LEGISLATIVE

POLICY PLATFORM

2011-12

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CCBE MISSION STATEMENT

CCBE's mission is to provide leadership and services to county board of education members and enable them to help every student succeed.

CCBE LEGISLATIVE COMMITTEE

Members of the CCBE Legislative Committee represent counties from all segments of California, including small rural counties, predominantly suburban counties, and counties with large urban centers.

CCBE LEGISLATIVE COMMITTEE MISSION STATEMENT

The mission of the CCBE Legislative Committee is to review and take positions on pending legislation and to initiate legislation. All such efforts are guided by the framework set forth in this policy platform. The committee reports to the CCBE Executive Committee, Board of Directors and general membership.

INTRODUCTION

The California County Boards of Education's (CCBE) policy positions are based on a set of core beliefs about the quality and purpose of public education and the role of county boards of education and county offices of education. This platform also includes areas in which legislation is to be sought.

FIRST AND FOREMOST, CCBE BELIEVES THAT:

- **All children can learn and succeed.** They must have equal access to a high quality education program that challenges them to succeed in a safe and healthy environment. Every student must be prepared for work immediately after graduation and/or for higher education, 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 parent/guardian involvement in the education of their children.

Determining how to achieve 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. Educational improvement must be based on a systematic approach to education reform, not on piecemeal strategies which are sold as panaceas or "quick fixes." 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.

CCBE agrees with the CSBA-identified set of comprehensive issues which must all be addressed if California's schools are going to meet expectations for a superior education for the state's students. These issues are interrelated and interdependent, and can be categorized into 10 major areas: conditions of children, student diversity, curriculum and instruction, facilities, funding and finance, governance, professional standards, program and fiscal accountability, charter schools and federal issues.

Each county office of education is an important part of the education framework of California as they provide support and care to the children/students who are in need, or are at risk in their community while providing training and support to the districts within their own and neighboring counties. There is a close cooperative relationship between CCBE members and their county superintendents as they work together to provide needed services, programs and oversight to their districts, as well as programs and services to students and district personnel.

Together, county board members and superintendents advocate at local, state and federal levels to ensure continued adequate funding to support, continue and extend our programs.

CCBE'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 common 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, county boards of education must ensure accountability for both the effectiveness and fiscal solvency of their programs.

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 children and youth.

CONDITIONS OF CHILDREN

The primary responsibility of public schools is to educate students. However, a child's ability to learn can be significantly affected by conditions of daily life. Increasing numbers of children are exposed to a world fraught with social and economic obstacles, including alarming rates of crime and violence, poverty, drug use, poor health, dysfunctional family situations and other negative influences.

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 the local, state and federal governments, including federally recognized tribal governments, in serving the needs of children and families. The new vision for children's services should focus on coordination among county offices of education, school districts and other 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 county offices of education, school districts and local government agencies working together in partnership will truly meet the needs of children and families in the community. County boards of education must play a leadership role in initiating local collaborative efforts.

County offices of education and school districts must 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. County offices of education and school districts enhance the ability of students to be successful by supporting access to programs within the schools and/or community. These support programs include child care and development, parenting and parent/guardian education, counseling and intervention, nutrition, food services and other programs.

■ COORDINATED CHILDREN'S SERVICES

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

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 incentives for interagency cooperation, including the removal of barriers that limit interagency collaboration and the flexibility to coordinate funds.
3. Supports the establishment of a comprehensive, integrated student information system to facilitate the sharing of information by professionals and among districts and other children's services providers while maintaining the confidentiality of students and their families.
4. 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.
5. Supports partnerships among county offices of education, school districts, tribal governments, mental health and other county government and nonprofit agencies, to ensure that students have access to education and support services.
6. 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.
7. Supports more flexible avenues for collaboration in state programs and grants when collaboration with other agencies is required.
8. Opposes any state or federal requirement of partnerships if the requirement deprives county offices of education or districts access to funding because such partnerships do not exist.
9. Supports coordination of national, state, local and federally recognized tribal government policies on children and youth to ensure the needs of the whole child are identified to increase the coordination and simplification of access to education and support services for children and their families.

■ PREVENTION AND INTERVENTION SERVICES

Greater priority must be given to prevention and a wide range of effective intervention services for at-risk children. Such an investment can help mitigate the higher social and economic costs in the future resulting from the failure of early identification and provision of intervention services to at-risk children, youth and their parents/guardians. ***Therefore, CCBE:***

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

12. Supports increased funding for county offices of education for all K-12 students, including at-risk students, to provide counseling and guidance services and interagency support to assist students in academic, career, social and personal development.

13. Supports the collaboration of county offices of education with social service agencies to help foster youth to become productive members of society by providing a list of health, child care, education and foster youth services available to build on the success of existing programs in reducing discipline, truancy, behavioral and academic problems among foster youth.

14. Supports before and after-school programs aligned with state standards to provide children with academic intervention and enrichment activities that supplement classroom instruction.

15. Supports the operation of community day schools for grades 6, 7 and 8 by county offices of education when districts are unable to do so.

16. Supports the expansion of collaborative, effective truancy prevention programs and effective truancy intervention programs that emphasize positive behavior modification, and supports that lead to responsible behavior and accountability for children and their families.

17. Supports increased counseling, guidance services and interagency support to assist children and students in their development, well-being and ability to cope with stress.

18. Supports expansion of effective dropout prevention and recovery programs and an adequate array of alternative programs to meet the needs of returning students.

19. Supports opportunities for pregnant and parenting teens to continue their education.

20. Supports the use of independent studies for students supervised by court and community day schools when students are unable to attend regular classes.

21. Supports appropriate immunity from liability for school personnel and county board members providing intervention services to students.

22. Supports inclusion of parents/guardians in preventive and intervention services.

■ 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 such as establishing a positive school climate that reinforces non-violent solutions to problems and respect for students and staff. Students must accept responsibility for their actions, whether disruptive, violent, or other unacceptable behavior, and that the student and their parents/guardians will be held accountable for those actions; all students will be treated equally in suspension or expulsion cases. ***Therefore, CCBE:***

23. Supports the local development of comprehensive school safety plans for county offices of education and districts' school sites.
24. Supports the promotion and establishment of interagency partnerships among county offices of education, school districts and law enforcement agencies that enhance a safe school learning environment.
25. Supports an environment at schools and school-related activities conducive to learning that is free of weapons including imitation weapons; harassment and intimidation; bullying, including cyber bullying; gang violence; drugs, including alcohol and tobacco; hate crimes and other factors that threaten the safety of students and staff.
26. Supports the development of laws and regulations for county offices of education and school districts to clarify their roles, responsibilities and authority surrounding cyberbullying when and wherever it occurs.
27. Supports involving the entire community in the prevention and intervention of community violence.
28. Supports identifying and addressing the root causes of violence in order to reduce violence in society and thus in schools.
29. Supports programs and recreational activities to provide children and youth with positive experiences that build a sense of belonging to the community.
30. Supports the discretion of county and district boards for suspension and expulsion for the disciplining of students, including special education students; supports the county board of education's role in hearing interdistrict transfer appeals and expulsion appeals.
31. Supports special education students being 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).
32. Supports the establishment of safe school zones and corridors with enhanced sentences for criminal activities.

33. Supports expanded alternative programs to provide education services to students removed from the regular education program. Such programs should include performance standards and must be evaluated for effectiveness.

34. 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.

35. Supports safe routes to school and promotion of walking or bicycle riding to school when appropriate.

■ CHILD CARE AND DEVELOPMENT PROGRAMS

Effective preschool programs greatly enhance school readiness. For school-age children, effective childcare programs supplement the school experience and provide developmental opportunities. ***Therefore, CCBE:***

36. Supports expansion of and access to developmentally appropriate preschool programs and early educational opportunities for all students.

37. Supports fully funded preschool learning opportunities that enhance school readiness and prepare students for success in school.

■ HEALTH

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

38. Supports the elimination of barriers to health care for all children.

39. Supports comprehensive school wellness programs in cooperation with other agencies that include a strong health curriculum, health-related services, and a healthy school environment for students and staff included in city, tribal and county infrastructure.

40. Supports ensuring that schools and school-related activities are free from alcohol, tobacco and other addictive substances.

41. Supports the enforcement of prohibitions against underage drinking, illegal drug use and student abuse of otherwise legal substances such as performance enhancing drugs.

42. Supports expansion of intervention and effective substance abuse prevention programs.

43. Supports school-community partnerships to ensure that all students have access to comprehensive HIV/AIDS, hepatitis and STD services, and that they receive clear and consistent messages to stop the spread of these diseases.

44. Supports education programs to prevent teenage pregnancies and programs for pregnant minors including parenting classes.

45. Supports promoting the wellness of students through nutrition education, food services, physical education and additional physical activity.

46. Supports granting discretion to school districts to expand the school-based programs and activities for which physical education credit can be given.

47. Supports adequate funding for high quality nutrition programs for low-income children and families.

■ SUPPORTIVE HOME ENVIRONMENT

Every child needs to have a home environment that is healthy, safe, nurturing and conducive to learning. CCBE promotes an appreciation of family where children are taught responsibility in a loving, supportive environment. As the child's first teachers, parents/guardians influence the child's early and continuing attitudes about values, ethics and learning.

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. ***Therefore, CCBE:***

48. Supports parenting and parent/guardian education programs.

49. Supports a published rating system and the use of technologies that allow parents/guardians to control children's access to violent or inappropriate subject matter.

50. Supports the reduction of violence and sexual content of media and entertainment including electronic games, and the development of positive content that demonstrates non-violent solutions to problems and respect for human life.

51. Supports quality children's educational television programming, including air-time requirements for broadcast television stations.

52. Supports the Federal Communications Commission's determination that only television programs that have education as their primary purpose qualify as educational programming.

DIVERSITY OF STUDENTS/CHILDREN

Our state has the most diverse population of any political system in the world. Our instructional programs bring together a rich variety of students with vast cultural and linguistic 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. County and district schools must also work to unify students of all cultures and backgrounds, and to promote mutual respect and understanding of shared experiences and values.

■ LANGUAGES, CULTURAL, ETHNIC AND OTHER HUMAN DIVERSITIES

Schools must provide an environment that acknowledges the 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 by recognizing that students learn in different ways. Schools must be encouraged to meet the needs of such students by developing appropriate programs.

County boards of education and district boards must address mascot issues in an effort to enable students to learn about and respect diverse populations, and to avoid offensive depictions of groups. 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, CCBE:***

53. Supports addressing discrimination and safety issues facing students including but not limited to their language, culture, religion, ethnicity, gender, socio-economic status, special needs and sexual orientation so that those issues do not impede academic achievement.

54. 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 tribes in order that they may quality for funds.

55. Supports the provision of high quality educational services to all children residing in California. Health and social services affect children's abilities to learn and all children should have access to these critical services.

56. Opposes any attempt to place county office of education or school district employees in the position of determining and reporting the undocumented status of students or their families.

57. Supports programs that encourage learning about and respect for diverse cultures. Such programs should encourage tolerance and pride without isolating or alienating a particular group.

58. Supports appropriate policies of county boards of education and school district board policies to ensure harassment-free school environments, promote respect, and establish strong consequences for hate crimes.

59. Supports effective 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.

60. Supports effective local programs that assist students in maintaining literacy and fluency in their native language.

■ STUDENTS WITH DISABILITIES

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

61. Supports ensuring that agencies, including but not limited to Mental Health and California Children's Services, continue to provide services to eligible students with disabilities as required by law. CCBE supports continued funding of these services by these agencies.

62. Supports creation of a certification for medical professionals and school personnel to diagnose autism spectrum disorders.

63. Supports requiring districts of residence, and not districts where a student is enrolled, to pay the costs of services to non-public school and county special education placements for students with disabilities.

64. Supports the availability of a continuum of alternative placements for special education students and greater flexibility for county offices of education and school district 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.

65. Supports a requirement that nonpublic schools meet state and federal educational requirements in order to receive special education placements at public expense.

66. Supports streamlining due process procedures and encouraging non-adversarial resolution of differences among parents/guardians and school officials over the provision of special education and related services.

67. Supports research into factors contributing to rising numbers of students identified with disabilities.

CURRICULUM AND INSTRUCTION

Every student must have access to a comprehensive and challenging instructional program that is relevant and fully prepares each student to enter the work force and/or go on to post-secondary 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 that are aligned with California state standards. Access to up-to-date technology that assists students in learning must be available.

Effective teachers must be 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 be maximized to the extent possible to provide sufficient opportunity to include the desired core curriculum components. Also, greater individual attention to students should be provided through smaller class sizes and/or an increased number of adults in the classroom.

■ CONTENT AND PERFORMANCE STANDARDS

County offices of education curricula, instructional programs and assessments should be aligned with clear and rigorous standards. To be most effective, standards should detail what students should know and be able to do at each grade level and upon graduation. ***Therefore, CCBE:***

68. Supports model statewide content and performance standards with county boards of education and district boards having the authority to adopt their own standards within the California state framework.
69. Supports the involvement of students, parents/guardians, staff and the community in the development of county office of education and school district standards.
70. Supports high standards for each grade level based on an assessment of the skills that students will need for the future workforce, for productive citizenship and for higher education.
71. Supports ongoing assessment of students' progress toward established standards, effective intervention and remediation to assist all students in meeting the standards.

■ CURRICULUM DEVELOPMENT

A challenging curriculum implemented by knowledgeable and competent teachers is the key to a successful instructional program. Curriculum development is the shared responsibility among teachers, administrators, parents, guardians and family within the guide lines of the Education Code. Implementation of the curriculum is exclusively a local responsibility, along with the obligation to develop strategies to ensure every student's educational opportunity. The state role should be to provide and regularly update academic content standards and curriculum frameworks and guidelines to meet educational goals in key content areas. The perspectives of diverse ethnicities must be represented in the state process by participating on commissions and other groups responsible for textbook and curriculum development and adoption. ***Therefore, CCBE:***

72. Supports maintaining that the final approval of course content and related instructional materials rests with county boards of education and district boards in compliance with the Education Code.

73. 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 curriculums within the regular day/week.

74. Supports the implementation of a state master plan for education for grades pre K-16 that recognizes the value of, and need for, the services and programs provided by local county offices of education.

75. Supports the implementation of a state pre K-16 master plan that ensures the articulation of curriculum to state standards between each level of elementary, middle and high schools, state colleges and universities and is in alignment with CCBE's Policy Platform.

■ THE EDUCATIONAL PROGRAM CONTENT

The educational program must respond to student needs, be well articulated and aligned across grade levels in all elementary, middle and high schools within or between districts, and prepare high school students for graduation, employment and/or post-secondary education. Support for future teaching and learning in traditional classrooms must be provided as contexts are transformed through innovative technologies and globalized connections. ***Therefore, CCBE:***

76. Supports the inclusion of career awareness, planning and preparation into the curriculum throughout all grade levels.

77. Supports programs and partnerships that offer career, technical and vocational education skills, pathways and certifications relative to the workplace within the comprehensive academic program.

78. Supports the sustainability and expansion of school-to-career opportunities for all students at all stages of their academic careers.

79. Supports incentives to develop alternative instructional programs for students to meet high school graduation requirements, including but not limited to career technical and vocational education, regional occupational centers/programs, independent study, basic skills development, post-secondary courses in all schools run by county offices of education and public service programs outside the school setting.

80. Supports increased involvement of the business community in schools and increased funding to sustain the success of local and regional school-to-career partnerships and consortia.

81. Supports permitting school-to-career programs of county offices of education and districts to integrate with existing categorical programs.

82. Supports increased funding and coordination of federal, state and private resources for locally based programs that address the transition from school-to-career.

83. Supports greater local control of school-to-career program development, use of funds and regional collaboration of local agencies with county offices of education.

84. Supports the strengthening of county boards of education authority to protect academic freedom and represent the community in curriculum decisions and use of instructional methodologies.

85. Supports accurately depicting the history and culture of all peoples, as well as integrating the study and contributions of diverse cultures into the state frameworks and instructional materials.

86. Supports instruction in the history, government, geography, economy and cultures of other nations in the world, the United States of America and the state of California to instill an understanding of our and other societies' culture, economy and government as well as the significance of civic responsibility and engagement.

87. Supports comprehensive research-based 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.

88. Supports the inclusion of financial literacy content that prepares students to be financially responsible and self-sufficient.

89. Supports balanced, comprehensive literacy and English-language arts programs that focus on instruction in basic skills in the early grades, written and oral language conventions, vocabulary and spelling, integrated instruction, and the broad use of literature throughout all grade levels.

90. Supports a balanced mathematics curriculum that teaches basic skills, conceptual understanding and problem-solving.

91. Supports comprehensive and sequential science, music, visual and performing arts programs throughout all grade levels.

92. Supports effective, researched-based instructional programs and regular assessment for non-English speaking students and English language learners (limited-English-proficient students).

93. 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.

94. Supports providing effective educational programs that address prevention of HIV/AIDS, sexually transmitted diseases, and teen pregnancy prevention education programs that focus on prevention by emphasizing abstinence, healthy decision-making, and refusal skills.

95. Supports education programs that develop character traits conducive to achievement and responsible citizenship as well as personal and academic integrity.

96. Supports integrated community service activities/service learning with the curriculum so as to enhance learning in all subject areas.

97. Supports the extension of sunset provisions for educational programs that have demonstrated effectiveness in meeting the diverse needs of all students.

98. 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.

■ 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, CCBE:***

99. Supports the use of a variety of instructional methodologies in and beyond the classroom to meet the needs of individual students.

100. Supports funding that provides increased flexibility at the local level to redistribute funds between various categorical programs, expand instructional time, including, but not limited to, lengthening the school day, week and year, and expanding summer school and other children's programs when school is not in session.

101. Supports protecting instructional time from all intrusive and/or extraneous influences.

102. Supports mitigating large class size in a manner to be determined by county boards of education and district boards, recognizing local needs and circumstances.

■ INSTRUCTIONAL MATERIAL

All students must have access to high-quality instructional materials based on California state standards that complement the curriculum. ***Therefore, CCBE:***

103. Supports the acquisition of a wide variety of instructional materials, including instructional technologies that complement the changing curriculum, meet the standards and are available and accessible and comprehensible for all students.

104. 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.

105. 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.

106. Supports providing county offices of education and school districts with the flexibility to use state instructional material 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 and helps equip them for an increasingly technological society and job market. Technology also provides greater access to educational services and serves as an important shared tool for staff development. All students must have equal access to current technology; electronic devices and services must be responsibly used by students and staff. ***Therefore, CCBE:***

107. Supports coordination in the development of long-range county office of education and school district plans for the development and use of technology, including hardware and software requirements.

108. Supports partnerships with parents/guardians, business and the community to help integrate technology into the curriculum and staff training, and to provide expertise as needed.

109. Supports comprehensive staff development in the use of computers and state-of-the-art technology.

110. Supports studying the feasibility of Internet classrooms and establishing criteria for their use, including subject matter conforming to California state standards, student assessment, monitoring of class size and attendance, and requirements for certified teacher participation online.

111. Supports the responsible use of electronic devices by students and staff.

112. Supports studying the effects of lack of personal interaction and socializing influences on children enrolled in off-site virtual classrooms.

113. Supports developing training programs and criteria for certification, and ongoing evaluation of virtual classroom teachers.

■ PARENT/GUARDIAN AND COMMUNITY INVOLVEMENT

Parents/guardians have a right and an obligation to participate in their children's schooling. Parents/guardians should be directly involved in decision-making affecting their children's education, and must be informed of their children's educational plans, progress, activities and opportunities. In addition, community members should be involved in the educational program whenever feasible. The county office of education or school district should provide written and oral communication in the primary language of the parents/guardians to help facilitate partnerships between parents/guardians, county offices of education, schools and districts that encourage parental/guardian involvement in coordinated instructional programs in classrooms, and their support for the educational program at home. ***Therefore, CCBE:***

114. 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.

115. Supports the participation of parents/guardians in their children's education without penalty from employers.

116. 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.

117. Supports ensuring that parents/guardians receive adequate information on school procedures, academic curricula, behavioral expectations, higher education requirements, and career opportunities.

118. Supports parent/guardian and community involvement in schools and the development of and training for volunteer programs.

119. Supports funding to provide educational services for parents/guardians to improve their own language, academic or vocational skills in order to set an example of the importance of learning.

120. Supports educational services for parents/guardians to improve their own language, academic or vocational skills in order to set an example of the importance of lifelong learning.

■ ARTICULATION WITH POST-SECONDARY EDUCATION

Ensuring that all students obtain the opportunities and skills necessary for success in higher education requires collaborative partnerships among K-12 schools and post-secondary institutions. ***Therefore, CCBE:***

121. 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.
122. Supports continuous collaboration among county offices of education, K-12 district schools, and post-secondary institutions to establish the skills needed for post-secondary admission and course work and to ensure articulation.
123. Supports access for all students to college preparatory coursework that meets the admission requirements of post-secondary institutions, including the University of California requirements.
124. Supports partnerships between county offices of education, districts and local community colleges to provide direct instruction to 9-12 grade students.
125. Supports efforts to ensure that public post-secondary institutions are provided with the necessary resources to accept all eligible California students.
126. Supports incentives for high schools which increase the number and availability of Advanced Placement courses for all students.
127. Supports the availability of remedial/developmental courses at post-secondary institutions for students performing at college level in other subject areas.

■ ACTIVITIES

Properly organized, administered and regulated activities including, but not limited to, athletics, spirit teams, visual and performing arts, academic competitions, and on-site clubs and organizations, enhance the educational environment and offer additional opportunities for applied learning. Increased county boards of education and district boards understanding of and official representation at the section level in the functions of the California Interscholastic Federation (CIF) can help to increase student involvement; promoting good sportsmanship, citizenship and integrity for all students, staff, coaches and spectators. ***Therefore, CCBE:***

128. Supports a broad range of opportunities for all interested students to participate in co-curricular and/or extracurricular activities.

129. Supports the authority of county boards of education and school district boards for all aspects of interscholastic athletic policies, programs and activities in their schools.

130. Supports each county board of education's authority to set academic and behavioral eligibility requirements for student participation in co-curricular activities.

131. Supports school activities that provide for greater opportunities to learn about, and have respect for, different cultures.

132. Supports granting discretion to county offices of education and school districts to expand the school-based programs and activities for which physical education credit can be given.

133. Supports programs that supplement the county office of education's and school 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.

134. Supports the availability of athletic and other activities, both co- and extra-curricular, for boys and girls, and efforts to encourage their participation in such activities.

135. Supports granting discretion to school districts to expand the school-based programs and activities for which physical education credit can be given.

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, county and district 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 overcrowding.

County offices of education and school districts 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. Furthermore, since school facilities are an essential part of the state and local infrastructure, they should 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, CCBE:***

136. Supports adequate, stable funding for construction and rehabilitation of school facilities which reflects the needs of the locally adopted educational program without requiring the imposition of a multi-track year-round calendar.
137. Supports providing additional funding to accommodate space needs in addition to classroom needs.
138. Supports full, actual-cost funding for ongoing and deferred maintenance programs.
139. Supports ensuring that state-budgeted funds for construction, modernization and maintenance of facilities are not redirected to other programs.
140. Opposes additional facility improvement requirements outside proposed maintenance and remodeling projects.
141. Supports providing county offices of education with 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.
142. Supports equitable funding for school facilities based on need by allowing all county offices of education and school districts access to state funds and minimizing the level of funding disparity among county offices of education and school districts.
143. Supports priority funding for school districts that are bonded to capacity and have fully committed financially to their school facilities.
144. Supports priority funding for county offices of education that have fully committed financially to their school facilities, and permitting county offices to float bond issues.

145. Supports increased state funding for necessary small high schools.

146. 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.

147. Opposes penalties for exceeding class size limits when facilities are not available

148. Supports state funding for long-term lease or purchase of commercial properties built to UBC standards, safety inspected by structural engineers and brought to current standards for school facilities use.

149. Supports local options for funding school construction and rehabilitation that permit county offices of education and school districts to keep the additional funds raised without jeopardizing participation in state funding programs.

150. Supports incentives for county offices of education and school districts to participate in public-private joint ventures, such as waiving the repayment of outstanding state loans.

151. Supports full funding to prepare all schools to incorporate technology, air conditioning and/or conservative retrofitting.

152. 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.

153. Supports an option for county offices of education and school districts to acquire land below fair market value from other local governmental agencies, under the same requirements, and consistent with requirements under the Naylor Act for sale of county office of education and school district property to specified agencies.

154. Supports exemption 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.

■ DEVELOPMENT AND ZONING

School facilities 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, CCBE:***

155. Supports flexibility for county offices of education and school districts to determine the use of their facilities and the use, disposal and zoning of their properties including the elimination of non-use payments to the state.

156. Supports cost containment and taxpayer protection when acquiring sites for new school construction.

157. Supports incentives for partnerships among county offices of education, school districts, post-secondary institutions, cities, counties, special districts and federally recognized tribal governments in land and facility usage.

158. Supports full reimbursement for the cost of architectural and construction changes ordered by the Division of the State Architect, the Office of Public School Construction, and State Building Program that are reflective of local needs.

159. Supports the requirement for full participation of county offices of education and school districts in planning for local infrastructure before a government entity takes any action that would have an impact on schools.

160. 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 county boards of education and school district boards, and must be reflective of local needs. ***Therefore, CCBE:***

161. Supports the clarification, streamlining and coordination of state regulations and procedures related to new construction, modernization, retrofitting, Americans with Disability Act requirements, deferred maintenance and portable classrooms.

162. Supports resource efficiency in the modernization or construction of facilities by working collaboratively with the appropriate agencies and providers to incorporate resource-efficient best practices into school facility operations and facilities.

163. Supports modernization projects for buildings older than 25 years and allows modernization money to be used for replacement when practical.

164. Opposes any match requirements for modernization projects.

165. Supports the inclusion of community schools in the funding provisions of the state lease-purchase programs for schools.

166. Supports excluding preschool and child care facilities from the square footage calculations used to qualify for the state building program.

167. Supports funding for an emergency classroom program.

168. 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, CCBE:***

169. Supports the streamlining and coordination of State Department regulations and procedures related to the identification of toxicity of proposed school sites and remediation requirements.

170. Supports full funding and technical support for the cleanup and removal of toxic materials, including asbestos, lead and fuels from leaking underground storage tanks in compliance with environmental laws.

171. Supports ensuring that schools are environmentally safe and prioritizing the use of least toxic pest-management. County offices of education and school districts are encouraged to employ cost-effective alternatives to the use of toxins for site maintenance.

172. Supports the state's earthquake standards for school construction as well as the state inspection requirements and procedures.

173. Supports the waiver of state regulations and policies to expedite placement of emergency portable classrooms to county offices of education and school districts after a disaster.

174. Supports restricting the liability of county board of education members regarding the use of administration buildings that do not meet Field Act requirements.

175. 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, county boards of education and school boards should not be held liable in such situations.

176. Supports an amendment to the regulations of the 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.

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. Furthermore, county offices of education and school districts 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 and include 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, English learners, the relationship between state and local revenue, inequities in state support among districts, types of districts and differences among county offices of education, and a lack of predictable funding and categorical funding reform. ***Therefore, CCBE:***

177. Supports allowing districts and counties to charge transportation fees for students with disabilities at the same rate as other students in the districts or counties are charged.

178. 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.

179. Supports increased funding for schools to a level necessary to achieve desired educational outcomes and to allow county and district boards to extend the school day and year to enhance student learning.

180. Supports the funding of community day schools operated by county offices of education as necessary small high schools.

181. Supports funding for schools based on actual pupil enrollment rather than other per-pupil funding mechanisms.

182. Supports adequate funding for all small schools when funding is based on ADA or enrollment.

183. Supports financial relief for declining enrollment of county offices of education and school districts to provide funding for ongoing operations costs.

184. Supports financial relief for high-growth county offices of education and school districts, with full funding for each additional student enrolled.

185. Opposes the use of public funds for private schools.

186. Supports state funding incentives for the effective recruitment of fully credentialed teachers, including professional development programs by county offices of education or school districts, to teach in low-performing schools and/or rural schools.

187. 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 their academic achievement particularly in mathematics and reading.

188. Supports funding which is unencumbered by state mandates, that allows flexibility by county offices of education and local school boards to develop programs that meet the unique needs of students, and to distribute funds between various categorical programs.

■ 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 redirected 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, CCBE:***

189. Supports base funding per pupil to be among the top 10 states in the nation, as envisioned by Proposition 98, to prepare California's youth for higher education, the work force and responsible citizenship.

190. Supports the full intent of constitutionally guaranteed funding to county offices of education and school districts, and opposes efforts to circumvent, bypass, or manipulate these guarantees.

191. Supports full funding for special education, including transportation in order to avoid encroaching into the base revenue limit meant for general education programs. The funding should be based on the cost of actual service and not an average based on enrollment.

192. Supports full funding outside the Proposition 98 guarantee for supplemental school services including, but not limited to, home-to-school and desegregation transportation, school bus maintenance and acquisition, extended day care, child nutrition, school safety programs, and supplemental student health and social services programs.

193. Supports funding outside the Proposition 98 guarantee for local coordination of children's services and preschool.

■ EQUALIZATION

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

194. Supports permanent equalization of all state allocations and revenue limits for county offices of education and school districts according to appropriate category of elementary, high school, unified districts, and county offices of education to the exact same revenue limit and to the highest common denominator.

195. Supports equal inflation increases for revenue limits and all categorical programs.

■ UNFUNDED MANDATES

Unfunded mandates strip county offices of education and school districts of limited discretionary resources and severely compromise their ability to provide a high-quality, equitable education for all students. There should be no mandates without the full and appropriate funding necessary for county offices of education and school districts to implement those mandates. ***Therefore, CCBE:***

196. Opposes unfunded mandates.

197. Supports full reimbursement costs associated with state and federal mandates.

198. Supports full federal funding of the IDEA mandate for special education, and opposes use of those funds by the state to offset the state's funding obligation to special education programs.

199. Supports identifying alternative funding sources for medical and related services and equipment for students with disabilities.

200. Supports reducing the fiscal impact on county offices of education and school districts of air quality standards and environmental regulations.

201. Supports full funding to provide adequate educational services and citizenship instruction for immigrants seeking naturalization.

202. Supports funding for county offices of education and school districts to comply with regulations for programs such as the Americans with Disabilities Act.

■ CATEGORICAL PROGRAM FUNDING

Categorical programs are essential for providing additional assistance to meet the instructional needs of students with diverse educational backgrounds and preparedness. ***Therefore, CCBE:***

203. Supports revision of categorical formulas to recognize and fund growth in special needs populations without additional encroachment on general fund dollars.

204. Supports ensuring that, if mandates and/or categorical programs are combined into a consolidated funding source, funding or actual costs for state-designed programs are provided and those students who are in need of the individual categorical programs continue to be served.

205. Supports flexibility and adequate funding of categorical programs and protection of categorical funds from collective bargaining.

■ REVENUE OPTIONS

County offices of education and school districts must be equipped with the tools to raise revenue locally for the support of their educational programs. All revenue streams including modifications to Proposition 13, sales tax, service tax, shifting tax burden from federal taxes to state taxes, increased vehicle license fee and local revenue raising authority must be explored to further fund public education in California. ***Therefore, CCBE:***

206. Supports the right of county offices of education and school districts to seek alternative funding sources.

207. Supports the reinstatement of funding withheld by the state to each county office of education's and school district's general fund, based upon funding level, not through funds for categorical programs.

208. Supports equitable local tax levying authority for county boards of education and school district boards and a simple majority vote requirement for all school tax and school bond elections.

209. Opposes the use of locally generated revenues to supplant Proposition 98 funds for the general purposes of the county offices of education or school districts.

210. Supports activities that make favorable changes in regulated or unregulated utility rate structures and policies for public school entities.

211. Supports maintenance of revenue to county offices of education and school districts currently receiving funds from timber and mineral receipts and other forms of federal impact aid.

212. Supports removing the required contingency reserve on pass through money received by county offices of education for distribution to districts and other entities.

213. Supports the implementation of adequate, equitable and stable revenue options for schools.

GOVERNANCE AND STRUCTURE

County boards of education are the basic embodiment and excellent examples of representative government in a democratic society. They must act in the best interests of the children in their communities on a broad range of educational issues. They set the vision for county offices of education, work with their superintendents, engage in advocacy on behalf of children and schools, and hold the system accountable.

The duties and functions of county boards of education, and the school programs run by county offices of education, are established by statute as set forth in the Education Code. The way in which a board exercises its mandatory and permissive authority varies from county to county depending on the size of the county office of education and on the particular need of the school districts within the county.

County offices of education differ in many ways including the relationship between the county board and the county superintendent of schools. The Los Angeles County Board of Supervisors appoints the Los Angeles County Board of Education and the county superintendent of schools. In San Francisco, Santa Clara, San Diego and Sacramento counties, the county board of education members are elected, and they appoint the county superintendent of schools. In all other counties, the county board of education and county superintendent of schools are elected. In addition, seven counties are also single- school districts, i.e. San Francisco, Alpine, Amador, Del Norte, Mariposa, Plumas and Sierra Counties. In all counties, the county superintendent of schools is the sole employer of all staff.

Historically, county offices of education were a department of education within the government of each county. Later the county board of supervisors transferred educational and recreation functions. Most county boards agreed to include the expenses of those operations in a "single fund budget" and these county offices of education are identified as being fiscally independent. Alpine, San Benito and San Bernardino counties are not fiscally independent and the board-approved budget must be submitted to the county board of supervisors.

The primary duties and responsibilities of county boards of education are as follows: approve the county superintendent of school's annual budget and accept the two interim budgets. Since 2000, the county board must approve any sale of personal property belonging to the county office of education worth $25,000 or more; approve any revision to the annual budget of $25,000 or more, or any consultant contract of $25,000 or more. Additionally, if the salary or bonus of any county office of education employee is to be increased by $10,000 or more, the matter must be discussed by the board at a regularly scheduled meeting. The board also sets the salary of the county superintendent, serves as an appeals body for student expulsions, interdistrict transfers and charter school denials. It adopts

courses of study and curriculum and evaluates the program effectiveness for the county office of education's programs that, by statute, are governed by the county board of education, and adopts rules and regulations for the board's own governance. Some county boards of education serve as the county committee on school district organization and review school district boundaries.

The following are examples of the ways in which county offices of education assist local districts: staff and curriculum development, technology planning and implementation, standards and assessments development, professional development and training, business services, personnel, legal services and data processing.

Many county offices of education provide regional occupation centers/programs, community schools, juvenile court schools, and operate special education programs and a wide variety of other student programs, including head start and migrant education.

As a result of the Williams Act, county superintendents or their designee must make inspections of all schools in their county (except for the seven counties which are both county and single school districts who must contract with another county or independent auditor to make these inspections) and report their findings both to the school district boards and the county board as required by law. These reports must include both the physical state of the buildings and the sufficiency of text books and other instructional materials.

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 for programs of county offices of educations rests with the county boards of education. This responsibility includes working with the county superintendent of schools to set the vision and direction for county office of education programs, establishing the structures supporting that vision, holding the system accountable and engaging in advocacy on behalf of children and schools.

■ GOVERNANCE

County board of education members, except in Los Angeles County, are elected in nonpartisan elections by their communities to provide leadership and represent the community's interests in the governance of county office educational programs. Their responsibility includes working with the county superintendent of schools in setting the vision and direction for the county schools, establishing the structures supporting that vision, holding the system accountable and engaging in advocacy on behalf of children and schools.

CCBE believes that the non-partisan nature of school board elections is a fundamental tenet of successful governance and sustained student achievement. 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. A candidate should not be endorsed for their party affiliation, 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. ***Therefore, CCBE:***

214. Supports increased authority for county boards of education in budgetary decision making of county offices of education.

215. Supports a concise, permissive and less prescriptive education code which would allow county boards of education maximum flexibility for education programs.

216. 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.

217. Supports the temporary suspension of local collective bargaining contracts, with the exception of due process, when the contract impedes the county office of education or district from meeting its financial obligations under AB 1200 to have a balanced budget over the next three fiscal years.

218. Supports the involvement of county board members in the development of statewide workforce policies.

219. Supports the role and responsibility of administrators to act on behalf of county boards of education and to be held accountable for the management and operation of schools.

220. Supports the exclusion of stipend payments to board members made by county boards of education and school districts for purposes of calculation of unemployment insurance benefits as per California Employment Development Department (EDD) Section 1279.

221. Supports local determination of trustee area elections for county boards of education.

222. Supports a requirement for county offices of education and school districts 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.

223. Supports the maintenance of county boards of educations' decisions regarding school governance for county office of education operated school programs to meet the educational priorities and needs of the community. This responsibility includes working with the county superintendent of schools in setting the vision and direction for the county schools, establishing the structures supporting that vision, holding the system accountable and engaging in advocacy on behalf of children and schools

224. Supports professional governance standards for county boards of education and encourages county boards of education to adopt CCBE's professional governance standards.

225. Opposes term limits for county boards of education members.

226. Supports the necessity for board development and continuing education.

227. Supports the clarification of conflict-of-interest laws relating to county board of education members, county office employees and employer groups.

228. Supports public access to and participation in county board of education meetings.

229. Opposes additional mandates under the Brown Act.

230. Supports exemptions from Brown Act provisions for board self-evaluation and team-building sessions.

231. Supports the maintenance of student confidentiality laws under the Public Records Act, in the agenda, and in reporting requirements of the Brown Act.

232. Supports reimbursement of total costs for providing information under the Public Records Act, and opposes any requirements to provide additional information not already prepared under the act.

233. Supports the position of an elected State Superintendent of Public Instruction.

■ RESTRUCTURING

County offices of education, school districts and communities desire the meaningful involvement of parents/guardians, teachers and community members in the decision-making process. ***Therefore, CCBE:***

234. Opposes mayoral takeovers of school districts and/or mayoral appointment of school trustees.

235. Supports the role of county boards of education to clearly delineate the decisions to be made at the site level, and to hold decision makers accountable for results.

236. Opposes creating new state departments or agencies with oversight responsibilities for county offices of education and school districts.

237. Opposes regionalizing or unilaterally eliminating county offices of education or replacing them with regional service centers.

■ COLLECTIVE BARGAINING

Both the Attorney General and the State Public Employment Relations Board (Alameda County Board of Education, PERB order no. 323, June 30, 1983) have determined that the county superintendent of schools is the sole employer. The

conclusion to be drawn from this is that the county superintendent of schools is the sole employer for collective bargaining purposes. Agreements between the county superintendent of schools and employee unions are binding contracts and any action that interferes with their performance may constitute an unfair labor practice.

There is a difference of opinion among school attorneys as to whether a county board of education is empowered to meet in closed session to discuss negotiations with the superintendent of schools since it has no separate power to negotiate. County boards of education and county superintendents of schools are advised to follow the advice of their counsel on this question. The county superintendent of schools is the employer of record with the attendant legal responsibilities. Public accountability under this interpretation requires cooperation between the county superintendent of schools and the county board of education in its role of approving the county superintendent of school's budget. ***Therefore, CCBE:***

238. Supports the development of alternatives to the current collective bargaining system.

239. Supports specific statutory prohibitions against strikes or any other form of unilateral work reduction.

240. Opposes state mandates of issues that are within the current scope of bargaining, including wages, hours, and terms and conditions of employment.

241. Opposes mandates for collective bargaining on issues related to school site management.

242. Opposes state mandates of issues that are within the current scope of bargaining, including wages, hours, and terms and conditions of employment and for mandated collective bargaining on issues related to school site management.

243. Supports the reform of teacher tenure while retaining a teacher's basic right to due process.

244. Opposes mandating the minimum percentages of county office of education state allocations and school district general funds that must be committed to employee compensation.

245. Supports freeing county offices of education from step and column raises during fiscal emergencies.

246. 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.

247. Supports efforts to enable county offices of education and school districts the flexibility to use teacher qualifications, performance and evaluation data as a significant factor in teacher placement and layoff decisions.

248. Supports efforts to reform state-mandated tenure for teachers in order to give county offices of education and school districts greater flexibility.

249. Supports reducing the cost of liability and health insurance to county offices of education and/or alternatives to the current method of insuring county offices of education and providing employee health benefits.

250. Supports reform of the claims adjudication process of the workers' compensation system so that valid claimants can receive appropriate benefits.

251. Supports limiting the applicability of the Federal Fair Labor Standards Act to county offices of education, especially in the area of compensation for overtime.

252. Supports the temporary suspension of local collective bargaining contracts, with the exception of due process, when the contract impedes the county office of education or district from meeting its financial obligations under AB 1200 to have a balanced budget over the next three fiscal years.

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. County offices of education offer many professional development and training programs.

■ RECRUITMENT

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

253. Supports increased flexibility and resources to attract and retain highly qualified teachers and administrators into the profession.
254. Supports incentives to remedy the shortage of teachers for California's growing linguistic minority and special education populations.
255. Supports increasing the number of professional staff from under-represented 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.
256. Supports the reform of teacher tenure while retaining a teacher's basic right to due process.
257. Supports alternative methods of entering the teaching profession.
258. Supports the use of non-education professionals and other outside experts to assist and supplement the regular teacher in the classroom.
259. Supports flexibility in state and federal teacher placement requirements to allow county offices of education and districts to match teaching skills to students needs.
260. Supports collaborative efforts among county offices of education, school districts, institutions of higher education, and state and federal governments to address the critical shortage of math, science and special education teachers as well as other professional support personnel.

■ PROFESSIONAL PREPARATION AND CREDENTIALING

The availability of qualified certificated staff is a joint responsibility of county offices of education, K-12 public schools, and institutions of higher education. County office of education schools and K-12 district schools must provide well-educated candidates for colleges and universities and the colleges and universities must prepare well-trained certificated staff for county offices of education and K-12 district schools. ***Therefore, CCBE:***

261. Supports a requirement that institutions of higher education work collaboratively with county offices of education and school districts to continually improve teacher education and administrator programs. These collaborations will ensure alignment in preparation with pre K-12 student achievement goals and ensure meeting the evolving need for skills in effective classroom instruction in California public schools.

262. Supports the maintenance of state authority to establish and uphold teacher credential standards and criteria.

263. Supports streamlining the process for credentialing qualified teachers who have out-of-state credentials.

264. Supports streamlining the credentialing process for Career Technical Education (CTE) teacher candidates in order to expand CTE offerings for students.

265. Supports strengthening preparation of teachers working with English language learners, and supports seeking teachers with appropriate credentials who have a multi-lingual/cultural background.

266. Supports a requirement that all certification include a component of performance evaluation which would be a joint responsibility between the employing county office of education or school district and the supervising institution of higher education.

267. 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.

268. Supports revocation of credentials upon conviction for felonies, including, but not limited to, violent felonies and sex crimes.

269. Supports incentives for county offices of education in partnership with institutions of higher learning offering alternative credentialing programs to teachers with emergency credentials or hired on waivers to obtain full credentials as required by NCLB.

■ PROFESSIONAL DEVELOPMENT

Continuing education is essential to ensure that all staff maintain their skills and 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 county and school board members. Flexibility must be provided to ensure that county offices of education and school districts can invest in professional development that is most needed for the success of students in their schools. ***Therefore, CCBE:***

270. Supports increased funding for county office of education regional services that are designed to maximize investments in technology and resources, and for the coordination of staff development across several school districts.

271. 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.

272. Supports increased, effective technology training in the use of computers, software and other assistive technology to provide opportunities to incorporate technology in all subject areas.

273. Supports comprehensive, ongoing development and retraining to enhance the performance of classroom teachers, administrators, classified employees and other county office of education or district staff. Staff development must prepare staff to meet the needs of a diverse student population, including awareness of historical insensitive portrayals of diverse groups.

274. Supports making professional development available to teachers of special education students; instructional support should be available to special education students so that all students can be educated effectively in the classroom.

275. Supports professional development programs for teachers and other staff that promote respect for differences among students, and fair and equal treatment and high expectations for all students.

276. Supports professional development for all teachers on addressing the needs of students with special needs.

277. Supports additional fully-funded staff development days.

278. Supports incentives encouraging teachers to obtain certification from the National Board for Professional Teaching Standards.

279. Supports strengthening professional development through peer mentoring, observation experiences, consultation and peer support networks.

280. Supports collaborative efforts among county offices of education, school districts, University of California, California State University and community colleges to address professional development support in science and math for existing K-12 teachers.

281. Supports collaboration between county offices of education, the University of California, California State Universities and independent colleges and universities to provide professional development institutes in California reading, high school mathematics, high school algebra and elementary mathematics.

282. Supports the same state-funded professional development in science and social science for teachers as the state provides for reading and math teachers. 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 county offices of education and schools staff, regular evaluations must include an assessment of actual ability and other agreed upon standards of performance. ***Therefore, CCBE:***

283. Supports a longer probationary period for teachers to provide sufficient opportunity to assess a teacher's performance in county office of education and district schools. Tenure reforms must be coupled with professional development and support for struggling teachers.

284. Supports strengthening the evaluation process. Evaluations should be regular and ongoing, and may involve students and parents/guardians in the process. Teacher evaluations should include assessment of the subject matter knowledge, instructional techniques, and progress in student learning as they relate to state and local student standards.

285. Supports flexibility for county superintendents of schools to seek intermediate disciplinary actions other than dismissal without needing to collectively bargain for progressive intervention.

286. Supports streamlining the procedures for the dismissal of staff whose performance is unsatisfactory.

287. Supports the ability of county superintendents of schools to dismiss teachers who have had their teaching credential revoked or suspended.

288. Supports the ability of county superintendents of schools to condition employment on the acquisition or maintenance of specific credentials or expertise.

289. Supports changes in California education policy from a sole focus on teacher qualifications to a dual focus on teacher qualifications and effectiveness.

PROGRAM AND FISCAL ACCOUNTABILITY

County offices of education and school districts operate programs that provide direct instruction to students and are accountable both for the academic achievement of their students and the fiscal solvency of their programs. Assessments used to evaluate student achievement of expected skills and knowledge must be aligned with adopted California state standards and reported in a timely manner in order to accurately measure and improve the curriculum and teaching process. To maximize this goal, state and local assessment programs should be coordinated so that costly duplicative efforts are eliminated.

■ 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 achievement gaps. ***Therefore, CCBE:***

290. Supports the development of comprehensive, unbiased student assessment systems that are aligned with 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, county offices of education schools, district schools, charter schools and the state.

291. Supports the use of both standardized and performance-based assessments.

292. Supports timely communication of state assessment results to county offices of education, districts, school sites, students and their parents/guardians.

293. Supports assessments that take into account the many different ways in which students learn.

294. 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.

295. Supports state-funded programs that would academically assess students entering the United States in order to place them in appropriate grade level programs.

296. Supports enhancing optional science assessments at the high school level by including more science and technology disciplines.

297. Supports requiring all appropriate grade level standards in science and social science to be included in the state's assessment system.

298. Supports the state and federal accountability systems having an equitable balance among all subject areas assessed by the California Standards Test.

299. Supports ensuring that state interventions in low performing schools provide support for delivering a comprehensive curriculum to students, including science and history/social science.

300. 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.

301. Supports the collection of accurate data to ensure reliability of the Academic Performance Index used in the evaluation of schools.

302. Supports the participation of county board of education members, district board members, administrators, teachers, parents/guardians and members of the public in the development and review of statewide assessment tools.

303. Supports reporting the measurement of the academic growth of English language learners separately from other students, providing that the reporting is accomplished under the Academic Performance Index (API) and is state funded.

304. Supports measuring individual academic growth over time by assessing students on a regular basis with multiple measures.

305. Supports the role of student assessment as a critical element in guiding instruction.

306. Supports county office of education and school district accountability through actual measurement of students' performance and achievement in meeting the goal of academic success for all students.

307. Supports voluntary national and state testing of students provided tests and testing services costs are fully funded.

308. Supports consolidation of standardized tests especially at the high school level, to reduce the number of non-institutional "test days" without undermining accountability.

309. Supports the use of demonstrated competencies tied to adopt state standards as a basis for graduation requirements.

■ FISCAL ACCOUNTABILITY

County boards of education and district boards have an obligation to ensure their county office of education's or school district's continued and long-term fiscal stability. ***Therefore, CCBE:***

310. Supports full PERS revenue limit reductions for all county office of education and school district personnel to the same level as other local, county, and state agencies.

311. Supports the use of independent and objective audits and timely reporting to determine the fiscal stability of school systems.

312. Supports establishing state and local accountability for state-appointed administrators to ensure community input and involvement in county board of education and district board decisions.

■ PROGRAM ACCOUNTABILITY

County boards of education and district boards have an obligation to ensure their county offices of education and district offices continued and long-term program stability. ***Therefore, CCBE:***

313. Supports student mastery of state content standards as the focal point of program accountability.

314. Supports the regular evaluation of program effectiveness based on accurate and appropriate evaluation techniques, and the design or revision of programs based on those evaluations.

315. Supports county boards of education and district boards as the centerpiece of accountability, and their efforts to ensure the involvement of parents/guardians and the community in all efforts to improve student achievement and to diminish or eliminate academic achievement gaps.

316. Supports the use of multiple measures to determine school success in an accountability system.

317. Supports the regular evaluation of program effectiveness using appropriate techniques in order to revise or terminate those programs as needed.

■ DATA

It is essential to collect and analyze data that can guide teaching, policy and research. County offices of education, school districts and statewide education data must be transparent and uncomplicated for ease of use by the community. The role of the California Department of Education must include providing resources and support for county offices of education and school districts to better understand how to use data to make informed decisions at all levels of the education system. ***Therefore, CCBE:***

318. Supports the implementation of a statewide data system that provides information to guide classroom practice and school programs as well as county, district and state-level policy.

319. 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 High School Exit Exam; 2) link to student support services to ascertain the correlation between the support services and student achievement; and 3) link to higher education to track students throughout the continuum of education

320. Supports data-driven evaluations of educational programs and curtailing programs that lack demonstrated effectiveness.

CHARTER SCHOOLS

Charter schools are public schools authorized by the Schools Act of 1992 to provide opportunities for teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following:

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

County boards of education may establish a charter school if:

(1) The pupils to be served would normally be provided direct education and related services by the county office of education.

(2) The petition was previously denied by a local school district within the county.

(3) The charter provides county-wide services that cannot be provided by a district-approved charter school.

Publicly funded charter schools must be held accountable for the academic success of their students and be responsible for the fiscal operation of their schools.
Therefore, CCBE:

321. Supports holding charter schools accountable for documenting student data on academic performance on the same basis as other K-12 schools.

322. 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.

323. Supports requiring county boards of education to hear appeals of charter school proposals rejected by a school district board before appeals are made to the California State Board of Education.

324. Supports the rights of county boards of education to establish charter schools within their county for the same student population they currently serve or when a petition for a charter school was denied by a district within the county.

325. Supports providing county office of education schools and district schools with the same flexibility and accountability provided charter schools.

326. Supports efforts to provide county offices of education and school districts financial relief from costly requirements to relocate existing programs and prepare facilities for use by charter schools.

327. Supports a charge to each charter school's budget for their special education students to reduce the county office of education or local school district encroachment on general education programs. (The charge may be the average of the encroachment for all special education students, or the actual cost of services).

328. Opposes any requirement that county offices of education or school districts participate in binding arbitration disputes relating to charter school facilities.

329. Supports requiring charter high schools to be accredited by the Western Association of Schools and Colleges.

330. Supports the ability of county boards of education or school district boards to deny charter petitions based on the negative impact the charter will have on the rest of the students in the county or district.

331. Supports the role of county boards of education to review and remand a charter petition back to a local school board if there was a procedural violation at the local level.

332. Supports providing county offices of education and school districts with sufficient time, adequate funding and resources to conduct and complete the charter school petition review and approval process, and ongoing monitoring of approved charter schools.

333. Opposes delegating oversight responsibilities for charter schools to a county office of education or school district which did not approve the charter.

334. Supports locally elected/appointed county boards of education and school district boards having authority over the development, approval, oversight, evaluation, renewal and evocation of the charter of those schools.

335. Supports high quality charter schools that are held accountable by effective oversight from local governing boards.

336. Opposes requiring county offices of education or school districts to provide facilities for charter schools.

337. Supports a two-tiered process for reviewing charter petitions that would enable county offices of education and 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.

338. Supports requiring all charter petitions, other than countywide charters, 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.

339. Opposes all statewide benefit charters permitting charter schools to operate in multiple school districts or counties.

340. Opposes the ability of charter schools to operate in a district or county other than in the district or county that approved the charter.

341. Supports requiring charter school petitions to provide access to and focus on meeting the needs of low achieving students.

342. 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.

343. Supports a requirement that administrators of charter schools must have the same credentialing standards as traditional public school administrators.

344. Supports the ability of charter schools to be exempt from collective bargaining agreements.

345. Supports requiring charter schools to comply with the same conflict of interest requirements as traditional public schools and to comply with the Brown Act regarding open meetings.

FEDERAL ISSUES

Federal education funding is vitally important to many schools in California; much of such funding is targeted at low performing schools and children of poverty, many of whom are located in rural areas or densely populated urban areas.

The largest sources of federal funding for mandated programs in schools are:

1) Title I grants: the main source of funding for No Child Left Behind Act (NCLB) / Elementary and Secondary Education Act (ESEA); and

2) IDEA grants: special education funding under the Individuals With Disabilities Education Act; and

3) Rural Schools and Community Self-Determination Act intended to assist schools and communities adjacent to federal lands from which they can raise no revenues. This act is of particular importance in rural northern California.

All legislation must pass both houses of Congress; any differences between the house and senate versions of the bills are settled by a joint Conference Committee before it is signed into law by the President of the United States. Embodied within each law are authorized expenditures and also a sunset date.

When congressional legislation authorizes funding levels it reflects a goal, and is not a legal obligation to appropriate that amount of money. The amounts of money assigned to all education funding are determined in the annual congressional resolution. If congress fails to finalize funding bills for education and related domestic programs before the end of the year/session, a short-term continuing resolution maintains the then-current level of spending until agreement is reached the following year. For each mandated program for which insufficient funds are appropriated, schools have to encroach on their general funds to the detriment of funding for other programs. Many schools have had to cut enrichment programs and services such as librarians and counselors in order to fulfill the federal mandates.

A secondary issue is the need for congress to act promptly on the reauthorization of those education acts which are due to expire. At that time, legislators introducing new legislation to amend these individual acts are most likely to succeed in getting amendments passed by opening to debate issues that have proved to be detrimental to all schools. When congress fails to act expeditiously, such reauthorization may be delayed one or more years during which schools are not assured of funding when planning the following year's budget in mid year as required by California state law.

Again, congress usually passes a continuing resolution to maintain the current funding for the next year before the end of the congressional year.

■ FEDERAL FUNDING

Funding for the continuance of programs to improve low performing schools and to help all students to reach a high level of achievement is essential. Federally mandated programs must be fully funded and timely distribution be assured. ***Therefore, CCBE:***

346. Supports fully funding all mandated federal education programs.
347. Supports the timely reauthorization of education acts such as NCLB, IDEA and Rural Schools and Community Self-Determination Acts.
348. Supports amending NCLB to recognize the unique needs of individual students and schools and to provide adequate flexibility to states and schools.
349. Opposes the loss of federal Medicaid reimbursement to county offices of education and school districts that permits enrolling eligible children into the Medicaid program to access benefits available to them.
350. Supports the continuation of the E-Rate Programs allowing rural and low-income schools to purchase Internet access and other telecommunication services at discounted rates.
351. Supports changing federal funding formulas for Title I so as not to penalize students based on the amount of revenue they provide to each school.
352. 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.