and addressed in a comprehensive manner.
3. Supports partnerships among all governing bodies of public agencies, including tribal governments to increase coordination and simplification of access to children's services.
4. Supports incentives for interagency cooperation, including the removal of barriers that limit interagency collaboration and the flexibility to coordinate funds.
5. Supports the elimination of barriers to the sharing of resources by districts.
6. Supports a comprehensive, integrated student information system to facilitate the sharing of information by professionals and between districts and other children's services providers, while maintaining the confidentiality of students and families.
7. Supports partnerships among schools, law enforcement and the juvenile justice system to ensure that students involved in the court system continue to have access to education and support services.
8. Supports the promotion and development of a collaborative approach among schools, cities, mental health and other county agencies, community based organizations, and tribal governments to ensure that students have access to developmentally appropriate, coordinated education; health and support services.
9. Supports a collaborative approach to the inclusion of health and wellness in school, city, tribal and county infrastructure planning.

Prevention and Intervention Services

Greater priority must be given to prevention and early intervention services, and then to a wide range of effective intervention services. Such an investment can help mitigate the higher social and economic costs in the future resulting from the failure to address the needs of at-risk children and youth. Therefore, CSBA:

10. Supports increased counseling and guidance services and interagency support to assist children and students in their development and well-being and ability to cope with stress.
11. Supports early identification of and intervention for children at risk.

12. Supports the expansion of collaborative, effective truancy prevention programs and truancy intervention programs that emphasize positive behavior supports which lead to responsible behavior and accountability for children and their families.
13. Supports expansion of effective dropout prevention programs.
14. Supports dropout recovery programs and an adequate array of alternative programs to meet the needs of returning students.
15. Supports opportunities for pregnant and parenting teens to continue their education.
16. Supports appropriate immunity from liability for school personnel and school board members providing intervention services to students.
17. Supports inclusion of parents/guardians in prevention and intervention strategies and services.
18. Supports before- and after- school programs aligned with districts' standards to provide children with academic intervention and enrichment activities that supplement classroom activities.
19. Supports provision of services by city and county health and social service agencies to address the health and safety needs of children. These agencies should be held accountable for the services provided.

School Safety

Students and staff have a right to attend schools that are safe and free from violence. School violence generally reflects violence in our communities, and thus requires both school and societal involvement in solutions. Therefore, CSBA:

20. Supports establishing a positive school climate that reinforces nonviolent solutions to problems and respect for all students and staff.
21. Supports the local development of comprehensive school safety plans for districts and school sites.
22. Supports the promotion and establishment of interagency partnerships between schools and law enforcement agencies that enhance a safe school learning environment.
23. Supports providing an environment at schools and school-related activities conducive to learning and free from weapons, imitation weapons, bullying, cyberbullying, harassment, intimidation, gang violence, drugs, alcohol, tobacco, hate crimes and any other factors that threaten the safety of students and staff.
24. Supports the development of laws and regulations for school districts and COEs to clarify their roles, responsibilities and authority surrounding cyberbullying when and wherever it occurs.

25. Supports a comprehensive approach to the appropriate and inappropriate use of cellular phones and other methods of media sharing within school districts and COEs including, but not limited to: the development of appropriate local board policies, student, staff and parent/guardian education; and coordination with local law enforcement.
26. Supports involving the entire community in the prevention and intervention of community violence.
27. Supports identifying and addressing the root causes of violence in order to reduce violence in society and in schools.
28. Supports programs and recreational activities to provide children and youth with positive experiences that build a sense of belonging to the community.
29. Supports the concept that students understand and accept responsibility for their actions in cases of disruptive, violent and other unacceptable behaviors. Accountability for those actions lies with both students and their parents/guardians.
30. Supports the discretion of the governing board for suspension and expulsion for the discipline of students, including special education students.
31. Supports ensuring that all students will be treated equitably in suspension and expulsion cases.
32. Supports having students be subject to the same disciplinary rules under state law as students without disabilities when the behavior of a student with a disability is not directly caused by a disability identified in the student's current Individualized Education Program (IEP).
33. Supports the establishment of safe school zones to and from school, with enhanced sentences for criminal activity.
34. Supports expanded alternative programs to provide education services to students removed from the regular education program. Such programs should include performance standards and should be evaluated for effectiveness.
35. Supports providing adequate communications systems in schools so that school personnel can receive a quick response in situations that threaten the safety of students or staff.
36. Supports the reduction of violent and sexual content in media and entertainment, and supports the development of positive content that demonstrates nonviolent solutions to problems and respect for human life.

Child Care and Development Programs

Effective preschool programs greatly enhance school readiness. For school-age children, effective child care programs supplement the school experience and provide developmental opportunities. Therefore, CSBA:

37. Supports universally available, developmentally appropriate preschool programs and early educational opportunities.

38. Supports moving kindergarten cut-off to September 1.

Health

Good physical and mental health is essential to children's ability to participate in education services, and their ability to concentrate and learn in school.

Therefore, CSBA:

39. Supports the elimination of barriers to health care for all children.
40. Supports a coordinated approach to school wellness programs, which include a strong wellness curriculum, wellness-related services and a healthy school environment for students, staff, families and communities in collaboration with other agencies.
41. Supports effective substance abuse prevention and intervention efforts.
42. Supports the enforcement of prohibitions against underage drinking, illegal drug use and student abuse of otherwise legal substances, such as performance enhancement drugs.
43. Supports school-community partnerships to ensure that all students have access to comprehensive HIV/AIDS services and that they receive clear and consistent messages to stop the spread of this disease.
44. Supports promoting the wellness of students through nutrition education, food services, physical education and additional physical activity.
45. Supports adequately funded, high-quality nutrition programs for low-income children and families.
46. Supports granting discretion to school districts to expand the school-based programs and activities for which physical education credit can be given.

Supportive Home Environment

As the child's first and foremost teachers, parents/guardians influence the child's early and continuing attitudes about values, ethics and learning. Every child needs to have a home environment that is healthy, safe, nurturing and conducive to learning. Therefore, CSBA:

47. Supports parenting and parent/guardian education programs.
48. Promotes an appreciation of family where children are taught responsibility in a loving, supportive environment.
49. Supports the increased involvement of parents/guardians, businesspersons and other community members as positive role models and mentors for children.
50. Supports a published ratings system and the use of technologies that allow parents/guardians to control children's access to violent or inappropriate subject matter through telecommunications or other media.

CRITICAL ISSUE

Curriculum and Instruction

Every student must have access to a challenging instructional program which is relevant and fully prepares each student to enter the workforce and/or go on to postsecondary education.

The instructional program should be based on a strong core curriculum, supplemented by programs to assist students with individual needs and strengths.

Emphasis should be placed on mastery of basic skills, critical and higher order thinking, communication skills, decision-making skills and literacy in at least two languages. The curriculum must be reinforced by high-quality instructional materials and up-to-date technology.

Effective teachers are competent and caring, and use a variety of instructional methods tailored to the needs and learning style of each student. The amount of instructional time must provide sufficient opportunity to include desired core curriculum components. Therefore, CSBA:

51. Supports model statewide content and performance standards with local governing board authority to adopt its own standards for the school district.
52. Supports the involvement of students, parents/guardians, staff and the community in the development of district standards.
53. Supports high standards for each grade level based on an assessment of the skills that students will need for the future workforce and for productive citizenship and higher education.
54. Supports ongoing assessment of students' progress toward established standards and effective intervention to assist all students.

Curriculum Development

A challenging curriculum implemented by knowledgeable teachers is the key to a successful instructional program. Implementation of the curriculum is exclusively a local responsibility, along with the obligation to develop strategies to ensure every student's educational opportunity. Therefore, CSBA:

55. Supports maintaining curriculum development as a shared responsibility among teachers, administrators, parents/guardians/family and the community, with final approval of course content and related instructional materials resting with local governing boards in compliance with the Education Code. The state role should be to provide and regularly update academic content standards, curriculum frameworks and guidelines to meet educational goals in key content areas. The perspectives of our diverse population must be represented in the state process, by participation on commissions, and other groups responsible for textbook and curriculum development and adoption.
56. Supports the strengthening of local governing board authority to protect academic freedom and represent the community in curriculum decisions and the use of instructional methodologies.
57. Supports accurately depicting the history and culture of all peoples, as well as integrating the study and contributions of diverse cultures into the state curriculum frameworks and instructional materials.
58. Supports requiring the State Board of Education to examine the curriculum frameworks for all core subject areas to ensure that instructional minutes that are recommended for each subject accommodate complete coverage of all core curriculum within the regular day/week.
59. Supports curricular development and articulation among elementary and secondary schools, both within unified districts and between elementary and high school districts.

The Educational Program Content

The educational program must respond to student needs, be well articulated and aligned across grade levels, and prepare students for graduation, employment and/or postsecondary education. Therefore, CSBA:

60. Supports broad-based instructional programs that include high expectations of achievement for all students, with additional assistance for all students in need.
61. Supports a balanced, comprehensive literacy program that focuses on instruction in basic skills in the early grades, integrated instruction and the broad use of literature throughout all grade levels.
62. Supports a balanced mathematics curriculum that teaches basic skills, conceptual understanding and problem solving.
63. Supports comprehensive and sequential music, visual and performing arts programs throughout all grade levels.

64. Supports effective research-based instructional programs and regular assessment for non-English-speaking students and English language learners.
65. Supports the expansion of opportunities for all students to become proficient in multiple languages, starting in the early years and continuing through all grade levels.
66. Supports effective educational programs that address prevention of sexually transmitted diseases, including HIV/AIDS, and pregnancy by emphasizing abstinence, healthy decision-making and refusal skills, while also providing age-appropriate medically accurate information on other methods of prevention.
67. Supports local districts' and COEs' inclusion of environmental awareness principles and resource conservation into curricula and activities.
68. Supports the inclusion of career awareness, and planning and preparation into the curriculum throughout all grade levels.
69. Supports programs and partnerships which offer career technical and vocational education skills, pathways and certification relative to the workplace within the comprehensive academic curriculum.
70. Supports funding and coordination of federal, state and private resources for locally based programs that address the transition from school-to-career.
71. Supports greater local control of school-to-career program development and use of funds.
72. Supports increased involvement of the business community within schools.
73. Supports integrated community service activities/service learning within the curriculum so as to enhance learning in all subject areas.
74. Supports education programs that develop character traits conducive to responsible citizenship and achievement, as well as personal and academic integrity.
75. Supports comprehensive science programs throughout all grade levels.
76. Supports the extension of sunset provisions for educational programs that have demonstrated effectiveness in meeting the diverse needs of all students.
77. Supports data-driven evaluations of educational programs and curtailing programs that lack demonstrated effectiveness.
78. Supports religious liberty as an inalienable right of every American. To protect this right, public schools must neither advance nor inhibit religion. No individual, school or school system should require students to pray or participate in a moment of silence that advances religion. Individual students should not be prevented from praying as long as they do not disrupt the educational process. It is appropriate that schools teach about religions and the role of religion in history, and that they support positive values and ethics.
79. Supports development of alternative instructional programs for students to meet high school graduation requirements.

80. Supports the inclusion of financial literacy content that prepares students to be financially responsible and self-sufficient.
81. Supports instruction in the history, government, geography, economy and cultures of other nations in our world, the United States of America and the State of California to emphasize the significance of civic responsibility and engagement, and to instill an understanding of our and other societies' cultures, economies and governments.
82. Supports comprehensive instructional programs that include a rich curriculum beyond what is tested on state assessments, with high expectations of achievement for all students, and additional assistance for all students in need.
83. Supports future teaching and learning where traditional classrooms and contexts are transformed through innovative technologies and globalized connections.
84. Supports an academic program with high expectations of students, giving them the knowledge necessary to succeed in a global economy.

Instruction

Student achievement is directly related to the belief that all students can learn. Quality instruction must be delivered in ways that allow all students to succeed. Therefore, CSBA:

85. Supports the use of a variety of instructional methodologies in and beyond the classroom to meet the needs of individual students.
86. Supports funding that provides increased flexibility at the local level to expand instructional time, including but not limited to, lengthening the school day, week and year, and expanding summer school, before- and after-school programs and other children's programs when school is not in session.
87. Supports protection of instructional time from intrusive and/or extraneous influences, including but not limited to, the use of electronic media for marketing products to youth.
88. Supports mitigating large class size in a manner to be determined by local governing boards, recognizing local needs and circumstances.

Instructional Materials

All students must have access to high-quality instructional materials that complement the curriculum. Therefore, CSBA:

89. Supports the acquisition of a wide variety of instructional materials, including instructional technologies that complement the changing curriculum, meet standards, and are available, accessible and comprehensible for all students.
90. Supports the adoption of instructional materials that are accurate, reflective of our common and unifying experiences, and inclusive of the diversities of our constantly changing society.

91. Supports the increased availability of additional instructional resources, such as school and public libraries. Libraries should be staffed by individuals qualified to assist students and staff in locating and using resources.
92. Supports quality children's educational television programming, including airtime requirements for broadcast television stations.
93. Supports the Federal Communications Commission's determination that only television programs that have education as their primary purpose qualify as educational programming.
94. Supports providing school districts with the flexibility to use state instructional materials fund dollars to adopt standards-based instructional materials that meet their unique needs, and not be limited by choices adopted by the State Board of Education.

Technology

Technology engages students in the curriculum, helps equip them for an increasingly technological society and job market, and provides greater access to educational services. Therefore, CSBA:

95. Supports equal access to current technology for all students.
96. Supports district long-range planning for the use of technology, including hardware and software requirements.
97. Supports partnerships with parents/guardians, business and the community to help integrate technology into the curriculum and to provide expertise as needed.
98. Supports comprehensive staff development in the use of computers and state-of-the-art technology.
99. Supports the responsible use of electronic devices and services by students and staff.

Parent and Community Involvement

Parents/guardians have the right and an obligation to participate in their child's schooling. Parents/guardians should be directly involved in decision-making affecting their child's education, and must be informed of their child's school lessons, activities and educational progress. Whenever feasible, the school district or COE should provide written and oral communication in the primary language of the parent. In addition, community members should be involved in the educational program. Therefore, CSBA:

100. Supports public-private partnerships to bring additional resources and programs to school sites, raise awareness of public education and increase opportunities for communication and advocacy.
101. Supports programs that encourage outreach to parents/guardians and the community to promote a greater student understanding of, and respect for, different cultures within the community.

102. Supports availability of materials to parents of different languages and cultures to help form partnerships between parents/guardians and schools, districts and counties that encourage parental/guardian involvement in classrooms and their support for the educational program at home.
103. Supports participation of parents/guardians in their children's education without penalty from employers.
104. Supports ensuring that parents/guardians receive adequate and appropriate information on school procedures, academic and behavioral expectations, curricula, academic performance results, higher education requirements and career opportunities.
105. Supports parent/guardian and community involvement in schools, and the development of and training for volunteer programs.
106. Supports educational services for parents/guardians to improve their own language, academic or vocational skills in order to emphasize lifelong learning.

Articulation with Postsecondary Education

Ensuring that all students obtain the opportunities and skills necessary for success in higher education requires collaborative partnerships between K-12 schools and postsecondary institutions. Therefore, CSBA:

107. Supports continuous collaboration between K-12 and postsecondary institutions to establish the skills needed for postsecondary admission and coursework and to ensure articulation.
108. Supports access for all students to college preparatory coursework that meets the high school subject requirements of the University of California and California State University.
109. Supports the availability of remedial/developmental courses at postsecondary institutions for students performing at college level in other subject areas.
110. Supports efforts to ensure that public postsecondary institutions are provided with necessary resources to accept all eligible California students.
111. Supports making necessary changes to the California Standards Test to allow it to serve as a criterion for admission to the University of California and California State University systems.
112. Supports partnerships between districts and local community colleges to provide direct instruction to 9-12 grade students.

Activities

Properly organized, administered and regulated activities including, but not limited to, athletics, spirit teams, visual and performing arts, academic competitions, and on-campus clubs and organizations, enhance the educational environment and offer additional opportunities for applied learning. Therefore, CSBA:

- 113.** Supports efforts by schools to encourage all students to participate in co- and extra-curricular activities.
- 114.** Supports school activities that provide for greater learning opportunities about, and respect for, different cultures.
- 115.** Supports a broad range of opportunities for all interested students to participate in co-curricular and/or extra curricular activities.
- 116.** Supports increasing local board education about and understanding of their official responsibilities with regard to the California Interscholastic Federation (CIF).
- 117.** Supports local school board authority for all aspects of interscholastic athletic policies, programs and activities in their districts.
- 118.** Supports local school board authority to set academic and behavioral eligibility requirements for student participation in co-curricular activities.
- 119.** Supports good sportsmanship, citizenship, integrity and ethical behavior for all students, staff, coaches and spectators.
- 120.** Supports programs that supplement the district's ability to ensure appropriate training and continuing education for all activity instructors and coordinators, including those involved in athletics and the visual and performing arts.
- 121.** Supports the availability of athletic activities for boys and girls and efforts to encourage both to participate in such activities.

CRITICAL ISSUE

Diversity of Students

Our state has the most diverse population of any political system in the world. Our classrooms bring together a rich variety of students with vast cultural, linguistic, life experiences and special needs. This diversity enriches the learning environment for all students. It also presents unique challenges.

All children deserve and have a right to equal access to a high-quality public education, and our schools must be prepared to address their individual needs. Our schools must also work to unify students of all cultures and background, and to develop mutual respect and an understanding of shared experiences and values.

Language, Cultural, Ethnic and Other Human Diversities

Schools must provide an environment that acknowledges the human differences of the student population and teaches students to respect this diversity.

At the same time, every effort must be made to address the differences of our student population that may affect academic achievement. In order to maintain high expectations for all students, it is critical to promote positive attitudes among adults and children about educating diverse populations. Therefore, CSBA:

122. Supports addressing discrimination and safety issues facing students due to their language, culture, religion, ethnicity, gender, socioeconomic status, special needs and sexual orientation so that those issues do not impede academic achievement.
123. Supports the provision of high-quality educational services to all children residing in California. Health and social services affect children's ability to learn and all children should have access to these critical services.
124. Opposes any attempt to place school districts in the position of determining and reporting the citizenship status of students or their families.
125. Supports the practice of accurately determining and reporting the tribal citizenship/membership status of students or their families who belong to or are members of federally recognized Indian tribes in order that they may qualify for funds.
126. Supports programs that encourage learning about and respecting diverse cultures.

127. Supports appropriate local board policy ensuring harassment-free school environments, promoting respect and establishing strong consequences for hate crimes.
128. Supports effective local programs that develop literacy and fluency in English in each student. At the same time, these programs should promote positive self-concept, cross-cultural understanding and equal opportunity for academic achievement, including academic instruction through the primary language when necessary.
129. Supports effective local programs that assist students to maintain literacy and fluency in their native language.
130. Supports remedying the shortage of teachers for California's growing linguistic minority and special education populations.
131. Supports professional development programs for teachers and other staff that foster a districtwide climate promoting respect for differences among students, fair and equitable treatment, and high academic expectations for all students.
132. Encourages local schools or school boards to assess mascot issues in the effort to learn about and respect diverse populations, and avoid offensive depictions of groups.

Students with Disabilities

Students with special needs must be helped to achieve to their fullest potential. Therefore, CSBA:

133. Supports the availability of a continuum of alternative placements for special education students and greater flexibility for local governing boards in determining such placements. Such flexibility would allow for residential placement of students within the state when a "secured" facility is determined to be in the best interests of the student.
134. Supports a requirement that non-public schools meet state and federal educational requirements in order to receive special education placements at public expense.
135. Supports efforts to streamline due process procedures and to encourage non-adversarial resolution of differences between parents/guardians and school officials over the provision of special education and related services.
136. Supports amending the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 in order to clearly limit eligibility for services to students who truly need such assistance in order to receive a free appropriate public education.
137. Supports an examination of factors contributing to the rising numbers of students identified with disabilities.

- 138.** Supports ensuring that agencies, including but not limited to, the Department of Mental Health and the Department of California Children's Services, continue to provide services to eligible students with disabilities as required by law. CSBA supports continued funding of these services by these agencies.
- 139.** Supports creation of a certification for medical professionals and school personnel to diagnose autism spectrum disorders.
- 140.** Supports requiring districts of residence, and not districts where a student is enrolled, to pay the costs of non-public school and county special education placements for students with disabilities and supports the involvement of the district responsible for paying for the services in all special education decisions.

CRITICAL ISSUE

Facilities

School facilities are an essential component of the educational program. Schools will have difficulty reducing class size or providing necessary technology, school safety, health or social services without sufficient school facilities to meet those needs. Students and school staff should be able to work in an atmosphere that is environmentally safe, well maintained, conducive to learning, technologically and structurally up-to-date and free from over-crowding.

School districts and COEs should be funded for the construction of new facilities and the rehabilitation of existing facilities. State funding processes must be streamlined to be more responsive to local needs.

Further, since schools are an essential part of the state and local infrastructure, they must be included in any provisions for planning and funding that infrastructure.

Facilities Funding

Funding for the acquisition, construction and modernization of school facilities is essential to providing a safe and comfortable learning environment. Therefore, CSBA:

141. Supports green (sustainable, renewable and resource efficient) efforts in the modernization and construction of facilities by working collaboratively with the appropriate agencies and providers to incorporate green practices into school operations and facilities.
142. Supports adequate, stable funding for construction and rehabilitation of school facilities that reflects the needs of the locally adopted educational program without requiring the imposition of a multi-track, year-round calendar.
143. Supports providing schools with additional funding to accommodate other space needs in addition to classroom needs.
144. Supports full actual-cost funding for ongoing and deferred maintenance.
145. Supports ensuring that state-budgeted funds for construction, modernization and maintenance of facilities are not redirected to other programs.
146. Supports providing local governing boards with at least the same discretion as other local governments to pursue a wide variety of funding sources to be used for school facilities, including but not limited to, taxing authority.

147. Supports equitable funding for school facilities based on need by allowing all districts and county offices access to state funds and minimizing the level of funding disparity between districts.
148. Supports priority funding for school districts that are bonded to capacity and have fully committed financially to their school facilities.
149. Supports state funding for the costs of reopening closed school sites to accommodate increased enrollments and/or class size reductions, including but not limited to, deferred maintenance, furniture and equipment, and costs to meet current building code requirements.
150. Supports local options for funding school construction and rehabilitation that permit districts to keep the additional funds raised without jeopardizing participation in state funding programs.
151. Supports schools participating in public-private joint ventures.
152. Supports increased funding to include in all school facilities the ability to incorporate technology.
153. Supports full funding to schools for air conditioning and/or energy conservation retrofitting.
154. Opposes penalties for exceeding class-size limits when facilities are not available.
155. Supports cost containment measures for school construction, modernization and maintenance, including reuse of architectural plans and reform of the prevailing wage laws in order to maximize local control and to reflect regional conditions.

Development and Zoning

Schools are an essential part of the state and local infrastructure, and should be included in any provisions for planning and funding that infrastructure. Property developments and expansions should include a method to fund the increased need for school facilities. Therefore, CSBA:

156. Supports cost containment and taxpayer protection when acquiring sites for new school construction.
157. Supports flexibility for local governing boards to determine the use of facilities, and the use, disposal and zoning of school properties including the elimination of non-use payments to the state.
158. Supports partnerships and collaborations between school districts, COEs, community-based organizations, postsecondary institutions, cities, federally recognized tribal governments, counties and special districts in land and facilities usage. Supports incentives for such partnerships and collaborations.

- 159. Supports full reimbursement for the cost of architectural and construction changes ordered by the Division of the State Architect and the Office of Public School Construction or any other government entity.
- 160. Supports the requirement for full participation of school districts and/or COEs in planning for local infrastructure before a government entity takes any action that would have an impact on schools.
- 161. Supports greater flexibility for entering into redevelopment agreements.

State Building Program

State funding processes must be streamlined and conflicts in regulations eliminated so facilities can be provided for students as rapidly as possible. Legislative and regulatory decisions relative to the allocation of state and local resources for facilities must be responsive to priorities established by local boards and reflective of local needs. Therefore, CSBA:

- 162. Supports the clarification, streamlining and coordination of state regulations and procedures related to new construction, modernization, retrofitting, Americans with Disabilities Act requirements, deferred maintenance and portable classrooms.
- 163. Supports modernization projects for buildings older than 25 years and allowing modernization money to be used for replacement, when practical. Opposes any match requirement for modernization projects.
- 164. Supports the inclusion of community schools in the funding provisions of the state lease-purchase programs for schools.
- 165. Supports removing preschool and child care facilities from the square footage calculations used to qualify for the state building program.
- 166. Supports flexibility in using and relocating portable classrooms approved by the Division of the State Architect and the Department of Housing.

Environmental and Safety Regulations

Environmental and safety regulations are important, but can be costly. Great care should be taken in evaluating the appropriateness of such regulations and, when such regulations are determined to be in the best interest of students, full funding must be provided to ensure that the goals of the regulations are met. Therefore, CSBA:

- 167. Supports safe routes to school and promotion of walking or bicycle riding to school when appropriate.
- 168. Supports full funding and technical support for district and COEs compliance with environmental laws.
- 169. Supports the state's earthquake standards for school construction, as well as the state inspection requirements and procedures.

170. Supports the waiver of state regulations and policies to expedite placement of emergency portable classrooms to school districts after a disaster.
171. Supports ensuring that schools are environmentally safe and prioritize the use of least toxic pest-management. School districts are encouraged to employ cost-effective alternatives to the use of toxins for site maintenance.
172. Supports restricting the liability of board members regarding the use of administration buildings that do not meet Field Act requirements.
173. Supports flexibility and streamlining of permit processes for the joint use of school facilities, including those that do not meet Field Act requirements, in order to support integrated community services. Furthermore, school governing boards should not be held liable in such situations.
174. Supports an amendment to the regulations of California Coastal Commission that would provide public school sites located within the coastal zone with relief from certain provisions of the California Coastal Act (e.g., those that dictate placement of classrooms, exterior color of buildings, landscaping, etc.) that delay and significantly increase the cost of school construction, with flexibility at the local level to utilize assets.

Charter Schools

The unique costs and fees to school districts and COEs related to charter school facilities should not adversely impact students in traditional schools. Therefore, CSBA:

175. Opposes requiring school districts to provide facilities to charters.
176. Opposes any requirement that school districts participate in binding arbitration over disputes relating to charter school facilities.
177. Supports efforts to provide districts financial relief from costly requirements to relocate existing programs and prepare facilities for use by charter schools.

CRITICAL ISSUE

Funding and Finance

As stipulated in the Constitution of the state of California, K-12 public education shall have first priority among expenditures of the state's public funds. To fulfill the intent of this constitutional commitment, the state must provide a level of funding commensurate with ensuring the highest level of quality instruction for every student. This includes ensuring that revenue limits and categorical programs reflect the actual costs necessary to meet the educational needs of all students. The state and federal governments also must honor their financial commitments to K-12 schools by providing full and timely funding of all mandates. Further, school districts and COEs must have the flexibility to raise funds locally.

General Support for Schools

Public education is the single most important public investment in our nation's future. Funding must be sufficient to meet the educational needs of our students. Therefore, CSBA:

178. Supports the reinstatement of funding withheld by the state to each school district's general fund based upon funding level, not through funds for categorical programs.
179. Supports base funding per pupil to be among the top 10 states in the nation, as envisioned by Proposition 98, to achieve proficiency on California academic standards and prepare California's youth for higher education, the workforce and responsible citizenship.
180. Supports a comprehensive review and reform of California's school finance structure and adequacy of funding. The issues that must be addressed include, but are not limited to: the unique needs and services required for students in poverty, those with disabilities and English learners, the relationship between state and local revenue, inequities in state support among districts, types of districts and differences among COEs, and a lack of predictable funding and categorical funding reform.
181. Supports changing federal funding formulas for Title I so as not to penalize students based on the amount of revenue the state provides to each school.
182. Supports funding for schools based on actual pupil enrollment rather than average daily attendance. Until such a system is in place, "CSBA supports the inclusion of excused absences in the calculation of paid average daily attendance."

183. Supports financial relief for declining enrollment districts to provide funding for ongoing operational costs.
184. Supports financial relief for high-growth districts with full funding for each additional student enrolled.
185. Opposes the use of public funds for private schools.
186. Supports state funding for effective teacher recruitment and professional development programs.
187. Supports funding, unencumbered by state mandates, that allows flexibility by local school boards and COEs to develop programs that meet the unique needs of students.
188. Supports, in the absence of an approved state budget by the constitutional deadline of June 30, a continuing appropriation, including growth and COLA, for all programs for public education.
189. Supports additional state funding to allow boards to extend the school day and school year to enhance student learning.
190. Supports allowing districts to charge transportation fees for students with disabilities at the same rate as other students in the districts are charged.
191. Supports revising district revenue limits to ensure elementary, unified and high school districts receive revenue limits that reflect the actual numbers of students in the grade levels served without compromising the overall revenue limit appropriation of any district.
192. Supports basic aid school districts receiving full ADA for students who transfer from another district.
193. Supports ongoing state funding of American Indian Education Centers to help fulfill their role in ensuring the success of American Indian students by providing supplemental support to improve the academic achievement of American Indians, particularly in math and reading.

Proposition 98

Proposition 98 should be considered the minimum amount of state effort for the support of public education. These dollars should not be diluted or directed to the funding of non-education programs. The governor and the Legislature must enact laws that protect the provisions of Proposition 98 from adjustment and amendment during the annual budget process. Therefore, CSBA:

194. Supports the full intent of constitutionally guaranteed funding to schools and opposes efforts to circumvent, bypass or manipulate these guarantees.
195. Supports full funding for special education in order to avoid encroachment into the base revenue limit meant for general education programs. The funding should be based on the cost of actual services and not an average based on enrollment.

- 196. Supports full funding outside the Proposition 98 guarantee for supplemental school services, including but not limited to, home-to-school transportation, school maintenance and acquisition, extended day care, child nutrition, school safety programs and supplemental student health and social services programs.
- 197. Supports full funding to preschool outside the Proposition 98 guarantee.
- 198. Supports funding outside the Proposition 98 guarantee for local coordination of children's services.

Equalization

Each student deserves the same funding for education programs as other students with the same educational needs. Therefore CSBA:

- 199. Supports permanent equalization of all state revenue limits for districts and COEs according to appropriate category of elementary, high school and unified districts, and COEs to the exact same revenue limit and to the highest common denominator.
- 200. Supports equal inflation increases for revenue limits and all categorical programs.

Unfunded Mandates

Unfunded mandates strip schools of limited discretionary resources equitable education for all students. There should be no mandates without the full and appropriate funding necessary for local school districts and COEs to implement those mandates. Therefore, CSBA:

- 201. Opposes unfunded mandates.
- 202. Supports full reimbursement costs associated with state and federal mandates.
- 203. Supports identifying alternative funding sources for medical and related services, and equipment for students with disabilities.
- 204. Supports reducing the fiscal impact on school districts of environmental standards and regulations.
- 205. Supports full funding to provide adequate educational services and citizenship instruction for immigrants seeking naturalization.
- 206. Supports funding for schools to comply with regulations for programs, such as the Americans with Disabilities Act.

Categorical Program Funding

Categorical programs are essential to provide additional assistance to meet the instructional needs of students with diverse educational backgrounds and preparedness. Therefore, CSBA:

- 207. Supports flexibility and adequate funding of categorical programs.
- 208. Supports revision of categorical formulas to recognize and fund growth in special needs populations without additional encroachment on general fund dollars.

- 209. Supports ensuring that, if mandated and/or categorical programs are combined into a consolidated funding source, funding of actual costs for state-designed programs is provided and those students who are in need of the individual categorical programs continue to be served.
- 210. Supports protection of categorical programs from collective bargaining.
- 211. Supports adequate funding for small school districts when funding is based on ADA or enrollment.
- 212. Supports local flexibility to redistribute funds among various categorical programs.

Revenue Options

School districts must be equipped with the tools to raise revenue locally for the support of their schools. Therefore, CSBA:

- 213. Supports the implementation of adequate, equitable and stable revenue options.
- 214. Supports CSBA's exploration of and advocacy for the implementation of adequate, stable and equitable funding streams to further fund public education in California.
- 215. Supports the right of school districts and COEs to seek alternative funding sources.
- 216. Supports equitable local tax levying authority for local governing boards, and a simple majority requirement for all school tax and school bond elections.
- 217. Opposes the use of locally generated revenues to supplant Proposition 98 funds for the general purposes of the district.
- 218. Supports activities that make favorable changes in regulated and unregulated utility rate structures, and policies for public school entities.
- 219. Supports maintenance of revenue to schools currently receiving funds from timber and mineral receipts, and other forms of federal aids.

Charter Schools

The unique costs and fees to districts and COEs related to charter schools should not adversely impact students in traditional schools. Therefore, CSBA:

- 220. Supports full reimbursement to school districts and COEs for all costs related to the charter application process and ongoing monitoring of approved charters.
- 221. Supports a charge to each charter school budget for their special education students to support the local district encroachment. (The charge may be the average of the encroachment for all special education students, or the actual cost of services.)

CRITICAL ISSUE

Governance and Structure

Locally elected governing boards represent the most fundamental element of a democratic society and are the basic embodiment of representative government. They must act in the best interests of the children in their communities on a broad range of school issues. They set the vision for the school district, establish structures, adopt policies and the budget, hire the superintendent, engage in advocacy on behalf of children and schools, and hold the system accountable.

As part of their governance responsibilities, boards also enter into collective bargaining agreements with employee unions. Positive relationships between governing boards and employees are important to the success of district operations.

COEs are also an important part of school governance structures. They provide direct services to students and play a vital role in program and service support to their local districts.

Education reforms often focus on the governance structure and seek to increase decision-making authority of those who work closest to the students. Although other structures have been established in schools throughout the state, including charter schools and site-based decision-making, the ultimate accountability must continue to rest with the locally elected governing board.

Governance

Governing board members are elected in nonpartisan elections by their communities to provide leadership and represent the community's interests in the governance of neighboring schools. Therefore, CSBA:

222. Supports the maintenance of governing board decision making authority regarding school governance to meet the educational priorities and needs of the community. This responsibility includes working with the superintendent to set the vision and direction for the district, establishing structures to support that vision, holding the system accountable and engaging in advocacy on behalf of children and schools.
223. CSBA believes that the non-partisan nature of school board elections is a fundamental tenet of successful governance and sustained student achievement. As such, CSBA supports the practice of basing endorsement of school board candidates on their positions on educational issues and not on the political party

with which the candidate is affiliated. This position reaffirms the code of ethics established by the California School Trustees Association in 1946, which states that the position of a trustee is one of public trust and responsibility. It is his or her duty to rise above partisanship and to keep in mind that he/she represents at all times the entire community and that the schools are being maintained for the benefit of the whole public and not for any group or portion.

224. Supports a concise, permissive and less prescriptive Education Code that allows school boards maximum flexibility for the education programs.
225. Supports the involvement of school boards in the development of statewide and local workforce policies.
226. Supports the role and responsibility of administrators to implement the policies of the local governing boards and to be held accountable for the leadership, management and operation of schools.
227. Supports local determination of trustee area and at-large elections for school boards.
228. Opposes term limits for school boards.
229. Supports the necessity for board development and continuing education.
230. Supports professional governance standards for school boards and encourages local governing boards to adopt CSBA's voluntary professional governance standards.
231. Supports the clarification of conflict-of-interest laws relating to governing board members, school employees and employee groups.
232. Supports public access to and participation in school board meetings.
233. Opposes additional mandates under the Brown Act.
234. Supports exemptions from Brown Act provisions for board self-evaluation and team building sessions.
235. Supports the maintenance of student confidentiality laws under the Public Records Act, and in the agenda and reporting requirements of the Brown Act.
236. Supports reimbursement of total costs for providing information under the Public Records Act, and opposes any requirement to provide additional information not already prepared under the act.
237. Supports a requirement for school districts and COEs to have an opportunity to respond to concerns about their at-large elections as it relates to the California Voter Rights Act, prior to a lawsuit being filed against the district, or incurring legal fees.
238. Supports local rather than state determination of the size of a school district.
239. Supports the position of an elected state superintendent of public instruction.
240. Opposes creating new or expanding existing state departments' or local agencies' oversight responsibilities for schools.

- 241. Supports exemptions of state agencies, which support educational services, from furlough days or other across-the-board state cuts as long as funding is fee- or bond-based.
- 242. Opposes mayoral takeovers of school districts and/or mayoral appointment of school trustees.
- 243. Supports the implementation of a state pre-kindergarten-16 Master Plan where it is in alignment with CSBA's Policy Platform.
- 244. Supports the exclusion of stipend payments to board members made by school districts and county boards of education for purposes of calculation of unemployment insurance benefits as per the California Employment Development Department (EDD) Section 1279.

Restructuring

Districts and communities desire the meaningful involvement of parents/guardians, teachers and community members in the decision-making process. Therefore, CSBA:

- 245. Supports the role of governing boards to clearly delineate the decisions to be made at the site level and to hold decision-makers accountable for results.

Collective Bargaining

Collective bargaining is intended to ensure that the local priorities of a community are reflected in the labor policies and practices of the district. However, this process must ensure that the needs of the student are placed before any other interest. Therefore, CSBA:

- 246. Supports enhancing the ability of school districts and COEs to implement differential pay.
- 247. Supports the development of alternatives to the current collective bargaining system.
- 248. Supports specific statutory prohibitions against strikes or any other form of unilateral work reduction.
- 249. Opposes state mandates of issues that are within the current scope of bargaining, including wages, hours, and terms and conditions of employment.
- 250. Opposes mandates for collective bargaining on issues related to school site management.
- 251. Opposes increasing the minimum percentages of school district and COE general funds that must be committed to employee compensation.
- 252. Supports freeing school districts and COEs from step and column raises during fiscal emergencies.
- 253. Supports elimination or modification of statutory layoff notice dates to ensure that they are aligned with the adoption of the state budget. The language of layoff notices should be modified to be non-adversarial.

254. Supports efforts to reform and develop alternatives to state-mandated teacher tenure, while retaining a teacher's right to due process, in order to give school districts greater flexibility.
255. Supports the temporary suspension of local collective bargaining contracts, with the exception of due process, when the contract impedes the school district or COE from meeting its financial obligations under AB 1200 to have a balanced budget over the next three fiscal years.
256. Supports the reduced cost of liability and health insurance to schools and/or alternatives to the current method of insuring schools and providing employee health benefits. In order to maximize economies of scale and contain costs, supports an option for school districts and COEs to participate in a statewide flexible health benefit plan.
257. Supports reform of the claims adjudication process of the workers compensation system so that valid claimants can receive appropriate benefits.

County Offices of Education

COEs provide critical services to school districts on a regional scale to maximize cost efficiencies. Therefore, CSBA:

258. Opposes efforts to unilaterally eliminate COEs or replace them with regional service centers.
259. Supports an examination of the current operations and structure of COEs to enhance the levels of service provided to school districts.
260. Opposes giving county superintendents and COEs more oversight responsibility over local school districts.
261. Supports increased authority for county boards of education in budgetary decision making of COEs.

Charter Schools

School districts are charged with providing a high-quality educational program that challenges all students to succeed. Local school boards are elected to hold the system accountable. When students attend a public charter school that has a separate governance structure and is granted significant freedom from state laws, the school board maintains ultimate accountability if it approved the charter. Thus, the school board must exercise due diligence in fulfilling its responsibilities with regard to charter schools and must act in the best interests of students enrolled in the charter school. Therefore, CSBA:

262. Supports the ability of boards to deny charter petitions based on a negative impact the charter will have on the rest of the students in the school district.
263. Opposes the ability of charter schools to operate in a district other than the district that approved the charter.
264. Supports charter students completing a form at their local school district informing the school district of charter transfer and name of the charter school.

265. Supports providing school districts with the same flexibility and accountability provided charters.
266. Opposes delegating oversight responsibilities for a charter to a local school district that did not approve the charter.
267. Supports the role of county boards of education to review and remand a charter petition back to a local board if there was a procedural violation at the local level.
268. Supports the ability of boards to include in the approval, renewal and denial process of charter petitions consideration of the legislative intent of the charter school law, including the seven goals and a description of how the existing school district structure is an impediment to schools in the district meeting the legislative intent of the law.
269. Supports requiring the California Department of Education to keep statistics on the number of charter schools that are denied and/or closed and the basis for those decisions.
270. Supports a two-tiered process for reviewing charter petitions that would enable school districts to first determine the soundness of the financial program of the charter petition and not be required to review the soundness of the educational program if the financial program is not sound.
271. Supports requiring all charter petitions to first go to local school district governing boards for review and approval before being considered by any other public K-12 entity and opposes charter approval and oversight outside of the public K-12 system.
272. Supports providing school districts and COEs with sufficient time and resources to conduct and complete the charter school petition review and approval process.
273. Opposes statewide benefit charters.
274. Supports requiring charter school petitions to provide access to and focus on meeting the needs of low achieving students.
275. Supports requiring charter school petitioners and charter schools to demonstrate how their academic program provides an educational program that provides more educational choice or is superior to the educational programs offered by the chartering or resident school district.
276. Supports locally elected school district boards and county boards of education having authority over the development, approval, oversight, evaluation, renewal and revocation of their charter schools.
277. Supports high quality charter schools that are held accountable by effective oversight from local governing boards.
278. Supports the ability of charter schools to exempt themselves from collective bargaining agreements.
279. Supports the authority of county boards of educations to approve charters for the same student population they currently serve.

CRITICAL ISSUE

Professional Standards

The quality of classroom instruction and the efficiency of school operations are paramount to the delivery of K-12 public education. Effective teachers are knowledgeable about child development and skilled in engaging students in the curriculum; they also serve as positive role models whose attitudes and expectations facilitate learning. Effective administrators provide support to the teaching staff, promote parent/guardian and community involvement, and ensure that schools are well run.

All staff must be highly trained and highly motivated. Recruiting good staff, strengthening their skills and evaluating their performance on a regular basis are top priorities.

Recruitment

California must have a supply of well-qualified teachers, administrators, other professionals and paraprofessionals who are proficient in their subject areas and reflect the ethnic and cultural diversity of the state. Therefore, CSBA:

280. Supports increased flexibility and resources to attract and retain highly qualified teachers, administrators and other professional support personnel into the profession.
281. Supports increasing the number of professional staff from underrepresented groups who can provide strong role models for a diverse student body, including but not limited to, encouraging greater recruitment of minority students into teacher preparation programs.
282. Supports alternative methods of entering the teaching profession.
283. Supports the use of non-education professionals and other outside experts to assist and supplement the regular teacher in the classroom.

Professional Preparation and Credentialing

The availability of qualified certificated staff is a joint responsibility of K-12 public schools and institutions of higher education; K-12 schools must provide well-educated candidates for colleges and universities, and the colleges and universities must provide well-trained certificated staff to K-12 schools. Therefore, CSBA:

- 284. Supports a requirement that Institutions of Higher Education work collaboratively with school districts and COEs to continually improve teacher education and administrator programs. These collaborations will ensure alignment in preparation with K-12 student achievement goals and ensure meeting the evolving need for skills in effective classroom instruction in California public schools.
- 285. Supports the maintenance of state authority to establish and uphold teacher credential standards and criteria.
- 286. Supports simplifying the process for credentialing qualified teachers who have out-of-state credentials.
- 287. Supports active participation at the state level of board members, teachers, administrators and the public in the establishment and maintenance of high professional standards for credentialed staff.
- 288. Supports a requirement that all certification include a component of performance evaluation, which would be a joint responsibility between the employing school entity and the supervising institution of higher education.
- 289. Supports opportunities for teacher trainees to participate in classroom situations early in their college education to assist them in determining career choices, and in developing and improving their classroom skills.
- 290. Supports revocation of credentials upon conviction of violent/serious felonies.
- 291. Supports strengthening preparation of teachers working with English language learners. In addition, CSBA supports seeking teachers with appropriate credentials who have multi-lingual/culture backgrounds or who are culturally competent.
- 292. Support streamlining the credentialing process for Career Technical Education (CTE) teacher candidates in order to expand CTE offerings for students.

Professional Development

Continuing education is essential to ensure that all staff maintain their skills to keep up-to-date on recent developments in their fields. Funding for professional development must be focused on the success of students, and be provided for all levels of educational support – from teachers to school board members. Flexibility must be provided to ensure that school districts and COEs can invest in professional development that is most needed for the success of the students in their schools. Therefore, CSBA:

- 293. Supports adequate and effective technology training in the use of computers, software and other assistive technology to provide opportunities to incorporate technology in all subject areas.
- 294. Supports programs for beginning teachers designed to promote and enhance teacher effectiveness. These programs should reflect high standards established by the state and allow for local flexibility in implementation.

- 295.** Supports comprehensive, ongoing development and retraining to enhance the performance of classroom teachers, administrators and classified employees. Staff development must prepare staff to meet needs of a diverse student population, including awareness of historically insensitive portrayals of diverse groups.
- 296.** Supports additional, fully funded staff development days.
- 297.** Supports state and local incentives for voluntary national certification of excellence in teaching.
- 298.** Supports strengthening professional development through peer mentoring, observation experiences, consultation and peer support networks.
- 299.** Supports making professional development available to teachers of special education students and instructional support should be made available to special education students so that all students can be educated effectively in the classroom.
- 300.** Supports professional development for all teachers on addressing the needs of students with special needs.
- 301.** Supports collaborative efforts among school districts, COEs, University of California, California State University and community colleges to address professional development support in science and math for existing K-12 teachers.
- 302.** Supports collaborative efforts among school districts, institutions of higher education, and state and federal governments to address the critical shortage of teachers as identified by regularly released data, as well as other professional support personnel.
- 303.** Supports state-funded professional development in science and social science for teachers, as the state provides for reading and math. Professional development offered through state-approved providers must be focused on the standards, and an array of instructional techniques, not driven by the instructional materials.

Evaluation

To ensure the ongoing qualifications of school staff, regular evaluations must include an assessment of actual ability and other agreed-upon standards of performance. Therefore, CSBA:

- 304.** Supports a longer probationary period for teachers to provide sufficient opportunity to assess a teacher's performance in the school district. Tenure reforms must be coupled with professional development and support for struggling new teachers.
- 305.** Supports strengthening the evaluation process. Evaluations should be regular and ongoing, and may involve students and parents/guardians in the process.
- 306.** Supports changes in California education policy from a sole focus on teacher qualifications to a dual focus on teacher qualifications and effectiveness.

- 307. Teacher evaluations should include assessment of subject matter knowledge, instructional techniques and progress in student learning as they relate to state and local student standards.
- 308. Supports efforts to enable school districts and COEs the flexibility to use teacher qualifications, performance and evaluation data as a significant factor in teacher placement and layoff decisions.
- 309. Supports flexibility for local governing boards to seek intermediate disciplinary actions other than dismissal without needing to collectively bargain for progressive intervention.
- 310. Supports streamlining the procedures for the dismissal of staff whose performance is unsatisfactory.
- 311. Supports the ability of school districts to dismiss teachers who have had their teaching credential revoked or suspended.
- 312. Supports the ability of school districts to condition employment on the acquisition or maintenance of specific credentials or expertise.
- 313. Supports flexibility in the state and federal teacher placement requirements to allow school districts to match teaching skills to student needs.

Charter Schools

School districts are charged with providing a high-quality educational program that challenges all students to succeed. Staff in both traditional and charter schools must be highly trained and highly motivated. Therefore, CSBA:

- 314. Supports the requirement that administrators of charter schools must have completed credentialing standards as required of public school administrators.

CRITICAL ISSUE

Program and Fiscal Accountability

Governing boards are accountable for both the academic achievement of their students and the fiscal solvency of their school districts.

Assessments should measure student achievement of expected skills and knowledge. These assessment instruments must be aligned with adopted standards and reported in a timely manner in order to evaluate and improve the curriculum and teaching process.

To ensure that schools are able to provide quality education programs for all students, school districts must be fiscally stable. Local governing boards must use sound business principles and exhibit fiscal responsibility in the expenditure of all funds received. The state should focus on holding schools accountable for student achievement while providing greater flexibility in how resources are spent.

Student Assessment

Accurate evaluations of students' actual performance and knowledge provide critical information about program effectiveness and student achievement. It is vital that assessment instruments be age-appropriate and also appropriate for the culturally, ethnically and linguistically diverse student population of California. Data and other information should be used to evaluate individual student achievement, as well as the achievement of subgroups, to diminish and eliminate academic achievement gaps. Therefore, CSBA:

- 315.** Supports timely communication of state assessment results to school districts, school sites, students and their parents/guardians.
- 316.** Supports the development of comprehensive, unbiased student assessment systems, including a bank of sample benchmark assessments for use by school districts, that are aligned with the adopted standards and provide aggregated data as well as disaggregated data, including but not limited to, ethnicity on the achievement of individual students, subgroups of students, schools, school districts and the state.
- 317.** Supports the use of both standardized and performance-based assessments.
- 318.** Supports assessments that take into account the many different ways in which students learn.

- 319. Supports the participation of school board members, administrators, teachers, parents/guardians and members of the public in development and review of statewide and national assessment strategies and tools.
- 320. Supports school district accountability through actual performance and achievement in order to reach the end result of academic success for all students.
- 321. Supports the use of demonstrated competencies tied to state standards as a basis for graduation requirements.
- 322. Supports the regular evaluation of program effectiveness using appropriate techniques in order to revise or terminate those programs as needed.
- 323. Supports reporting the measurement of the academic growth of English language learners separately from other students, provided that the reporting is accomplished under the Academic Performance Index (API) and is state-funded.
- 324. Supports measuring student academic growth over time by assessing students on a regular basis with multiple measures across many subject areas.
- 325. Supports voluntary national testing of our students, provided the tests are fully funded.
- 326. Supports the role of student assessment as a critical element in guiding instruction.
- 327. Supports state-funded programs that would academically assess students entering the United States in order to place them in appropriate grade-level programs.
- 328. Supports full funding for intervention and remedial instruction for students who do not pass the high school exit exam if the exit exam is to be required for a high school diploma.
- 329. Supports enhancing optional science assessments at the high school level by including more science and technology disciplines, such as physiology and anatomy, engineering and computer science.
- 330. Supports student mastery of state content standards as the focal point of accountability.

Data

It is essential to collect and analyze data that can guide teaching, policy and research. School, district and statewide education data must be transparent and uncomplicated for the community. The role of the California Department of Education must include providing resources and support for school districts and COEs to better use data to inform decisions at all levels of the education system. Therefore, CSBA:

- 331. Supports the implementation of a statewide data system that provides information to guide classroom practice and school programs, as well as school district and state level policy.
- 332. Supports a data system that must be able to 1) track students after their fourth year of high school so as to better develop graduation rates by including those students who take more than four years to complete the high school curriculum and/or pass the California High School Exit Exam; 2) link to student support services to ascertain the correlation between support services and student achievement; and, 3) link to higher education to track students throughout the continuum of education.

Fiscal Accountability

Governing boards have an obligation to ensure their school district's or COE's continued and long-term fiscal stability. Therefore, CSBA:

- 333. Supports the use and timely reporting of independent and objective audits to determine the fiscal stability of school systems.
- 334. Supports establishing state and local accountability for state-appointed administrators to ensure community input and involvement in school district decisions.

Program Accountability

Governing boards have an obligation to ensure their school district's or COE's continued and long-term program stability. Therefore, CSBA:

- 335. Supports local school boards as the centerpiece of accountability and their efforts to involve parents/guardians and the community to improve student achievement, and to diminish and eliminate academic achievement gaps.
- 336. Supports the use of multiple measures to determine school success in an accountability system.
- 337. Supports consolidation of standardized tests, especially at the high-school level, to reduce the number of non-instructional "test days" without undermining accountability.
- 338. Supports requiring all appropriate grade level standards in science and social science to be included in the state's assessment system.
- 339. Supports the state and federal accountability systems having an equitable balance among all subject areas assessed by the California Standards Test.
- 340. Supports ensuring that state interventions in low performing schools provide support for delivering a comprehensive curriculum to students, including science and history/social science.
- 341. Supports eliminating the requirement in the Academic Performance Index that a minimum score be assigned to any student not enrolled in a standards-based course and not taking a California Standards Test at the high school level.

Charter Schools

Charter schools must be held accountable for the academic success of their students and the responsible fiscal operation of their schools. Therefore, CSBA:

- 342. Supports holding charter schools accountable for documenting student data on academic performance on the same basis as other K-12 schools.
- 343. Supports requiring charter high schools to be accredited by the Western Association of Schools and Colleges.

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