

SAN MARCOS UNIFIED SCHOOL DISTRICT
BOARD POLICY

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

VISION

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In order to provide a clear focus for district programs, activities and operations, the Governing Board shall adopt a long-range vision that sets direction for the District which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the District's mission or purpose statement, philosophy, long-term objectives and/or comprehensive plans.

The Superintendent or designee shall recommend an appropriate process for establishing and/or reviewing the District's Vision Statement.

The Superintendent or designee shall communicate the District's Vision to staff, parent/guardians and the community.

District Mission Statement

The San Marcos Unified School District is an innovative and collaborative community providing an unparalleled educational experience. Through an engaging and supportive environment, all our students are challenged, inspired and poised to excel.

The District Strives to Provide:

- Schools that have a clear and focused mission; strong educational leadership; provide a climate for high expectations for students and staff; a positive, safe and orderly environment; place an emphasis on student attainment of essential and basic skills; solicit quality relations with parents and the community; and conduct frequent monitoring of student progress.
- A curriculum that is aligned to the State Standards/Frameworks; prepares students for social, civic, career responsibilities; is relevant, rigorous, activities-based, and integrated and technologically supported; fosters individual growth by being sensitive to learning styles, languages and cultures, and results in students who are literate; uses higher order thinking skills, and exemplifies personal integrity.
- Student assessments that are used to guide and improve instruction; are continuous and performance-based; include portfolios, self-evaluations, and are validated by local, state and national standards.
- An environment where all staff feel appreciated and empowered to promote continuous improvement to the educational process through individual responsibility and teamwork.
- Support and encourage parents to serve as role models for life-long learning, and as contributing members of the community; to actively participate in the process of education throughout their child's school career, and to make time to participate in their child's school life beyond the school day.

- Ensure that the community is kept well-informed so that they have opportunities to become involved in supporting and promoting the District's Vision and Mission Statement; and to work with our schools by serving as role models, volunteers and informed citizens.
- Provide facilities that reflect the latest innovations and state-of-the-art learning environments.
- State-of-the-art technology that will be the norm, not exception and will provide students with ethical personal access to the appropriate technologies to retrieve, process and communicate information.

Legal Reference:

Education Code

35160	Authority of governing boards commencing January 1, 1976
51002	Development of local programs within guidelines
51004	Education goals

Adoption History:

Initial Review:	08/23/93
Adopted:	09/13/93
Reviewed:	11/17/97
Revised:	04/26/04
	10/14/08
Reviewed:	07/15/14

SAN MARCOS UNIFIED SCHOOL DISTRICT
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PHILOSOPHY

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As part of its responsibility to establish a guiding Vision for the District, the Governing Board shall develop and regularly review a set of fundamental principles which describe the District's values for tenets. The Board and District staff shall incorporate this philosophy in all District programs and activities.

The District believes that:

- Every student deserves to learn every day.
- Positive relationships and a strong sense of community connect students to learning.
- Teachers who challenge and care for students make a significant impact on students' lives.
- To attain experience we can accept only the best from every individual in our learning community

The District commits to:

- Providing each student with an appropriate and challenging educational experience.
- Maintaining a respectful environment that fosters learning through positive relationships among students, adults and our diverse community.
- Hiring and retaining only the best educators and investing in their success.
- Providing quality education based on high standards, effective practice, continuous improvement and innovation.

We achieve this through:

- Informed Decisions
- Connections
- Professional Development
- Culture of Excellence
- Engaging students...inspiring futures

Legal Reference:

Education Code

51002 Local development of programs based on stated philosophy and goals
51019 Definition of philosophy

Adoption History:

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Revised: 10/14/08
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SAN MARCOS UNIFIED SCHOOL DISTRICT
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GOALS FOR THE SCHOOL DISTRICT

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The Board shall adopt long-term goals focused on the achievement and needs of all District students. The District's goals shall be aligned with the District's Vision, Mission, Philosophy and priorities and shall be limited in number to as to be reasonably achievable within established timelines.

The Superintendent or designee shall, with the involvement of District and school site staff, develop a strategic plan containing short-term objectives, actions and timelines designed to enable the District to achieve its long-term goals. The Superintendent or designee shall also ensure that District improvement plans and reform efforts are aligned with the District's goals.

The Superintendent or designee shall provide the Board with the necessary data and analysis to help the Board evaluate the effectiveness of the District's efforts. This data shall include an analysis of the progress based on the performance indicators and benchmarks for each goal, as well as other measures of student achievement, such as the Academic Performance Index, Adequate Yearly Progress, student attendance and graduation rates.

If the Board determines that sufficient progress is not being made toward a particular goal, the Board and Superintendent shall determine what types of additional District resources and support should be provided so that progress in increasing student achievement can be made. District goals shall be revised as necessary.

The following areas will be considered when developing District goals:

1. Curriculum, assessments and instructional materials that are aligned with the state's content standards, frameworks and assessments
2. Safe and orderly campuses which promote learning
3. Proficiency of all students in essential areas of skill and knowledge and attain the academic, career and technical skills needed to succeed in a knowledge-and-skills-based economy
4. Specialized needs of identified groups of students, including providing necessary support and intervention programs and closing the gap between low-achieving and high-achieving student
5. Shared accountability for students achievement with clear performance standards and consequences
6. Student health, nutrition and physical activity in order to enhance learning
7. Each student's self-respect, respect for others, appreciation for diversity and a sense of personal responsibility
8. Time and resources for staff collaboration, planning and professional development activities aligned with the District's goals
9. Fiscal integrity for the District and aligning resources to instructional needs and priorities for student achievement
10. Organization, management and decision-making structure and capabilities of the District that best supports the education of students
11. Use of technology that enhances learning, teaching and non-instructional operations
12. Providing and maintaining facilities to meet the needs of present and future students
13. Positive relations with parents/guardians and the community, emphasizing communications and inviting participation in the schools

14. Collaborating with other public agencies and private organizations to ensure that children's physical, social and emotional needs are met

Each goal shall include measureable standards, performance indicators and benchmarks that can be used to determine the District's progress toward meeting that goal.

Legal Reference:

Education Code

- 33127-33129 Standards and criteria for fiscal accountability
 - 33400-33407 CDE evaluation of district programs
 - 44660-44665 Evaluation of district programs
 - 51002 Local development of programs based on stated philosophy and goals
 - 51020 Definition of goal
 - 51021 Definition of objective
 - 51041 Evaluation of the educational program
 - 52050-52059 Public Schools Accountability Act
 - 64000-64001 Consolidated application process
- Code of Regulations, Title 5
- 15440-15463 Standards and criteria for fiscal accountability
- United State Code, Title 20
- 6311 Accountability, adequate yearly progress
 - 6312 Local educational agency

Adoption History:

- Initial Review: 08/23/93
- Adopted: 09/23/93
- Revision Adopted: 08/22/94
- Reviewed: 11/17/97
- Revised: 02/26/01
- Reviewed: 04/26/04
- Revised: 10/14/08
- Reviewed: 07/15/14

SAN MARCOS UNIFIED SCHOOL DISTRICT
BOARD POLICY

The Governing Board is committed to equal opportunity for all individuals in education and in employment. District programs and activities shall be free from discrimination based on gender, gender identity or expression, genetic information, race, color, religion, ancestry, national origin, ethnic group identification, age, marital or parental status, physical, mental or emotional disability, sex, sexual orientation, or the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The Governing Board shall promote programs which ensure that discriminatory practices are eliminated in all District activities.

Annually, the Superintendent or designee shall review district programs and activities to ensure that removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, including the use of facilities. They shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report their findings and recommendations to the Board after each review.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organization(s), applicants for admission and employment, and sources of referral for applicants about the District's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

The Superintendent or designee shall ensure that the District provides auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity, unless providing such aids and services fundamentally alters the nature of the function, program or meeting, or would be an undue burden.

Individuals with disabilities shall notify the Superintendent or supervisor if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

The Superintendent or designee shall also provide information about related complaint procedures.

To the extent possible, the District's nondiscrimination policy and related informational materials shall be published in the individual's primary language. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Legal Reference:

Education Code

200-262 Prohibition of discrimination
48985 Notices to parent in language than English
51007 Legislative intent: state policy

Government Code

11000 Definitions
11135 Nondiscrimination in programs or activities funded by state
11138 Rules and regulations
12900-12996 Fair Employment and Housing Act
54953.2 Brown Act compliance with American with Disabilities Act

United States Code Title 20

1400-1491 Individuals with Disabilities in Education Act
1681-1688 Discrimination based on sex or blindness Title IX
2301-2471 Carl D. Perkins Vocational and Applied Technology Act

United States Code Title 29

794 Section 504 of the Rehabilitation Act of 1973

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Review: 1/16/01
3/08/04
6/16/08
Revised: 8/18/15

SAN MARCOS UNIFIED SCHOOL DISTRICT
BOARD POLICY

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

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SCHOOL PLANS/SITE COUNCILS Page 1 of 2

When required by law or determined to be a useful tool to accomplish district and school goals, school site councils or other school advisory groups shall develop comprehensive school plans designed to enhance student achievement at individual school sites.

The Superintendent or designee shall ensure that a single plan for student achievement is prepared by the school site council as required by law for each school participating in specified state and/or federal categorical programs. (Education Code [41507](#), [41572](#), [52055.755](#), [64001](#))

Whenever feasible, any other school plan may be incorporated into the single plan for student achievement.

The Superintendent or designee shall review each school's single plan and ensure that it has been developed and approved by a properly constituted school site council, meets the content requirements for all programs included, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and students. He/she shall submit to the Governing Board his/her recommendations for plan approval or recommendations regarding any subsequent material revisions of the plan.

The Board shall review and approve each school's single plan for student achievement at a regularly scheduled meeting. The Board also shall review and approve any subsequent revisions that include material changes affecting the academic programs for students participating in these categorical programs. The Board shall certify that, to the extent allowable under federal law, the plan is consistent with district local improvement plans required as a condition of receiving federal funding. (Education Code [64001](#))

The Superintendent or designee shall ensure that principals and members of each site council receive training on the roles and responsibilities of the site council. To the extent necessary, he/she shall ensure that site councils receive the resources necessary in order to perform their role effectively.

Upon receipt of state funding for school site block grants, the Board shall allocate the funds to district schools on an equal per-pupil basis. (AB 1802, Sec. 43, Statutes of 2006)

The school's use of the funds allocated through this block grant shall be proposed by the school site council or, if the school does not have a school site council, by a schoolwide advisory group or school support group. (AB 1802, Sec. 43, Statutes of 2006)

Legal Reference

EDUCATION CODE:

52-53 Designation of schools
[8240-8244](#) General child care and development programs
[8750-8754](#) Conservation education
[18100-18203](#) School libraries
[32228-32228.5](#) School safety and violence prevention
[33133](#) Information guide for school site councils
[35147](#) Open meeting laws exceptions
[41500-41573](#) Categorical education block grants
[44500-44508](#) Peer Assistance and Review Program
[44520-44534](#) New Careers Program
[48400-48403](#) Compulsory continuation education
[48430-48438](#) Continuation education

Legal Reference Continued

48660-48667 Community day schools
51745-51749.3 Independent study
51760-51769.5 Work experience education
51870-51874 Educational technology
52053-52055.55 Immediate Intervention/Underperforming Schools Program
52055.600-52055.662 High Priority Schools Grant Program
52055.700-52055.770 Quality Education Investment Act
52176 Advisory committees
52200-52212 Gifted and Talented Education Program
52300-52346 Regional occupational centers
52500-52617 Adult education, including:
52610-52616.24 Adult education finances
52800-52887 School-Based Program Coordination Act
52890 Qualifications and duties of outreach consultants
54000-54028 Educationally Disadvantaged Youth Programs
54100-54145 Miller-Unruh Basic Reading Act
54425 Advisory committees (compensatory education)
54650-54659 Education Improvement Incentive Program
54740-54749.5 California School Age Families Education Program
56000-56867 Special education
64000 Categorical programs included in consolidated application
64001 Single school plan for student achievement, consolidated application programs
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS
52012 Establishment of school site council
52014-52015 School plans
HEALTH AND SAFETY CODE
104420 Tobacco use prevention
MILITARY AND VETERANS CODE
500-520.1 California Cadet Corps
AB 1802 UNCODIFIED 2006 STATUTE
43 School site block grants
CODE OF REGULATIONS, TITLE 5
3930-3937 Compliance plans
UNITED STATES CODE, TITLE 20
6312-6319 Title I programs; plans
6421-6472 Programs for neglected, delinquent, and at-risk children and youth
6601-6651 Teacher and Principal Training and Recruitment program
6801-7014 Limited English proficient and immigrant students
7101-7165 Safe and Drug-Free Schools and Communities
7341-7355c Rural Education Initiative
Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils,
April 2006
WEB SITES
California Department of Education, Single Plan for Student Achievement:
<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>
Center for Comprehensive School Reform and Improvement: <http://www.centerforcsri.org>
U.S. Department of Education: <http://www.ed.gov>

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07/14/08

SAN MARCOS UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE

PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS

SCHOOL PLANS / SITE COUNCILS

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When required for participation in any categorical program, each district school shall establish a school site council or advisory committee. (Education Code 41507, 41572, 52852, 64001)

The school site council shall be composed of the following: (Education Code 41507, 41572, 52852)

1. The principal
2. Teachers selected by the school's teachers
3. Other school personnel chosen by the school's other personnel
4. Parents/guardians of students attending the school chosen by other such parents/guardians, or community members chosen by the parents/guardians as representatives
5. In secondary schools, students attending the school chosen by other such students

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For elementary school site councils, the remaining half shall be parents/guardians or parent/guardian representatives. For secondary school site councils, the remaining half shall be equal numbers of parents/guardians (or parent/guardian representatives) and students. (Education Code 41507, 41572, 52852)

A district employee may serve as a parent/guardian representative on the site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 52852)

School site councils may function on behalf of other committees in accordance with law. (Education Code 52055.620, 52176, 52870, 54425; 5 CCR 3932)

A district employee may serve as a parent/guardian representative on the site council of the school his/her child attends, provided the employee does not work at that school.

School site councils may function on behalf of other committees in accordance with law.

Single Plan for Student Achievement

In order for a school to participate in any state or federal categorical program specified in Education Code 41506, 41571, 52055.700, or 64000, the school site council shall approve, annually review, and update a single plan for student achievement. If the school does not have a school site council, a schoolwide advisory group or school support group conforming

to the composition requirements of the school site council listed above shall fulfill these responsibilities. (Education Code 41507, 41572, 52055.755, 64001)

The single plan for student achievement shall be aligned with school goals for improving student achievement and shall be based on an analysis of verifiable state data, including the Academic Performance Index (API) and the California English Language Development Test (CELDT), and any other data voluntarily developed by the district to measure student achievement. (Education Code 64001)

The plan shall, at a minimum: (Education Code 64001)

1. Address how funds provided to the school through categorical programs will be used to improve the academic performance of all students to the level of the performance goals established by the API
2. Identify the school's means of evaluating progress toward accomplishing those goals
3. Identify how state and federal law governing these programs will be implemented

In addition to meeting the requirements common to all applicable school plans, the single plan shall address the content required by law for each individual categorical program in which the school participates.

Plans developed for the state's Immediate Intervention/Underperforming Schools Program pursuant to Education Code 52054 or the federal Title I schoolwide programs pursuant to 20 USC 6314 shall satisfy the requirement for the single plan. (Education Code 64001)

Whenever a school participates in the state's categorical block grant programs for student retention and/or school and library improvement, the school site council shall develop a plan which shall include, but need not be limited to: (Education Code 41507, 41572)

1. Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each student that enables all students to do all of the following:
 - a. Make continuous progress and learn at a rate appropriate to their abilities
 - b. Master basic skills in language development and reading, writing, and mathematics
 - c. Develop knowledge and skills in other aspects of the curricula, such as arts and humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education
 - d. Pursue educational interests and develop esteem for self and others; personal and social responsibility, critical thinking, and independent judgment
2. Consideration of the use of community resources to achieve instructional improvement objectives
3. Consideration of the use of education technology
4. A staff development program for teachers, other school personnel, paraprofessionals, and volunteers

5. Provisions for utilization of the student success team process to identify and assess the needs of students who are dropouts or potential dropouts, and to develop programs to meet those needs
6. Procedures for coordinating services from funding sources at the school level to help students participate successfully in the core academic curricula and specialized curricula related to jobs and career opportunities
7. Instructional and auxiliary services to meet the special needs of students who are limited-English-speaking, including instruction in a language they understand; educationally disadvantaged students; gifted and talented students; and students with disabilities
8. Improvement of the classroom and school environments, including improvement of relationships between and among students, school personnel, parents/guardians, and the community, and reduction of the incidence of violence and vandalism among students
9. Improvement of student attendance, including parent/guardian awareness of the importance of regular school attendance
10. The proposed expenditure of block grant funds and the degree to which expenditures meet the plan's criteria
11. Other activities and objectives established by the school site council
12. A process for ongoing evaluation and modification of the plan

The evaluation shall be based on the degree to which the school is meeting the plan's objectives, student achievement, and improved school environment. An improved school environment shall be measured by indicators such as the incidence of absenteeism, suspension and expulsion, dropouts, school violence, vandalism and theft; student attitudes towards the school, self, and others; absenteeism among staff, staff resignations, and requests for transfers; and satisfaction of students, parents/guardians, teachers, administrators, and staff.

In addition, any school receiving state funding for school and library improvement shall incorporate plans pertaining to school libraries. (Education Code 41572)
The student retention and/or school and library improvement plans shall be incorporated into the school's single plan for student achievement as described in the above section.
(Education Code 41507, 41572)

The school site council may propose any one-time educational purpose for the use of funds allocated to school sites under school site block grants, including, but not limited to, the following purposes: (AB 1802, Sec. 43, Statutes of 2006)

1. Instructional materials
2. Classroom and laboratory supplies and materials
3. School and classroom library materials

4. Educational technology
5. Deferred maintenance
6. Expenditures designed to close the achievement gap
7. Professional development

Reviewed: 04/26/04
07/14/08

SAN MARCOS UNIFIED SCHOOL DISTRICT
BOARD POLICY

PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS

SCHOOL-BASED COORDINATION PROGRAM

0420.1

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In order to best serve students with special needs, as well as students participating in designated educational programs, the Governing Board encourages school-based program coordination as a means for achieving flexibility in the use of the categorical funds received by each school. The Board believes that resources acquired to assist students in one program often can benefit other students without in any way depriving the originally targeted group.

A school-site council shall be established at each school to consider whether or not it wishes the school to participate in school-based program coordination. All interested persons shall have an opportunity to meet in public to establish the site council.

The school site council of any participating school shall develop, for approval by the Board, a school plan that addresses the components specified in Education Code 52853. This plan shall be incorporated into the school's single plan for student achievement required for the state's consolidated application process. (Education Code 52853, 64001)

Evaluation of each participating school's educational program shall include an assessment of the school's effectiveness in meeting the needs of each student population targeted by categorical funds.

Legal Reference:

EDUCATION CODE

41500-41573 Categorical education block grants

44520-44534 New Careers Program

52200-52212 Gifted and Talented Education Program

51870-51874 Education Technology

52340-52346 California Regional Career Guidance Centers

52800-52887 School-Based Program Coordination Act

54000-54028 Educationally Disadvantaged Youth Programs

54100-54145 Miller-Unruh Basic Reading Act

54650-54659 Education Improvement Incentive Program

56000-56867 Special Education

64000 Categorical programs included i consolidated application

64001 Single school plan for student achievement, consolidated application programs

MILITARY AND VETERANS CODE

500-520.1 California Cadet Corps

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Voluntary Template for the Single Plan for Student Achievement

WEB SITES

California Department of Education:

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

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07/14/08

03/09/09

SAN MARCOS UNIFIED SCHOOL DISTRICT
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SCHOOL-BASED COORDINATION PROGRAM

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The Superintendent or designee shall give all principals information about the School-Based Program Coordination Act. This information shall be provided to staff, parents/guardians and secondary students.

Categorical funds coordinated under this program may include funding for:

1. School Library Improvement Block Grant
2. Educational Technology
3. Gifted and Talented Education Program
4. Special Education

Funds coordinated by this program shall be used to supplement, not supplant, existing state and local appropriations.

The school shall not be required to meet the statutory provisions or related California Code of Regulations for any coordinated program except as specifically provided under the School-Based Program Coordination Act.

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02/28/05
07/14/08
03/09/09

SAN MARCOS UNIFIED SCHOOL DISTRICT
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SCHOOL IMPROVEMENT PROGRAM

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The goal of school improvement programs at participating schools shall be to improve instruction, auxiliary services, school environment and school organization so as to meet the needs of all the school's students. The school site council shall develop a school improvement plan to guide the improvement activities. Upon Governing Board approval of the plan, the site council shall assume responsibility for the ongoing review of its implementation and a periodic evaluation of the program's effectiveness. The council shall annually review the plan, establish the plan budget and update the plan to reflect changing improvement needs and priorities.

Legal Reference:

EDUCATION CODE

52000-52049 Improvement of elementary and secondary education

62000-62007 Evaluation and sunseting of programs

CALIFORNIA CODE OF REGULATIONS, TITLE 5

4000-4091 School Improvement Programs

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SAN MARCOS UNIFIED SCHOOL DISTRICT

BOARD POLICY

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

CHARTER SCHOOL AUTHORIZATION

0420.4

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The Governing Board recognizes that charter schools may assist the district in offering diverse learning opportunities for district students. In considering any petition to establish a charter school within the district, the Board shall give careful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential. These schools shall operate under the provisions of their charters, federal laws, specified state laws and general oversight of the Board.

One or more persons may submit a petition for a start-up charter school to be established within the district. In addition, an existing district school may be converted to a charter school when deemed beneficial by the district and community or when state and federal law requires restructuring of the school because of low performance.

Any petition for a start-up charter school or conversion charter school shall include all components and signatures required by law and shall be submitted to the Board.

As needed, the Superintendent or designee may work with charter schools petitioners to establish workable plans for technical assistance or contracted services which the District may provide to the proposed charter school once a formal charter has been presented to the Board of Education. Board members may not participate in the development of any charter or potential charter within the District boundaries.

Within 30 days of receiving a petition to establish a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district, and parents/guardians.

Within 60 days of receiving a petition, or within 90 days with mutual consent of the petitioners and the Board, the Board shall either approve or deny the request to establish the charter school.

In determining whether to grant or deny a charter, the Board shall carefully review the proposed charter and any supplementary information, consider public and staff input, and determine whether the charter petition adequately addresses all the provisions required by law. The Board shall not deny a charter school petition unless specific written factual findings are made pursuant to law and administrative regulation.

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor be subject to review or regulation by the Public Employment Relations Board.

Approval of Petition

The Board shall approve the charter petition if doing so is consistent with sound educational practice. In granting charters, the Board shall give preference to schools best able to provide comprehensive learning experiences for academically low-achieving students according to

standards established by the California Department of Education (CDE) under Education Code 54032.

The Board may initially grant a charter for a specified term not to exceed five years.

The District shall not require any District student to attend the charter school nor shall it require any District employee to work at the charter school.

The Board may approve one or more memorandum of understanding to clarify the financial and operational agreements between the District and charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

It shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDS, and the State Board of Education (SBE).

The Board shall ensure that any charter granted by the Board contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems as well as multiple measures for evaluating the educational program. To assist the Board in its general oversight responsibility, charters shall provide for regular reports to the Board related to the charter provisions.

Denial of Petition

The Board shall deny any petition to authorize the conversion of a private school to a charter school or that proposes to serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all grade levels served by the district.

Any other charter petition shall be denied only if the Board presents written factual findings specific to the petition that one or more of the following conditions exist:

1. The charter school presents an unsound educational program for the students to be enrolled in the petition.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(d).

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll disabled students who reside outside the special education local plan area in which the district participates.

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE.

Legal Reference:

EDUCATION CODE

220	Nondiscrimination
17078.52-17078.66	Charter schools facility funding; state bond proceeds
17280-17317	Field Act
17365-17374	Field Act, fitness for occupancy
33054	WAIVERS
41365	Charter school revolving loan fund
42238.51-42238.53	Funding for charter districts
44237	Criminal record summary
44830.1	Certificated employees, conviction of a violent or serious felony
45122.1	Classified employees, conviction of a violent or serious felony
46201	Instructional minutes
47600-47616.7	Charter schools Act of 1992
47640-47647	Special education funding for charter schools
47650-47652	Funding of charter schools
48000	Minimum age of admission (kindergarten)
48010	Minimum age of admission (first grade)
48011	Minimum age of admission from kindergarten or other school
51745-51749.3	Independent study
52052	Numerically significant student subgroup, definition
53300-53303	Parent Empowerment Act
54032	Limited English or low-achieving pupils
56026	Special Education
56145-56146	Special Education services in charter schools
60600-60652	Assessment of academic achievement

CORPORATIONS CODE

5110-6910	Nonprofit public benefit corporations
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GOVERNMENT CODE

3540-3549.3	Educational Employment Relations Act
6258	Joint powers agreement, charter schools
54950-54962	The Ralph M. Brown Act

PENAL CODE

667.5	Definition of violent felony
1192.7	Definition of serious felony

CODE REGULATIONS, TITLE 5

11700.1-11705	Independent Study
11960-11969	Charter Schools

CODE OF REGULATIONS, TITLE 24

101 et seq. California Building Standards Code

UNITED STATES CODE, TITLE 20

6316	Program improvement
7223-7225	Charter schools

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District (2005) 130 Cal.App.4th 986

ATTORNEY GENERAL OPIONIONS

89 Ops.Cal.Atty.Gen. 166 (2006)

80 Ops. Cal.Atty Gen. 52 (1997)

78 Ops. Cal.Atty.Gen. 297 (1995)

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2009

Charter School Facilities and Proposition 39: Legal Implications for School Districts, 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample Copy of a Memorandum of Understanding

Special Education and Charter Schools: Questions and Answers, September 10, 2002

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Charter Schools Program, July 2004

The Impact of the New Title I Requirements on Charter Schools, July 2004

WEBSITES

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

California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.charterauthorizers.org>

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

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SAN MARCOS UNIFIED SCHOOL DISTRICT
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CHARTER SCHOOL AUTHORIZATION

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Petition Signatures

A petition for the establishment of a start-up charter school must be signed by one of the following: (Education Code 47605)

1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the charter school for its first year of operation.
2. A number of teachers equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.

If the charter petition calls for an existing public school to be converted to a charter school, the petition must be signed by at least 50 percent of the permanent status teachers currently employed at the school.

In circulating a petition, the petitioners shall include a prominent statement explaining that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having his/her child attend the charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

Components of Charter Petition

A petition shall include affirmations of the conditions described in Education Code 47605(d) as well as reasonably comprehensive descriptions of: (Education Code 47605, 47611.5)

1. The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st Century and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent and lifelong learners.

If the proposed school will serve high school students, the petition shall describe the manner in which the charter school will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the

Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "a-g" admissions criteria may be considered to meet college entrance requirements.

2. The measurable student outcomes identified for use by the charter school. "Student outcomes" means the extent to which all student of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school's

- educational program, including outcomes that address increases in student academic achievement both schoolwide and for each “numerically significant” subgroup of students served by the charter school, as defined in Education Code 52052.
3. The method by which student progress in meeting the identified student outcomes is to be measured.
 4. The governance structure of the school, including but not limited to, the process to be followed by the school to ensure parent/guardian involvement.
 5. The qualifications to be met by individuals to be employed by the school.
 6. The procedures that the school will follow to ensure the health and safety of students and staff, including the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237.
 7. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the District’s territorial jurisdiction.
 8. Admission requirements, if applicable.
 9. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the Governing Board’s satisfaction.
 10. The procedures by which students can be suspended or expelled.
 11. The manner by which staff members of the charter schools will be covered by the State Teacher’s Retirement System, the Public Employees’ Retirement System or federal social security.
 12. The public school attendance alternatives for students residing within the District who choose not to attend the charter schools.
 13. A description of the rights of any District employee upon leaving district employment to work in the charter school and of any rights of return to the district after employment at the charter school.
 14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.
 15. A declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school’s employees for purposes of collective bargaining under Government Code 3540-3549.3.

16. The procedures to be used if the charter school closes, including, but not be limited to:
- a. Designation of a responsible entity to conduct closure-related activities
 - b. Notification of the closure to parents/guardians, the Board, the County Office of Education, the special education local plan area in which the school participates, the retirement systems in which the school's employees participate, and the California Department of Education, providing at least the following information:
 1. The effective date of the closure
 2. The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure
 3. The students' districts of residence
 4. The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements
 - c. Provision of a list of students at each grade level, the classes they have completed, and their districts of residence to the responsible entity designated in accordance with item #16 above
 - d. Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity designated in accordance with item #16 above, except for the records and/or assessment results that the charter may require to be transferred to a different entity
 - e. Transfer and maintenance of personnel records in accordance with applicable law
 - f. Completion of an independent financial audit within six months after the closure of the school that includes an accounting of all financial assets and liabilities pursuant to 5 CCR 11962 and an assessment of the disposition of any restricted funds received by or due to the school
 - g. Disposal of any net assets remaining after all liabilities of the school have been paid or otherwise addressed pursuant 5 CCR 11962
 - h. Completion and filing of any annual reports required pursuant to Education Code 47604.33
 - i. Identification of funding for the activities identified in item #16a-h above

Charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including, but not limited to: (Education Code 47605)

1. The charter school shall be nonsectarian in its programs, admission policies, employment practices and all other operations; shall not charge tuition; and shall not discriminate against any student on the basis of ethnicity, national origin, gender or disability.
2. The charter school shall admit all students who wish to attend the school, according to the following criteria and procedures:
 - a. Admission to the charter school shall not be determined according to the student's place of residence, or that of his/her parents/guardians, within this state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area.
 - b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance, except for existing students of the charter school, shall be determined by a public random drawing. Preferences shall be extended to students currently attending the charter school and students who reside in the District. In the event of a drawing, the Board shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet student demand.
 - c. Other admissions preferences permitted by the Board on an individual school basis and if consistent with law.

In addition to submitting the proposed charter and the affirmations described above, charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including but not limited to: (Education Code 47605)

1. The facilities to be used by the school, including where the school intends to locate
2. The manner in which administrative services of the school are to be provided
3. Potential civil liability effects, if any, upon the school and district
4. Financial statements that include a proposed first-year operational budget, including start-up costs, and cash flow and financial projections for the first three years of operation.

Location of Charter School

Unless otherwise exempted by law, the charter petition shall identify a single charter school that will operate within the geographic boundaries of the District. A charter school may propose to operate at multiple sites within the District as long as each location is identified in the petition. (Education Code 47605, 47605.1)

A charter school that is unable to locate within the District's jurisdictional boundaries may establish one site outside District boundaries but within the county, provided that: (Education Code 47605, 47605.1)

1. The District is notified prior to approval of the petition
2. The County Superintendent of Schools and Superintendent of Public Instruction are notified before the charter school begins operations
3. The school has attempted to locate a single site or facility to house the entire program but such a facility or site is unavailable in the area in which the school chooses to locate, or the site is needed for temporary use during a construction or expansion project

A charter school may establish and locate a resource center, meeting space, or other satellite facility in an adjacent county if both of the following conditions are met: (Education Code 47605.1)

1. The facility is used exclusively for the educational support of students who are enrolled in nonclassroom-based independent study of the charter school
2. The charter school provides its primary educational services in, and a majority of the students it serves are residents of, the county in which the school is authorized

Charter Approval/Denial

Within 30 days of receiving a petition to establish a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the District and parents/guardians. (Education Code 47605)

Within 60 days of receiving a petition, or within 90 days with the consent of the petitioners and the Board, the Board shall either grant or deny the request to establish a charter school. (Education Code 47605)

The Board shall grant the charter if doing so is consistent with sound educational practice. A charter shall be denied only if the Board presents written specific factual findings that one or more of the following conditions exist: (Education Code 47605)

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain an affirmation of each of the conditions described above and in Education Code 47605 (d).
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions described above and in Education Code 47605 (b).

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities. (Education Code 47605.7)

The Board shall not grant any charter that authorizes the conversion of a private school to a charter school. (Education Code 47605)

In granting charter petitions, the Board shall give preference to schools best able to provide comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education under Education Code 54032. (Education Code 47605)

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47605)

The petitioners shall provide written notice of the Board's approval and a copy of the charter to the State Board of Education. (Education Code 47605)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

Revisions

Material revisions to a charter may be made only with Board approval and shall be governed by same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. (Education Code 47607)

Renewals

A charter school seeking renewal of the charter shall submit a written request to the Board at least 120 days before the term of the charter is due to expire.

At least 90 days before the term is due to expire; the Board shall conduct a public hearing to receive input on whether or not to extend the charter. At least 60 days before the expiration date, the Board shall either grant or deny the request for renewal.

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. (Education Code 47607)

Each renewal shall be for a period of five years. (Education Code 47607)

Revocations

The Governing Board may revoke a charter whenever it finds that the charter school has done any of the following: (Education Code 47607)

1. Committed a material violation of any of the conditions, standards or procedures set forth in the charter
2. Failed to meet or pursue any of the student outcomes identified in the charter
3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement
4. Violated any provisions of the law

Requirements for Charter Schools

In order to generate state funding based on average daily attendance, a charter school student shall be a California resident and, if over 19 years of age, shall be continuously enrolled in a public school and making “satisfactory progress” toward a high school diploma as defined in 5 CCR 11965. (Education Code 47612)

No student shall be required to attend a charter school. (Education Code 47605)

No district employee shall be required to work at a charter school. (Education Code 47605)

Charter schools shall be exempt from Education Code provisions governing school districts except the following:

1. Charter schools shall be subject to Education Code 47611 regarding the State Teachers’ Retirement System. (Education Code 47610)
2. Charter schools shall be subject to Education Code 41365 regarding the revolving loan fund for charter schools. (Education Code 47610)
3. Charter schools shall be subject to all laws establishing minimum age for public school attendance. (Education Code 47610)
4. Charter schools shall meet all statewide standards and conduct the student assessments required by Education Code 60605 and any other statewide standards or student assessments applicable to non-charter public schools. They shall certify that their students have participated in the state testing programs specified in Education Code 60600-60652 in the same manner as other students attending public schools. (Education Code 47605, 47612.5)
5. Charter schools shall be subject to state law prohibitions regarding the employment of any person, in either a certificated or classified position, who has been convicted of a violent or serious felony. (Education Code 44830.1, 45122.1)
6. Charter Schools shall offer, at a minimum, the same number of instructional minutes set forth in Education Code 46201 for the appropriate grade levels. (Education Code 47612.5)
7. Charter schools that provide independent study shall be subject to Education Code 51745-51749.3. (Education Code 47612.5, 51747.3; 5 CCR 11705)
8. Charter schools shall be subject to provisions in Government Code 3540-3549.3 related to collective bargaining in public education employment. If a charter does not specify that the charter school shall comply with laws and regulations governing tenure or a merit or civil service system, the scope of representation for the charter schools shall also include discipline and dismissal of charter school employees. (Education Code 47611.5)

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the Board. (Education Code 47605)

Students with disabilities shall be served by charter schools in the same manner as students are served in other public schools. (Education Code 56145)

Charter schools shall, on a regular basis, consult with parents/guardians and teachers regarding the school's educational programs. (Education Code 47605)

Charter schools shall promptly respond to all reasonable inquiries from the Board or the Superintendent of Instruction, including but not limited to, inquiries regarding its financial records. (Education Code 47604.3)

Charter schools shall maintain written contemporaneous records that document all student attendance and shall make these records available for audit and inspection. (Education Code 47612.5)

Waivers

If a charter school submits to the District an application for a waiver of any state Education Code provisions, the Board shall hold a public hearing on the waiver request no later than 90 days following the receipt of the request. (Education Code 33054)

The Superintendent or designee shall subsequently prepare a summary of the public hearing to be forwarded with the waiver request to the State Board of Education. If the Board recommends against approval of the waiver request, it shall set forth the reasons for its disapproval in written documentation that shall be forwarded to the State Board of Education. (Education Code 33054)

Financial Relationship

The District shall permit a charter school to use, at no cost, facilities not currently being used by the District for instructional or administrative purposes or not historically being used for rental purposes provided that the charter school shall be responsible for reasonable maintenance of those facilities.

The District may charge for the actual costs of supervisory oversight of a charter school not to exceed one percent of the charter school's revenue. If the District is able to provide substantially rent-free facilities to the charter school, the District may charge actual costs up to three percent of the charter school's revenue for supervisory oversight. (Education Code 47613)

The charter school may separately purchase administrative or other services from the District or any other source. (Education Code 47613)

At the request of a charter school, the Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System and the Public Employees' Retirement System on behalf of the charter school. The charter schools may be charged for the

actual costs of the reporting services but shall not be required to purchase payroll processing services from the District as a condition for creating and submitting these reports. (Education Code 47611.3)

Petition Review Committee

At his discretion, the Superintendent or designee may establish a staff advisory committee to review submitted petitions and supporting documentation. Such a committee may be used to evaluate the completeness of proposals, the merits of the proposed educational programs, and any concerns that should be addressed by the petitioners, taking into consideration the criteria specified in law and Board policy for approval or denial of petitions. The Superintendent or designee shall also consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.

Adoption History

Initial Review: 06/23/03

Adopted: 07/14/03

Review: 04/26/04

Reviewed: 05/12/14

SAN MARCOS UNIFIED SCHOOL DISTRICT
BOARD POLICY
PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS

0430

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION Page 1 of 2

The Governing Board desires to provide a free and appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the District, including children who have been suspended or expelled or placed by the District in a nonpublic school or agency services.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the District participates as a member of the Special Education Local Plan Area (SELPA).

The Superintendent or designee shall extend the District's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this district, with the exception of those that apply to complaints, unless the local plan specifically authorizes the District to operate under its own policies and regulations.

The special education local plan area shall administer a local plan and administer the allocation of funds.

Legal Reference:

Education Code

56000-56001 Education for individuals with exceptional needs

56020-56035 Definitions

56040-56042 General Provisions

56048-56050 Surrogate Parents

56055 Foster parents

56060-56063 Substitute teachers

56170-56177 Children enrolled at private schools

56190-56194 Community advisory committees

56195-56195.10 Local Plans

56205-56208 Local plan requirements

56213 Special education local plan areas with small or sparse populations

56240-56245 Staff development

56300-56385 Identification and referral, assessment, instructional planning, implementation and review

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56508 Procedural safeguards, including due process rights

56520-56524 Behavioral interventions

56600-56606 Evaluation, audits and information

56836-56836.03 Administration of local plan

Government Code

95000-95030 California Early Intervention Services Act

Code of Regulations, Title 5

3000-3082 Regulations governing special education

United States Code, Title 20

1400-1485 Individuals with Disabilities Education Act

United States Code, Title 29

794 Rehabilitation Act of 1973, Section 504

United States Code, Title 42

12101-12213 Americans with Disabilities Education Act

Code of Federal Regulations, Title 34

99.10-99.22 Inspection, review and procedures for amending education records

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

300.500-300.514 Due process procedures for parents and children

303.1-303.670 Early intervention program for infants and toddlers with disabilities

Management Resources:

WEB SITES

CDE, Special Education Division: <http://www.cde.ca.gov/spbranch/sed>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/offices/OSERS/OSEP>

Adoption History:

Initial Review: 08/23/93

Adopted: 09/13/93

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02/26/01

04/26/04

05/14/07

SAN MARCOS UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION	0430 Page 1 of 5
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Definitions

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for children between the ages of 3 and 21; and are provided in conformity with the student's individualized education program (IEP) that meets the requirement of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104)

The right to FAPE extends to students who are suspended or expelled or placed by the district in a nonpublic, nonsectarian school. (34 CFR 300.17, 300.101, 300.104)

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including children in public or private institutions or other care facilities, be educated with children who are non-disabled, including the provision of nonacademic and extracurricular services and activities. (34 CFR 300.107, 300.114, 300.117)

Special education means specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities whose educational needs cannot be met with modification of the regular instruction program. It also includes related services, provided at no cost to the parent/guardian, that may be needed to assist these individuals to benefit from specially designed instruction. Special education provides a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education, to meet the educational and service needs of individuals with disabilities in the least restrictive environment. (Education Code 56031)

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards within the district that apply to all students. (34 CFR 300.39)

Surrogate parent means an individual assigned to act as a surrogate for the parent/guardian. The surrogate may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to

the provision of FAPE to the individual with disability. (34 CFR 300.519; Education Code 56050)

(cf. 6159.4 - Appointment of Surrogate Parent for Special Education)

Elements of the Local Plan

SPECIAL EDUCATION LOCAL PLAN AREA LOCAL EDUCATION AGENCY (LEA) ASSURANCES

1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. CHILD FIND (20 USC § 1412 (a)(3))

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. EVALUATION (20 USC § 1412 (a)(7))

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY (20 USC § 1412 (a)(8))

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. PART C, TRANSITION (20 USC § 1412 (a)(9))

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. PRIVATE SCHOOLS (20 USC § 1412 (a)(10))

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12. INTERAGENCY (20 USC § 1412 (a)(12))

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE (20 USC § 1412 (a)(13))

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will

not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds.

18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))

(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3))

(Federal requirement for State Education Agency only)

27. DATA (20 USC § 1418 a-d)

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

28. READING LITERACY (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS (E.C. 56207.5 (a-c))

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

SAN MARCOS UNIFIED SCHOOL DISTRICT
BOARD POLICY

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

DISTRICT TECHNOLOGY PLAN

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The Governing Board recognizes that technology can greatly enhance the instructional program as well as the efficiency of district and school site administration. The Board also realizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks.

The Superintendent or designee shall develop a plan to address the short and long-term technology needs of the district and provide for compatibility of resources among school sites, district offices, and other district operations. As a basis for this plan, the Superintendent or designee shall examine and compare costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

The Superintendent or designee may appoint a technology committee to assist with the above investigations and determinations.

Legal Reference:

Education Code:

10550-10555 Telecommunications standards
11320-11320.6 Distance learning projects
51006 Computer education and resources
51007 Programs to strengthen technological skills
51865 California distance learning policy
51870-51884 Educational Technology Act of 1992
60011 Instructional materials definition
60017.1 Technology-based materials

United States Code:

6801-7005 Technology for Education Act of 1994

Management Resources:

CDE Publications:

The California Master Plan for Educational Technology, 1992
K-12 Network Technology Planning Guide: Building the Future, 1994

Adoption History:

Initial Review: 3/26/01
Reviewed 4/26/04

SAN MARCOS UNIFIED SCHOOL DISTRICT

BOARD POLICY

PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS

COMPREHENSIVE SAFETY PLAN

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The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

Each principal or designee shall ensure the development of a site-level plan by the school site council, in accordance with law, tailored to the specific concerns of each school. The plan shall take into account the school's staff, available resources and building design, as well as other factors unique to the site.

The school safety plan shall be reviewed and updated annually by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 35294.6)

The Board shall approve the comprehensive school safety plan(s) in order to ensure compliance with law, Board policy, and administrative regulation. At a minimum, the Board shall approve the plan at a regularly scheduled meeting.

School Safety Plans should explain:

1. How the safety plan addresses the needs of the school and students within that school.
2. How the school site council or safety planning committee considered the "three essential components" when writing the plan, assuring each student a safe physical environment; an emotionally nurturing environment; and providing each student resiliency skills. (Education Code 35294.21)

By October 15 of each year, the Superintendent or designee shall notify the State Department of Education of any schools that have not complied with the requirements of Education Code 32281-88).

The principal or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

Legal Reference:

EDUCATION CODE

200-262.4

32260-32262

32270

Prohibition of sex discrimination

Interagency School Safety Demonstration Act of 1985

School safety cadre

32280-32289	School safety plans
32290	Safety devices
35147	School site councils and advisory committees
35183	School dress code; uniforms
35291	Rules
35291.5	School-adopted discipline rules
35294.10-35294.15	School Safety and Violence Prevention Act
41510-41514	School safety consolidated grant program
48900-48927	Suspension and expulsion
48950	Speech and other communication
49079	Notification to teacher; student who has committed acts constituting grounds for suspension or expulsion
67381	Violent crime, definition
PENAL CODE	
11164-11174.3	Child Abuse and Neglect Reporting Act
CALIFORNIA CONSTITUTION	
Article 1, Section 28(c) Right to Safe Schools	
CODE OF REGULATIONS, TITLE 5	
11992-11993	Definition, persistently dangerous schools
11987-11987.7	School Community Violence Prevention Program requirements
UNITED STATES CODE, TITLE 20	
7101-7165	Safe and Drug Free Schools and Communities, especially:
7114	Application for local educational agencies
7912	Transfers from persistently dangerous school
UNITED STATES CODE, TITLE 42	
12101-12213	Americans with Disabilities Act

Initial Adoption: 08/24/98
Reviewed/Revised: 09/25/00
08/25/03
09/12/05
03/09/09

SAN MARCOS UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE

PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS

COMPREHENSIVE SAFETY PLAN

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Development of Safety Plan

The school site council shall write and develop a comprehensive safety plan relevant to the needs and resources of that particular school. The site council shall consult with local law enforcement in the writing and development of the plan, as well as other school site councils and safety committees, when practical. (Education Code 32281–82)

In addition, the school site council may consult with other local agencies as appropriate, including health care and emergency services.

The school site council may delegate the responsibility for writing and developing a school safety plan to a school safety planning committee. This committee shall be composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the school safety plan. (Education Code 32288) In addition to the persons listed above, the following entities/persons shall be notified in writing: the local mayor, local school employee organizations, each parent organization at the school site, a representative from the student council/government, and all other persons who have requested notification. (Education Code 32288)

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. A representative of the local churches
2. Local civic leaders
3. Local business organizations

Elements of the Safety Plan

The safety plan shall include, but not be limited to: (Education Code 32282)

1. Education Code 32282 recommends that each school plan discuss how the school site council or committee considered these essential components (See the accompanying Board policy.): Assuring each student a safe physical environment, a safe, respectful, accepting and emotionally nurturing environment and developing each student's resiliency skills.
2. An assessment of the current status of school crime committed on campuses and at school-related functions.

3. Appropriate strategies and programs that will provide or maintain a high level of school
4. safety and address the school procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
 - a. Child abuse reporting procedures consistent with Penal Code 11164
 - b. Routine and emergency disaster procedures including earthquakes, adaptations for students with disabilities, and procedures that allow public agencies to use schools during disasters and emergencies.
 - c. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
 - d. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
 - e. A discrimination, harassment, and sexual harassment policy pursuant to Education Code 200-262.4.
 - f. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel," the provisions of that dress code
 - g. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
 - h. A safe and orderly environment conducive to learning at the school
 - i. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
 - j. Procedures for reporting school crimes, including hate crimes.

Optional Component

Among the strategies for providing a safe environment, the plan "may" also include components that emphasize prevention and alternatives to violence, such as anger management, personal responsibility, effective communication skills, conflict resolution and community service learning, parent involvement strategies, prevention and intervention strategies related to the sale or use of drugs and alcohol, collaborative relationships among community agencies, and community strategies for violence prevention instruction, procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for appropriate notification, assessment of the school's physical environment including procedures to close or secure the campus, crisis intervention strategies, development of an evacuation plan including procedures for responding to the release of a toxic substance within ¼ mile of a school, development of a method for the reporting of violent incidents, and staff training to implement the elements of the safety plan.

Evaluation of the Safety Plan

The school site council or safety planning committee shall evaluate, and amend as necessary, the safety plan at least once a year no later than March 1, to ensure that the plan is properly implemented. (Education Code 32288)

The principal or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32288)

Initial Review: 07/20/98
Reviewed/Revised: 09/25/00
08/25/03
09/12/05
03/09/09

SAN MARCOS UNIFIED SCHOOL DISTRICT
BOARD POLICY
PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

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ACCOUNTABILITY

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The Governing Board has a responsibility to continually reexamine district programs and practices to determine their effectiveness in serving all students. Review and evaluation procedures shall provide a mechanism for ensuring accountability to parents/guardians and the community.

To enable the Board to fulfill these responsibilities, the Superintendent or designee shall identify and/or develop appropriate measures to ensure accountability. These measures shall be integrated and consistent with the state's accountability system and may include, but not be limited to, measures to evaluate student achievement and other district goals.

The Superintendent or designee shall regularly report to the Board regarding progress toward the District's vision/direction and goals and the implementation of comprehensive plans.

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/direction.

Evaluation results shall be reported to parents/guardians and the community. Upon publication, the Board shall, at a regularly scheduled meeting, discuss the results of each school's annual ranking on the statewide Academic Performance Index. (Education Code 52056). This discussion shall include an examination of scores from the Standardized Testing and Reporting (STAR) program.

Evaluation results may be used as a basis for implementing programmatic changes, determining the need for additional support or assistance, and establishing other performance-based consequences.

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

52050-52058 Public Schools Accountability Act

60640-60649 Standardized Testing and Reporting Program

Code of Regulations, Title 5

15440-15466 Standards and criteria for fiscal accountability

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

Legal Reference Continued:

Management Resources:

CSBA Publications

Maximizing School Board Governance

Web Sites

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

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

California Department of Education, Accountability:

<http://www.cde.ca.gov/ta/ac>

US. Department of Education, No Child Left Behind:

<http://www.nclb.gov>

Adoption History

Initial Adoption: 05/10/93

Reviewed: 03/24/97

02/26/01

04/26/04

07/14/08

SAN MARCOS UNIFIED SCHOOL DISTRICT
BOARD POLICY

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL ACCOUNTABILITY REPORT CARD

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The Governing Board views school accountability report cards as an excellent way to inform the community about conditions, needs and progress at each school and to help provide data by which parents/guardians can make meaningful comparisons between schools. In addition, the process of developing the report cards gives the school staff opportunities to review achievements, identify areas for improvement, enlist local support and establish a vision for the future.

The Superintendent or designee shall maintain a process for developing annual report cards for each school site with input from all segments of the school community. After the report cards are issued, the Superintendent or designee shall provide opportunities for staff and the community to discuss their content and strategies for communicating the information contained in the cards to all stakeholders.

Legal Reference:

EDUCATION CODE

- 1240 County Superintendent, general duties
- 17002 Definition, including good repair
- 17014 Plan for building maintenance
- 17032.5 Portable classroom maintenance
- 17070.15 School Facilities Act; definitions
- 17089 Portable classroom maintenance
- 33126 School Accountability Report Card
- 33126.1 School Accountability Report Card model template
- 33126.15 School Accountability Report Card template
- 33126.2 Secretary of Education school accountability report card study
- 35256 School Accountability Report Card
- 35256.1 Information required in the School Accountability Report Card
- 35258 Internet access to the School Accountability Report Card
- 41409 Calculation of statewide averages
- 41409.3 Salary information required in the School Accountability Report Card
- 46112 Minimum school day for grades 1, 2 and 3
- 46113 Minimum school day for grades 4 through 8
- 46117 Minimum kindergarten school day
- 46141 Minimum school day (high school)
- 51225.3 Requirements for graduation
- 52052 Academic performance index
- 52053 Immediate intervention/underperforming schools program
- 52056 Meeting growth targets
- 60119 Textbook sufficiency
- 60600-60618 General Provisions

60640-60648 Standardized testing and reporting program

60800 Physical fitness testing

60850 High school exit examination

60851 High school exit examination

CALIFORNIA CONSTITUTION

Article 16. Section 8.5(e) Allocations to State School Fund

UNITED STATES CODE, TITLE 20

6311 State plans, including local educational agency report cards

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Report Cards, September 12, 2003

WEB SITES

CSBA, SARC Select:

<http://www.csba.org/Services/Services/DistrictServices/SARC.aspx>

California Department of Education, School Accountability Report Card:

<http://www.cde.ca.gov/ta/ac/sa>

U.S. Department of Education, No Child Left Behind Act:

<http://www.nclb.gov>

Adoption History:

Initial Adoption: 03/26/01

04/26/01

07/14/08

SAN MARCOS UNIFIED SCHOOL DISTRICT
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PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL ACCOUNTABILITY REPORT CARD

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Each year the principal or designee at each school shall prepare an annual school accountability report card which shall include, but is not limited to, an assessment of the following school conditions: (Education Code 33126, 35294.6)

1. Student achievement in and progress toward meeting reading, writing, arithmetic and other academic goals, including:
 - a. Results by grade level from the assessment tool used by the District, using percentiles when available for the most recent three year period.
 - b. Results of the statewide assessment by grade level.
 - c. The average verbal and math Scholastic Assessment Test scores to the extent provided to the school and the percentage of seniors taking that exam for the most recent three year period.
2. Progress toward reducing dropout rates, including the one year dropout rate listed in the California Basic Education Data System for the school over the most recent three year period.
3. Estimated expenditures per student and types of services funded.
4. Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school by grade level, the average class size and the percentage of students in grades K-3 participating in the Class Size Reduction Program, using California Basic Education Data System information from the most recent three year period.
5. The total number of the school's credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials and any assignment of teachers outside their subject areas of competence for the most recent three year period.
6. Quality and currency of textbooks and other instructional materials.
7. Availability of qualified personnel to provide counseling and other student support services.
8. Availability of qualified substitute teachers.
9. Safety, cleanliness and adequacy of school facilities.

10. Adequacy of teacher evaluations and opportunities for professional improvement, including the annual number of school days dedicated to staff development for the most recent three-year period.
11. Classroom discipline and climate for learning, including suspension and expulsion rates for the most recent three-year period.
12. Teacher and staff training and curriculum improvement programs
13. Quality of school instruction and leadership.
14. The degree to which students are prepared to enter the work force.
15. The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year required by state law, separately stated for each grade level.
16. The total number of minimum days in the school year, as specified in Education Code 46112, 46113, 46117 and 46141.

School accountability report cards shall also include the following information: (Education Code 41409.3)

1. The beginning, median and highest salary paid to teachers in the district, as reflected in the District's salary scale.
2. The average salary for school-site principals in the district.
3. The salary of the Superintendent.
4. The percentage of the District's budget allocated to teachers' salaries.
5. The percentage of the District's budget allocated to administrative salaries.
6. As provided by the State, for items #1-5 above, the statewide average in districts of the same size and type.

Every three years the Board shall compare district report cards with the State Board of Education model report card. (Education Code 35256)

Notifications

The Governing Board shall annually issue a school accountability report card for each school site, publicize such reports, and notify parents/guardians that a copy will be provided upon request. (Education Code 35256)

SCHOOL ACCOUNTABILITY REPORT CARD

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The Superintendent or designee shall ensure that the District makes the information contained in the school accountability report card accessible on the Internet and that this information is updated annually (Education Code 35258)

Initial Review: 03/26//01
Reviewed/Revised: 04/26/04
07/14/08

SAN MARCOS UNIFIED SCHOOL DISTRICT
BOARD POLICY

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

INTERVENTION FOR UNDERPERFORMING SCHOOLS

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

Upon application to or selection by the Superintendent of Public Instruction to participate in the state's intervention program for underperforming schools, the Board shall, by October of the year that the school participates:

1. Appoint a broad-based school-site and community team consisting of a majority of non-school site personnel, with at least 20 percent of team members consisting of parents/guardians of students enrolled at the school.
2. Contract with an external evaluator from the list of qualified external evaluators approved by the State Board of Education.

In selecting an external evaluator to work with a school, the Board shall consider the evaluator's knowledge of evaluation processes, curriculum and instruction, school management and other school issues; experience with similar schools and student populations; interpersonal skills; communication skills; and any other criteria determined by the Board to be important in meeting the needs of that school.

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.

The Superintendent or designee shall provide the Board with frequent reports on the status and results of implementation efforts.

Legal Reference:

Education Code

33126 School Accountability Report Card

33400-33407 CDE evaluation of district programs

51041 Evaluation of the educational program

52050-52058 Public Schools Accountability Act, especially:

52053-52055.5 Immediate Intervention for Underperforming Schools

60640-60647 Standardized Testing and Reporting (STAR) program

Adoption History

Initial Adoption: 03/26/01

Reviewed/Revised: 07/13/09

SAN MARCOS UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

INTERVENTION FOR UNDERPERFORMING SCHOOLS

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Action Plan

By March 15 of the year that follows the year the school is selected to participate in the state's intervention program for underperforming schools, the school-site and community team and the external evaluator shall develop an action plan to improve the academic achievement of the students enrolled at the school. The action plan shall focus on improving student academic performance, improving the involvement of parents/guardians, improving the effective and efficient allocation of resources and management of the school, and identifying and developing solutions that take into account the underlying causes for low performance by students.

At a minimum, the action plan shall:

1. Review and include the school and district conditions identified in the school accountability report card.
2. Identify the current barriers at the school and district toward improvements in student achievement.
3. Identify schoolwide and districtwide strategies to remove these barriers.
4. Review and include school and district crime statistics.
5. Examine and consider disaggregated data regarding student achievement and other indicators to consider whether all groups and types of students made adequate progress toward short-term growth targets and long-term performance goals. The disaggregated data shall, at a minimum, provide information regarding the achievement of English learners, economically disadvantaged students and other groups of students by race and ethnicity and gender.
6. Set two-year academic objectives that will allow the school to make adequate progress toward its growth targets for student achievement as measured by all the following to the extent that data are available for the school:
 - a. Results of the statewide Standardized Testing and Reporting (STAR) achievement tests
 - b. Graduation rates for grades 7 through 12
 - c. Attendance rates for students and school personnel for elementary, middle and secondary schools
 - d. Any other indicators approved by the State Board of Education

The action plan shall include percentage growth targets at least as high as the annual growth targets adopted by the State Board of Education. It also shall include an expenditure plan that does not require expenditure of funds in excess of those provided through the intervention program or otherwise available to the school.

In the development of the action plan, the school-site and community team shall consult with the exclusive representatives of employees and shall consider the opinions of parents/guardians of students at the participating school and recommendations submitted in writing and solicited at a public meeting.

Upon completion, the action plan shall be submitted to the Board for approval. No later than April 15, the approved plan shall be submitted to the Superintendent of Public Instruction with a request for funding to implement the program.

Consequences Based on Progress

If a school fails to meet its annual short-term growth target within 12 months after receiving funding for the intervention program, the Board shall hold a public hearing at a regularly scheduled meeting to ensure that the members of the school community are aware of the lack of progress. Upon consultation with the external evaluator and the school-site and community team, the Board shall choose from a range of interventions for the school, including reassignment of school personnel to the extent authorized by law, negotiation of site-specific amendments to collective bargaining agreements, or other changes deemed appropriate in order to continue implementation of the action plan.

A school that demonstrates significant growth but has not met its performance goals 24 months after receiving funding shall continue to participate in the program for an additional year.

If a school does not meet its performance goals and has not demonstrated significant progress within 24 months of receiving funding the legal rights, duties and powers of the Board with respect to that school shall be assumed by the Superintendent of Public Instruction.

If a school meets or exceeds its annual growth target for 24 months and receives a monetary award under the Governor's Performance Award Program, the school shall use the funds at its discretion.

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Reviewed/Revised: 07/13/09