

Sacramento City USD

Board Policy

Intervention For Underperforming Schools

BP 0520

Philosophy, Goals, Objectives and Comprehensive Plans

If any district school participates in the state's intervention program for underperforming schools, the Governing Board shall support the school in developing and implementing plans for immediate action in order to improve student achievement. Such plans shall be based on an evaluation of achievement data for various groups of students, a comprehensive review of the school environment and learning experience provided to students, and the identification of specific barriers to student learning.

(cf. 0400 - Comprehensive Plans)

(cf. 0500 - Accountability)

(cf. 0510 - School Accountability Report Card)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6190 - Evaluation of the Instructional Program)

These action plans shall be approved by the Board at a regularly scheduled public meeting.

(cf. 9322 - Agenda/Meeting Materials)

Upon application to or selection burans shall be app8.22 o.pp8nuTm{)JTETBT1 0EDC B 125.3r4(ve)4ps tepend

by the State Board of Education. (Education Code 52054)

In selecting an external evaluator to work with a school, the Board shall consider the evaluator's:

1. Ability to help the school and community analyze and use data to make decisions
2. Experience in preparing or facilitating the preparation of comprehensive consensus-based school or district action plans
3. Knowledge of successful research-based teaching practices and professional development practices

(cf. 4131.6/4231.6/4331.6 - Professional Development Plan)

4. Knowledge of state and local content and performance standards and curriculum frameworks

(cf. 6011 - Academic Standards)

5. Knowledge and experience with state and federal school improvement programs

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.2 - School Improvement Program)

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)

6. Knowledge and experience with fiscal and personnel management
7. Excellent written and oral communication skills appropriate to local contexts
8. Understanding of systemic change in schools

If the school's student population is at least 40 percent limited English proficient, the Board shall select an evaluator with demonstrated experience in working with English language learners. (Education Code 52054)

The external evaluator may have a coaching role in the implementation of the school's action plan.

External evaluators shall not be employees of the district.

(cf. 3515.6 - Criminal Background Checks for Contractors)

External Evaluator: Conflict of Interest Statement

The Board requires that the district's external evaluator not engage in any activity that conflicts, or has the appearance of conflicting, with the evaluator's responsibilities to the district. To

achieve this end, the Board shall ensure that the external evaluator:

1. Works with utmost integrity and impartiality in carrying out his/her evaluation responsibilities
2. Encourages and assists schools in the consideration of a variety of alternatives with respect to programs, materials or services and does not advocate for specific programs, materials or services
3. Works actively to avoid the appearance of any conflict of interest

The external evaluator shall immediately disclose all situations which might be perceived as a real or apparent conflict of interest which compromises, or has the appearance of compromising the evaluator's professional judgment with regards to district obligations.

4. Resigns if any real or apparent conflict of interest develops during the period of evaluation

In order to help prevent conflicts of interest, the Board shall carefully analyze school action plans that are prepared by external evaluators who have a coaching role in the implementation of the plan.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and resolution of real or apparent conflicts of interest, including but not limited to:

1. Publicizing and disseminating the district's conflict of interest policy and procedure to potential district external evaluators
2. Ensuring that external evaluators sign the district's conflict of interest statement in which the external evaluator shall agree to (a) disclose all situations that might be regarded as a potential conflict and (b) notify the Superintendent or designee immediately if a new situation or situations arise that might be perceived as a potential conflict
3. Developing procedures for ensuring a prompt, thorough and fair investigation of real or apparent conflicts of interest
4. Taking timely and appropriate corrective actions after completion of the investigation

Legal Reference:

60640-60647 Standardized Testing and Reporting (STAR) program
UNITED STATES CODE, TITLE 20
6511-6518 Comprehensive School Reform program
6311 State plan
6316 Academic assessment

Management Resources:

CSBA POLICY ADVISORIES

0811.99 Public School Accountability Act: Considerations for Volunteering

STATE BOARD OF EDUCATION POLICIES

0915.99 External Evaluators: Immediate Intervention/Underperforming Schools Program

WEB SITES

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

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

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted: November 5, 2001 Sacramento, California