

**ADMINISTRATIVE AND SUPERVISORY PERSONNEL**

The Board of Trustees recognizes that effective management is vital to the success of district students and programs. Management personnel are expected to demonstrate initiative and good judgment in the development, implementation, and oversight of district programs. Supervisors shall promote the productivity, professional growth, and teamwork of district staff.

*(cf. 4000 - Concepts and Roles)*

The Board shall adopt policies related to administrative and supervisory personnel insofar as they are needed to comply with law and describe terms of employment within the district.

The Board may, by resolution, establish or abolish any or all positions of the senior management of the classified service. Any employee occupying a senior management position abolished by Board action shall become a member of the classified or certificated service in a position to which he/she would otherwise be entitled if he/she had not been in a senior management position. (Education Code 45104.5)

*Legal Reference:*

EDUCATION CODE

35031 *Term of employment*

45100.5 *Senior management positions*

45104.5 *Abolishment of senior classified management positions*

45108.5 *Definitions of senior classified management employees*

45108.7 *Waiver of provisions of 45108.5*

45128 *Overtime*

45130 *Exclusion from overtime provisions*

45256.5 *Designation of certain positions*

GOVERNMENT CODE

3540 *Purpose*

3540.1 *Definitions*

3543.4 *Management position; representation*

3545 *Appropriateness of unit; basis*

COURT DECISIONS

*Auer v. Robbins, (1997) 117 S.Ct. 905*

**ADMINISTRATIVE AND SUPERVISORY PERSONNEL**

**Classified Senior Management and Supervisory Employees**

A senior management employee is either a fiscal advisor to the Superintendent or an employee in the highest position not requiring certification in a principal district program area, with districtwide responsibility for formulating policy or administering the program. (Education Code 45108.5)

Employees holding positions designated as classified senior management and supervisory positions are entitled to all of the rights, benefits, and burdens of other classified employees, except that each senior management and supervisory employees shall not obtain permanent status in a senior management position. (Education Code 45100.5, 45256.5)

If assigned to a position within a bargaining unit, classified management and supervisory employees shall be reclassified at the discretion of the Board of Trustees subject to provisions of the applicable collective bargaining agreement or, for districts incorporating the merit system, the rules of the personnel commission.

*(cf. 4312.1 - Contracts)*

Positions in the senior management of the classified service shall be filled from an unranked list of eligible persons who have demonstrated managerial ability and who have been found qualified for the positions as specified by the Superintendent and determined by the personnel commission. (Education Code 45256.5)

**ADMINISTRATIVE STAFF ORGANIZATION**

The Board of Trustees authorizes the Superintendent to organize the administrative and supervisory staff in a manner that best supports student achievement, the educational program, and efficient operations.

*(cf. 2110 - Superintendent Responsibilities and Duties)*  
*(cf. 4300 - Administrative and Supervisory Personnel)*

The Superintendent shall establish and define job responsibilities for supervisory and administrative personnel. (Education Code 44662)

*(cf. 4000 - Concepts and Roles)*  
*(cf. 4315 - Evaluation/Supervision)*

The Superintendent or designee may adjust staff responsibilities temporarily or permanently as needed to accommodate the workload and/or individual capabilities.

*(cf. 4032 - Reasonable Accommodation)*

The Superintendent shall maintain a current district organization chart which designates lines of primary responsibility and the relationships among all district positions. Lines of responsibility shall in no way prevent staff members at all levels from collaborating, communicating, and cooperating to develop the best possible programs and provide efficient services.

*Legal Reference:*

EDUCATION CODE

- 35010 Control of district; prescription and enforcement of rules*
- 35020 Duties of employees fixed by governing board*
- 35035 Powers and duties of superintendent*
- 44662 Job responsibilities and evaluation*

*Management Resources:*

CSBA PUBLICATIONS

*Maximizing School Board Governance: The Board's Relationship to District Staff, 2007*

WEB SITES

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

*Association of California School Administrators: <http://www.acsa.org>*

**CONTRACTS**

The Board of Trustees recognizes the importance of qualified and competent individuals to lead district programs and to assist the Superintendent in coordinating efforts to achieve district goals and objectives. To that end, the Board may fill certificated administrative and supervisory positions and classified senior management positions on a contract basis.

- (cf. 0000 - Vision)*
- (cf. 2121 - Superintendent's Contract)*
- (cf. 4111/4211/4311 - Recruitment and Selection)*
- (cf. 4300 - Administrative and Supervisory Personnel)*
- (cf. 4313.2 - Demotion/Reassignment)*
- (cf. 4314 - Transfers)*

The Board may offer a continuing contract of up to four years to any deputy, associate, or assistant superintendent; any certificated employee holding a position requiring a supervision or administration credential; or any senior manager of the classified service. (Education Code 35031, 44929.20)

Prior to entering into any such contract, the Board and Superintendent shall consider the financial impact of the contract on the district. The proposed contract shall also be reviewed by legal counsel to ensure that all legally required provisions are included in the contract and to address any potentially adverse obligations to the district.

- (cf. 3460 - Financial Reports and Accountability)*

The Board shall deliberate in the closed session of a regular meeting about the terms of an employment contract for a deputy, associate, or assistant superintendent; other certificated employee holding a position requiring a supervision or administration credential; or a senior manager of the classified service. (Government Code 54957)

- (cf. 9320 - Meetings and Notices)*
- (cf. 9321 - Closed Session Purposes and Agendas)*
- (cf. 9321.1 - Closed Session Actions and Reports)*

Any such employment contract shall be ratified by the Board during an open session of a regularly scheduled Board meeting and reflected in the Board's minutes. Copies of the contracts shall be available to the public upon request. (Government Code 53262)

- (cf. 1340 - Access to District Records)*
- (cf. 9322 - Agenda/Meeting Materials)*
- (cf. 9324 - Minutes and Recordings)*

**Extension of Contract and Reemployment**

A contract shall be extended only by Board action and subsequent to a satisfactory evaluation of the employee's performance. No employment contract shall include a provision for automatic renewal of the contract.

- (cf. 4315 - Evaluation/Supervision)*

**CONTRACTS** (continued)

During the term of the contract and with the consent of the employee involved, the Board may reelect or reemploy the employee starting on the next succeeding first day of July and based on terms and conditions mutually agreed upon by the Board and the employee. (Education Code 35031)

If the Board decides not to reelect or reemploy a deputy, associate, or assistant superintendent or a senior manager of the classified service upon the expiration of his/her term, it shall notify the employee in writing 45 days prior to the expiration of the term of the contract. (Education Code 35031)

**Termination of Contract**

Every employee contract shall include a provision specifying the legal maximum cash settlement that the employee may receive in the event that the Board finds it necessary to terminate the contract prior to its expiration date. (Government Code 53260)

*(cf. 4117.5/4217.5/4317.5 - Termination Agreements)*

In addition, all employee contracts shall include a provision that, if the employee is convicted of a crime involving an abuse of his/her office or position, he/she shall fully reimburse the district for payments he/she receives as paid leave salary pending investigation or as cash settlement upon his/her termination and for any funds expended by the district in his/her criminal legal defense. (Government Code 53243-53243.4, 53260)

*Legal Reference: (see next page)*

**CONTRACTS (continued)**

*Legal Reference:*

EDUCATION CODE

35030 *Title of deputy, associate or assistant superintendent for certain positions*

35031 *Term of employment*

44842 *Automatic declining of employment*

44843 *Notice of employment to county superintendent*

44929.20 *Continuing contract*

44951 *Continuation in position unless notified*

GOVERNMENT CODE

3511.1-3511.2 *Local agency executives*

53243-53243.4 *Abuse of office*

53260-53264 *Employment contracts*

54954 *Time and place of regular meetings*

54956 *Brown Act - Open meeting laws; special meetings*

54957 *Closed session, personnel matters*

*Management Resources:*

CSBA PUBLICATIONS

*Maximizing School Board Governance: The Board's Relationship to District Staff, 2007*

WEB SITES

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

Association of California School Administrators: <http://www.acsa.org>

**DEMOTION/REASSIGNMENT**

The Board of Trustees may authorize the demotion or reassignment of any administrative or supervisory employee upon the recommendation of the Superintendent or designee and when such action is determined to be in the best interest of the district.

*(cf. 0520.2 - Title I Program Improvement Schools)*  
*(cf. 0520.3 - Title I Program Improvement Districts)*  
*(cf. 4300 - Administrative and Supervisory Personnel)*  
*(cf. 4312.1 - Contracts)*  
*(cf. 4314 - Transfers)*

The Superintendent or designee shall ensure that the district complies with all applicable statutory deadlines and due process procedures when an employee is to be demoted or reassigned.

*Legal Reference:*

EDUCATION CODE

35031 Senior management employee in the classified service: nonreelection  
44660-44665 Evaluation and assessment of performance of certificated employees  
44850.1 No tenure in administrative or supervisory positions  
44896 Transfer of administrator or supervisor to teaching position  
44897 Classification of administrator or supervisor to a teaching position  
44951 Continuation in position unless notified  
45101 Definitions (including disciplinary action, cause)  
45113 Rules for classified service in districts not incorporating the merit system  
52055.5 Meeting or exceeding growth requirements  
52055.57 Districts identified or at risk of identification for program improvement

UNITED STATES CODE, TITLE 20

6316 School and district improvement

COURT DECISIONS

*Jefferson v. Compton Unified School District, (1993) 14 Cal. App. 4th 32*  
*Schultz v. Regents of the University of California, (1984) 160 Cal. App. 3d 768*  
*Ellerbroek v. Saddleback Valley Unified School District, (1981) 125 Cal. App 3d 348*  
*Skelly v. California Personnel Board, (1975) 15 Cal.3d 194*  
*Hentschke v. Sink, (1973) 34 Cal. App. 3d 19*

**DEMOTION/REASSIGNMENT**

**Certificated Administrative Employees**

Permanent certificated management staff are not entitled to seniority rights in their administrative positions. However, such staff shall earn and/or retain any seniority earned in service as a classroom teacher or site administrator pursuant to Education Code 44893, 44894, or 44956.5.

*(cf. 4117.3 - Personnel Reduction)*

*(cf. 4117.6 - Decision Not to Rehire)*

**End of Year Release/Reassignment of Certificated Administrators**

By March 15, an employee shall be notified by either registered mail or in person that he/she may be released or reassigned from his/her position for the following school year. If the notice is presented to the employee in person, the district shall obtain his/her signature acknowledging receipt of the notice on the district's copy of the written notice. (Education Code 44951)

If the March 15 notice indicates that release or reassignment is only a possibility, the Board of Trustees shall take additional action to release/reassign the employee before the new school year and shall send the employee a second notice by June 30 indicating that he/she has been released or reassigned.

If the employee is to be released or reassigned to a teaching position, the Board shall give the employee, upon his/her request, a written statement of the reasons for the release/reassignment. If the reasons include incompetence as an administrator or supervisor, the district shall have completed an evaluation of the employee within the 60-day period immediately preceding the notice date. (Education Code 44896)



**TRANSFERS**

The Board of Trustees recognizes the importance of placing employees in positions that best utilize their skills and talents, help improve student achievement, and provide the most benefit to the district.

*(cf. 4300 - Administrative and Supervisory Personnel)*

*(cf. 4312.1 - Contracts)*

*(cf. 4313.2 - Demotion/Reassignment)*

Upon the recommendation of the Superintendent or designee, the Board shall approve the transfer or rotation of administrative or supervisory personnel to the same position at another location for reasons including, but not limited to, the need to improve student achievement and operational efficiency, utilize the skills and talents of the employee more effectively, provide opportunities for professional growth, provide an opportunity for evaluating employees in different school settings or locations, and best accommodate the overall needs of the district.

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 0520.3 - Title I Program Improvement Districts)*

The Superintendent or designee shall establish procedures to enable administrative or supervisory personnel to request a transfer to a vacant position.

*Legal Reference:*

EDUCATION CODE

*35031 Senior management employee in the classified service: nonreelection*

*35035 Additional powers and duties of superintendent*

*44850.1 No tenure in administrative or supervisory positions*

*44896 Transfer of administrator or supervisor to teaching position*

*44897 Classification of administrator or supervisor to a teaching position*

*44951 Continuation in position unless notified*

*45101 Definitions (including disciplinary action, cause)*

*45113 Rules for classified service in districts not incorporating the merit system*

*52055.57 Districts identified or at risk of identification for program improvement*

UNITED STATES CODE, TITLE 20

*6316 School and district improvement*

COURT DECISIONS

*Henschke v. Sink, (1973) 34 Cal.App. 3d 19*

**TRANSFERS**

**Involuntary Transfer**

Before recommending the transfer or lateral rotation of an employee, the Superintendent or designee shall confer with the affected employee and notify him/her of the intent to recommend the transfer. For transfers effective at the beginning of the school year, this conference shall take place before May 30. Affected employees shall be notified of the final decision, in writing, as soon as practicable.

**Voluntary Transfer**

The employee shall submit a transfer request to the Superintendent or designee at the time of the known vacancy. The employee shall be notified in writing of the decision whether or not to grant the transfer request.

Transfer requests may be withdrawn by the employee at any time prior to the final decision.

**EVALUATION/SUPERVISION**

The Board of Trustees recognizes the importance of regular and comprehensive evaluations of administrative and supervisory personnel to provide ongoing feedback for continuous improvement of employee performance. Evaluations shall be linked to the district's vision, strategic plan, school improvement goals, professional development plan, and goals for student achievement.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

*(cf. 0500 - Accountability)*

*(cf. 2140 - Evaluation of the Superintendent)*

*(cf. 4300 - Administrative and Supervisory Personnel)*

**Certificated Administrative and Supervisory Personnel**

The Superintendent shall develop objective evaluation guidelines and standards for use in the district's evaluation system for certificated administrative and supervisory personnel. Such standards may include those of the California Professional Standards for Education Leaders as well as other standards and criteria developed by the Board and Superintendent.

Each certificated administrative and supervisory employee shall be evaluated every other year. However, an employee may be evaluated every five years provided that he/she has been employed by the district for at least 10 years, his/her previous evaluation rated him/her as meeting or exceeding standards, and the evaluator and the employee agree to this schedule. Either the evaluator or the employee may withdraw consent for this schedule at any time. (Education Code 44664)

*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*

*(cf. 4116 - Probationary/Permanent Status)*

Any certificated administrative and supervisory employee who is new to a position may be evaluated each year for the first two years in the position. Evaluation is a continuous process and may occur between scheduled periods at the request of the employee, his/her supervisor, or the Superintendent or designee.

Evaluations shall be conducted within the timelines specified in law, Board policy, and administrative regulation. The evaluation process for certificated administrative and supervisory personnel shall be the same as for other certificated instructional personnel, as detailed in AR 4115 - Evaluation/Supervision.

*(cf. 4115 - Evaluation/Supervision)*

*(cf. 4312.1 - Contracts)*

**Classified Senior Management and Supervisory Employees**

Classified senior management and supervisory employees shall be evaluated in accordance with the procedures developed by the Superintendent or designee and approved by the Board.

*(cf. 4215 - Evaluation/Supervision)*

## **EVALUATION/SUPERVISION (continued)**

Evaluations shall be used to recognize the exemplary skills and accomplishments of classified senior management and supervisory employees and to identify areas needing improvement. When the evaluation indicates areas needing improvement, the Board expects such staff to take the initiative to improve their performance and for their supervisors to assist them in obtaining needed job skills.

*(cf. 4331 - Staff Development)*

The evaluation shall be dated and signed by the classified senior manager or supervisory employee and his/her supervisor. The manager or supervisory employee may respond in writing to the evaluation within a reasonable time after receiving a copy of the evaluation. The response shall be attached to the evaluation and placed in his/her personnel file.

*(cf. 4112.6/4212.6/4312.6 - Personnel Records)*

### *Legal Reference:*

#### EDUCATION CODE

33039 *State guidelines for teacher evaluation procedures*

35171 *Availability of rules and regulations for evaluation of performance*

44660-44665 *Evaluation and assessment of performance of certificated employees*

45113 *Rules and regulations for the classified service in districts not incorporating the merit system*

#### GOVERNMENT CODE

3543.2 *Scope of representation*

#### UNITED STATES CODE, TITLE 20

6319 *Highly qualified teachers*

7801 *Definition of highly qualified teacher*

### *Management Resources:*

#### COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

*Standards of Quality and Effectiveness for Administrative Services Credentials, 2001*

#### WEB SITES

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

Association of California School Administrators: <http://www.acsa.org>

California Department of Education: <http://www.cde.ca.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National Board for Professional Teaching Standards: <http://www.nbpts.org>

**STAFF EVALUATING TEACHERS**

The Board of Trustees expects that administrators assigned to evaluate teachers shall:

1. Possess a valid administrative credential
2. Be competent in the instructional methodologies used by the teachers they evaluate
3. Be skilled in the supervision of instruction and in techniques and procedures related to the evaluation of instruction
4. Be familiar with district curriculum priorities, policies and practices, district standards for student progress, and district policies and procedures related to personnel supervision, performance evaluation and staff development
5. Participate in at least one inservice per year in clinical supervision and/or other approved instructional and evaluational techniques

*(cf. 4115 - Evaluation/Supervision)*

*(cf. 4131 - Staff Development)*

*(cf. 4331 - Staff Development)*

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

*(cf. 5123 - Promotion/Acceleration/Retention)*

*(cf. 6011 - Academic Standards)*

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*

The Superintendent or designee shall ensure that administrators who evaluate teachers meet the above criteria and shall observe each administrator while he/she is conducting a teacher evaluation. This observation shall be a factor in the subsequent evaluation of the administrator. The Superintendent or designee also shall discuss his/her observations with the administrator and may develop and implement an appropriate professional improvement program for the administrator.

*(cf. 4315 - Evaluation/Supervision)*

*Legal Reference:*

EDUCATION CODE

33039 *Guidelines for teacher evaluation*

44660-44665 *Evaluation and assessment of performance of certificated employees*

44681-44689 *Administrator training and evaluation*

GOVERNMENT CODE

3543.2 *Scope of representation (re evaluation procedures)*

**PROFESSIONAL STANDARDS**

**CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS**

*Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.*

A school administrator is an educational leader who promotes the success of all students by:

**Standard 1:** Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community

1. Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
2. Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
3. Use the influence of diversity to improve teaching and learning.
4. Identify and address any barriers to accomplishing the vision.
5. Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
6. Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

**Standard 2:** Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

1. Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
2. Promote equity, fairness, and respect among all members of the school community.
3. Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
4. Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.

**PROFESSIONAL STANDARDS** (continued)

5. Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
6. Create an accountability system grounded in standards-based teaching and learning.
7. Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

**Standard 3:** Ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment

1. Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
2. Utilize effective and nurturing practices in establishing student behavior management systems.
3. Establish school structures and processes that support student learning.
4. Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
5. Align fiscal, human, and material resources to support the learning of all subgroups of students.
6. Monitor and evaluate the program and staff.
7. Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

**Standard 4:** Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources

1. Recognize and respect the goals and aspirations of diverse family and community groups.
2. Treat diverse community stakeholder groups with fairness and respect.
3. Incorporate information about family and community expectations into school decision-making and activities.

**PROFESSIONAL STANDARDS** (continued)

4. Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
5. Communicate information about the school on a regular and predictable basis through a variety of media.
6. Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

**Standard 5:** Modeling a personal code of ethics and developing professional leadership capacity

1. Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
2. Protect the rights and confidentiality of students and staff.
3. Use the influence of office to enhance the educational program, not personal gain.
4. Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
5. Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
6. Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
7. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
8. Engage in professional and personal development.
9. Encourage and inspire others to higher levels of performance, commitment, and motivation.
10. Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

**Standard 6:** Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context



**PROFESSIONAL STANDARDS** (continued)

1. Work with the Board of Trustees and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
2. Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
3. Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
4. Generate support for the school by two-way communications with key decision-makers in the school community.
5. Collect and report accurate records of school performance.
6. View oneself as a leader of a team and also as a member of a larger team.
7. Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

*Source: California Professional Standards for Educational Leaders by California School Leadership Academy at WestEd and the Association of California School Administrators. Reprinted with permission. Intended for use with the descriptions of practice in Moving Standards into Everyday Work, available from WestEd.*

**STAFF DEVELOPMENT**

**Cautionary Notice:** AB 97 (Ch. 47, Statutes of 2013) repealed Education Code 42605, which provided temporary flexibility for specified "Tier 3" categorical programs, and instead redirects the funding for those categorical programs into the Local Control Funding Formula (LCFF) (Education Code 42238.01-42251). The supplemental and concentration grant portions of the LCFF may be used for any schoolwide or districtwide educational purpose in accordance with state regulations to be adopted by January 31, 2014, with a goal of increasing or improving services for English learners, foster youth, and students eligible for free and reduced-price meals. Certain requirements related to Tier 3 categorical program(s) in the following policy or regulation are no longer applicable.

The Board of Trustees recognizes that professional development opportunities enhance employee effectiveness and contribute to personal growth. Staff development for management, supervisory and confidential personnel shall be designed to guide instructional improvement, build leadership skills, and enhance overall management efficiency.

*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*

The Superintendent or designee shall develop a plan for administrator support and development activities based on a systematic assessment of the needs of district students and staff and aligned to the district's vision and goals. The Board desires that all administrators participate in planning activities that are pertinent to their specific areas of responsibility.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

Within budget parameters, the Superintendent or designee may approve participation in activities that will benefit individual administrators and enhance their contributions to the district.

*(cf. 3350 - Travel Expenses)*

The Superintendent or designee shall evaluate the benefit to staff and students of professional development activities.

*(cf. 0500 - Accountability)*

*Legal Reference: (see next page)*

**STAFF DEVELOPMENT (continued)**

*Legal Reference:*

EDUCATION CODE

44510-44517 *Principal training program*

44681-44689.2 *Administrator training and evaluation*

60119 *Instructional materials funds*

*Management Resources:*

CDE PUBLICATIONS

*California Professional Standards for Educational Leaders, 2001*

WEB SITES

CTC: <http://www.ctc.ca.gov>

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

Association of California School Administrators: <http://www.acsa.org>

California School Leadership Academy: <http://www.csla.org>

**STAFF DEVELOPMENT**

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Staff development activities may include but are not limited to:

1. Professional education conferences or committee meetings
2. Courses offered by institutions of higher education
3. Workshops offered by the district, county office of education, or state
4. Small-group activities
5. Self-directed learning
6. Observation of other schools
7. Follow-up activities that help staff implement newly acquired skills

*(cf. 3350 - Travel Expenses)*

*(cf. 4161/4261/4361 - Leaves)*

**Administrator Training Program**

The Superintendent or designee shall approve, for principals and vice principals, a staff development program which meet the following conditions:

1. The training shall have a duration of at least 80 hours of intensive individualized support and professional development. To the extent practicable, the institute training portion of Modules 1, 2, and 3 shall be held outside of the regular school day. An additional 80 hours of intensive individualized support and professional development may be completed over a period of up to two years once the initial 80 hours of training commences. (Education Code 44513)

Training shall include instruction in the following areas: (Education Code 44511)

- a. School financial and personnel management, including hiring, recruitment, and retention practices and misassignments of certificated personnel

**STAFF DEVELOPMENT (continued)**

*(cf. 4111 - Recruitment and Selection)*  
*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*  
*(cf. 4113 - Assignment)*

b. Core academic standards

*(cf. 6011 - Academic Standards)*

c. Curriculum frameworks and instructional materials aligned to the state academic standards, including ensuring the provisions of textbooks and instructional materials as defined in Education Code 60119

*(cf. 6141 - Curriculum Development and Evaluation)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

d. The use of student assessment instruments; specific ways of mastering the use of assessment data from the Standardized Testing and Reporting program, including analyzing achievement of specific subgroups including English language learners and individuals with disabilities; and school management technology to improve student performance

*(cf. 6162.5 - Student Assessment)*  
*(cf. 6162.51 - Standardized Testing and Reporting Program)*  
*(cf. 6162.52 - High School Exit Examination)*

e. The provision of instructional leadership and management strategies regarding the use of instructional technology to improve student performance

*(cf. 0440 - District Technology Plan)*

f. Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that are designed to strengthen the ability of administrators to effectively and efficiently lead an organization and build the capacity of staff to enhance the academic performance of all students, including special emphasis on providing additional support for students identified as English language learners and individuals with disabilities

*(cf. 6159 - Individualized Education Program)*  
*(cf. 6174 - Education for English Language Learners)*

g. Leadership training to improve the academic achievement of all students including, but not limited to, capacity building in all of the following areas:

(1) Pedagogies of learning

**STAFF DEVELOPMENT** (continued)

- (2) Motivation of student learning
- (3) Instructional strategies to teach essential content in ways that address the varied learning needs of students, with special emphasis on English language learners and individuals with disabilities
- (4) Collaboration
- (5) Conflict resolution, including reduction of racial tensions
- (6) Respect for diversity
- (7) Parental involvement
- (8) Employee relations
- (9) Creation of an effective, safe, and inclusive learning and workplace environment
- (10) Single plan for student achievement

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

2. For purposes of this program, the Superintendent or designee shall select a staff development provider approved by the State Board of Education. (Education Code 44513)

The Superintendent or designee shall give highest priority to training administrators assigned to, and practicing in, high-priority or hard-to-staff schools.

A *high-priority school* is a school in the bottom half of all schools statewide based on Academic Performance Index rankings. A *hard-to-staff school* is a school in which teachers holding emergency permits or credential waivers make up 20 percent or more of the teaching staff. (Education Code 44510)

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 0520.3 - Title I Program Improvement Districts)*

*(cf. 4112.2 - Certification)*