

Philosophy-Goals-Objectives and Comprehensive Plans

ACCOUNTABILITY

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of the district and each district school. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan (LCAP).

District and school performance shall be annually evaluated based on multiple measures specified in both the NUSD District Progress Report and the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

The Governing Board believes that “progress over time” is more essential than a snapshot in time of student achievement results. The Governing Board will monitor student and staff progress over time to make decisions to ensure that student success remains the primary focus of the Natomas Unified staff per Board Policy 0100.

The NUSD District Progress Report will be prepared twice a year. The Superintendent, or designee, shall report on the performance and progress of all students, as well as particular student groups, with multiple measures in the areas of student engagement, access and readiness. The District Progress Report shall report progress over time, highlighting successes as well as opportunities for improvement in alignment with the District’s Theory of Action for Student Success.

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the LCAP.

The district's alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, community day schools, and nonpublic, nonsectarian schools pursuant to Education Code 56366, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052, 56366)

Ongoing district processes, such as the Board's evaluation of the Superintendent, policy reviews, curriculum adoption, budget adoption and staff development program, shall also be used to support district progress towards achieving the vision.

The district and each district school shall demonstrate comparable improvement in academic achievement for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English

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learners, students with disabilities, foster youth, and homeless students, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth or homeless students. (Education Code 52052)

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

- (cf. 0000 - Vision)
- (cf. 0100 – Theory of Action for Student Success)
- (cf. 0200 - Goals for the School District)
- (cf. 0400 - Comprehensive Plans)
- (cf. 2140 - Evaluation of the Superintendent)
- (cf. 3460 - Financial Accountability and Reports)
- (cf. 4115 - Evaluation/Supervision)
- (cf. 4215 - Evaluation/Supervision)
- (cf. 4315 - Evaluation/Supervision)
- (cf. 6011 - Academic Standards)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6190 - Evaluation of the Instructional Program)
- (cf. 9000 - Role of the Board)
- (cf. 9005 - Governance Standards)
- (cf. 9400 - Board Self-Evaluation)
- (cf. 0510 - School Accountability Report Card)
- (cf. 1100 - Communication with the Public)
- (cf. 1112 - Media Relations)
- (cf. 6020 - Parent Involvement)
- (cf. 0520 - Intervention for Underperforming Schools)
- (cf. 0520.1 - High Priority Schools Grant Program)
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 0520.3 - Title I Program Improvement Districts)
- (cf. 6162.5 - Student Assessment)
- (cf. 6162.51 - Standardized Testing and Reporting Program)
- (cf. 6162.52 - High School Exit Examination)

Legal Reference:

EDUCATION CODE

- 33127-33129 Standards and criteria for fiscal accountability
- 33400-33407 CDE evaluation of district programs
- 44660-44665 Evaluation of certificated employees
- 51041 Evaluation of the educational program
- 52052-52052.1 Public school performance accountability program
- 52060-52077 Local control and accountability plan
- 52050-52059 Public Schools Accountability Act
- 60640-60649 Standardized Testing and Reporting Program

CODE OF REGULATIONS, TITLE 5

- 15440-15463 Standards and criteria for fiscal accountability

ACCOUNTABILITY (continued)

UNITED STATES CODE, TITLE 20

6311 Accountability, adequate yearly progress

6312 Local educational agency plan

6316 School and district improvement

CODE OF FEDERAL REGULATIONS, TITLE 34

200.13-200.20 Adequate yearly progress

200.30-200.35 Identification of program improvement schools

200.36-200.38 Notification requirements

200.52-200.53 District improvement

(cf. 3553 - Free and Reduced Price Meals)

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance

WEB SITES

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

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

U.S. Department of Education: <http://www.ed.gov>

California School Dashboard: <http://www.caschooldashboard.org>

NUSD District Progress Report: <http://www.natomasunified.org/dpr>

(6/89) 2/98
8/12/98
11/10/99
(2/98 7/99) 3/06
7/12/06
2/13/18