

**DEL MAR UNION SCHOOL DISTRICT**  
**ARTICLE 0**  
**PHILOSOPHY-GOALS-OBJECTIVES & COMPREHENSIVE PLANS**  
**(Series 0000)**

NOTE: The CSBA comprehensive index/table of contents provides a standard index system designed to accommodate future policies/regulations and a table of contents for this manual. This manual contains only those Board policies (BP), administrative regulations (AR) and exhibits (E) specified in the right-hand column.

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**DEL MAR UNION SCHOOL DISTRICT**  
**PHILOSOPHY • GOALS • OBJECTIVES AND COMPREHENSIVE PLANS**

**BOARD POLICY 0000: VISION/LONG-RANGE STRATEGIC PLAN**

In order to provide a clear focus for district programs, activities and operations, the Governing Board shall adopt a long-range vision/strategic plan implemented through the district strategic planning committee. This vision may be incorporated in various documents, including the district's mission statement, philosophy, long-term goals, short-term objectives and/or comprehensive plans.

The Superintendent or designee shall recommend an appropriate process for establishing and/or reviewing the district's vision/strategic plan, which is inclusive of parents/guardians, students, staff and community members.

Following these reviews the Board shall review the district vision/strategic plan yearly and may revise or reaffirm any direction it has established for the district.

The Superintendent or designee shall communicate the district's vision to staff, parents/guardians and the community and shall regularly report to the Board regarding district progress toward the vision.

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*Management Resources:*

**CSBA PUBLICATIONS**

*Maximizing School Board Leadership: Vision, 1996*

**WEB SITES**

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

**DEL MAR UNION SCHOOL DISTRICT**  
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**BOARD POLICY 0200: GOALS FOR THE SCHOOL DISTRICT**

The Governing Board shall adopt short-term and long-term goals for achieving the district's overall vision for its schools and district staff, as well as clear performance standards and benchmarks, which can be used to determine if the district is meeting these goals. Goals shall be limited in number so as to be reasonably achievable within established timelines.

The Superintendent or designee may establish short-term, interim objectives and comprehensive plans to ensure adequate, regular progress toward the district's long-term goals.

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*Legal Reference:*

EDUCATION CODE

51002 Local development of programs based on stated philosophy and goals

51020 Definition of goal

51021 Definition of objective

*Management Resources:*

CSBA PUBLICATIONS

*Healthy Food Policy Resource Guide, 2003*

*Maximizing School Board Leadership: Vision, 1996*

WEB SITES

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

**DEL MAR UNION SCHOOL DISTRICT**  
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**BOARD POLICY 0400: COMPREHENSIVE PLANS**

The Governing Board believes that careful planning is essential to effective implementation of district programs and policies. Comprehensive plans shall identify cohesive strategies for school improvement and provide stability in district operations.

The Superintendent or designee shall develop comprehensive plans for the implementation of the district's vision and goals, on specific policy topics and on other areas as required by law. As appropriate, comprehensive plans may describe, but not be limited to, anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.

Comprehensive plans may be subject to review and approval by the Board.

The process for developing comprehensive plans shall invite broad participation of school and community representatives. Committees may be appointed to assist in the development of plans. Comprehensive plans shall be available to the public and shall be reviewed as needed.

In addition, school-level plans may be developed to meet the unique circumstances of individual school sites provided that they are consistent with law, district vision, Board policies, administrative regulations and districtwide plans. School plans may be subject to review and approval of the Superintendent or designee and/or the Board.

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*Legal Reference:*

**EDUCATION CODE**

35035 Powers and duties of Superintendent

35291 Rules (power of governing board)

*Management Resources:*

**CSBA PUBLICATIONS**

*Maximizing School Board Leadership: Vision, 1996*

**WEB SITES**

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

**DEL MAR UNION SCHOOL DISTRICT**  
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**BOARD POLICY 0410:**

**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act.

The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

Individuals with disabilities shall notify the Superintendent or principal 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 notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment materials distributed to these groups. (34 CFR 104.8, 106.9)

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

In compliance with law, the district's nondiscrimination policy shall be published in the individual's primary language to the extent practicable.

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*Legal Reference:*

EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

GOVERNMENT CODE

11000 Definitions

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

*Management Resources:*

U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS PUBLICATIONS

Protecting Students from Harassment and Hate Crime, January, 1999

Notice of Non-Discrimination, January, 1999

Nondiscrimination in Employment Practices in Education, August, 1991

WEB SITES

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>

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

Safe Schools Coalition: <http://www.casafeschoolscoalition.org>

Pacific Disability and Business Technical Assistance Center: <http://www.pacdbtac.org>

Board Policy 0410 (was 5000 approved by the Board of Trustees March 13, 1996):

1<sup>st</sup> Reading for the Board of Trustees: November 16, 2005

Second Reading and Board Approval: December 14, 2005

**DEL MAR UNION SCHOOL DISTRICT**  
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**BOARD POLICY 0420: SCHOOL PLANS/ SITE COUNCILS**

***General Provisions***

1. The Board desires to have its schools participate in a school improvement plan as described in Ed Code 41507, 41572, 64000 and 64001.
2. The Board directs the Superintendent to operate School Site Councils at each school site, consistent with the requirements of Ed Code 41507, 41572, 52852 and 64001 and this Board Policy.
3. The Board directs the Superintendent to establish a communication procedure between the Board and the School Site Councils.
4. The Board directs the Superintendent to establish a school improvement program evaluation designed to insure that School Improvement budgets improve student achievement at each site as described in Ed Code 6190.
5. The Board directs the Superintendent to develop administrative regulations, so that each participating SIP school complies with Ed Code 64001 which requires a written Single Site Plan for Student Achievement including aligned activities based on identified staff development needs.

***Composition of the School Site Council:***

1. Each Del Mar Union School District Site Council shall be composed of ten (10) members consistent with Ed Code 41507, 41572, and 52852:
  - One principal of the site
  - Three teachers at the site (selected by site teachers, using secret ballot)
  - One other school personnel (selected by other site personnel, using secret ballot)
  - Five parents (selected by parents, using secret ballot)
2. The term of all School Site Council members shall be two years, and shall be staggered, so that approximately half of the council is elected in one calendar year, while the other half of the council is elected twelve months later.

In the event that all current Site Council members at one school site are serving non-staggered terms of the same length, all members shall draw lots to determine which half of the Site Council members shall continue for one additional year.

*B.P./A.R. 6002 School Improvement Plan: Adopted by the Board of Trustees December 8, 1999*

*B.P./A.R. 6002 replaced by B.P./A.R. 0420: School Plans/Site Councils*

*B.P./A.R. 0420 Approved by the Board of Trustees: September 27, 2005*

*Revisions to Board Policy 0420 Approved by the Board of Trustees: December 14, 2005*

*Approved by the Board of Trustees with Revisions: September 30, 2009*

3. Elections for School Site Council members shall occur by the last week in September of each school year.
4. School Site Council members may serve more than one two year term, so long as the members were re-elected by the appropriate group, and the member's child is still enrolled at the school site (parents, certificated teachers, other school personnel).
5. School Site Council members who fail to attend three SSC meetings during one school year are automatically removed from office upon missing the third meeting.
6. Should a vacancy occur on the SSC, a replacement will be appointed for the remainder of the vacant term.
7. The principal will follow the provisions of the Brown Act in posting the monthly SSC agenda.
8. The principal is responsible for notifying staff and parents of the SSC election process.
9. The School Site Council may function on behalf of other committees in accordance with law. (Ed Code 52055)

### ***Responsibility of the School Site Council (SSC)***

1. As per Ed Code 64001, the School Site Council is responsible to develop and fund a written School Improvement Plan also known as the Vision for Excellence Site Plan, which shall contain the following items:
  - a) The School Improvement Plan, entitled the Vision for Excellence Site Strategic Plan, sets student achievement goals in District curriculum/standards, including: Reading/Language Arts; Writing; Mathematics; Science; History/Social Science; the Arts and other School Focus areas selected by the SSC. The Vision for Excellence Site Strategic Plan must identify one or two academic areas: one area must support the district focus determined by data need and/or adoption cycle. One or two non-academic student support areas will also be part of the site plan (and SSC funding) to improve the educational program. The plan must contain information about the current levels of student performance from standardized test results, local performance assessments, and other measurable data/information. The Vision for Excellence School Site Strategic Plan must also describe the process the SSC will use to evaluate the effectiveness of the school site program, and must include the results of the most recent parent and staff surveys.

*B.P./A.R. 6002 School Improvement Plan: Adopted by the Board of Trustees December 8, 1999*

*B.P./A.R. 6002 replaced by B.P./A.R. 0420: School Plans/Site Councils*

*B.P./A.R. 0420 Approved by the Board of Trustees: September 27, 2005*

*Revisions to Board Policy 0420 Approved by the Board of Trustees: December 14, 2005*

*Approved by the Board of Trustees with Revisions: September 30, 2009*

- b) As per Ed Code 64001, the Vision for Excellence Site Strategic Plan at each site must contain a Staff Development component (and funding) to accomplish the
  - c) goals in the site plan. The Staff Development component must be updated annually.
  - d) The Vision for Excellence Site Strategic Plan must also contain a description of materials/supplies, which will be necessary to accomplish the goals in the site plan. The description of materials must be updated annually by the School Site Council (SSC) by June of each school year. (Ed Code 41507, 41572)
2. By October of each school year, the School Site Council must approve the proposed School Site Council expenditure plan for the school year, and forward the proposed budget to the School Board for approval or rejection. Each expenditure item in the proposed SSC budget must align with the goals, staff development needs, and materials/supplies described in the Vision for Excellence School Site Strategic Plan.
- a) SSC funds must be expended for supplies, materials, training, staff development, coaching, release time, curriculum development, hardware, software, books, and other appropriate investments which will help the school site to reach the goals as stated in the Vision for Excellence Site Strategic Plan.
  - b) It is the policy of the DMUSD Board of Trustees that no more than 30% of SIP funds may be carried over from one fiscal year to another fiscal year without the express permission of the DMUSD Board of Trustees.
3. The School Site Council will keep minutes from each SSC meeting and will use this information to modify and monitor the Vision for Excellence Site Strategic Plan.
4. The goals contained in the Vision for Excellence Site Strategic Plan must be consistent with the Del Mar District Strategic Plan.
5. All planning by the SSC must include continuous and systematic consultation with the professional staff at the school site and at the District Office.
6. The School Site Council determines the organizational structure and strategies to best to accomplish its Vision for Excellence Site Strategic Plan. Approaches may range from the appointment of ad hoc committees, task forces and/or Strategic Planning Action Teams working as a committee of the whole.

*B.P./A.R. 6002 School Improvement Plan: Adopted by the Board of Trustees December 8, 1999*

*B.P./A.R. 6002 replaced by B.P./A.R. 0420: School Plans/Site Councils*

*B.P./A.R. 0420 Approved by the Board of Trustees: September 27, 2005*

*Revisions to Board Policy 0420 Approved by the Board of Trustees: December 14, 2005*

*Approved by the Board of Trustees with Revisions: September 30, 2009*

***Responsibility of the Board of Trustees:***

1. In October of each year, the Board of Trustees shall review and approve the Vision of Excellence School Site Strategic Plan for each school site to determine that the goals and objectives align with the District's Strategic Plan.
2. The Board of Trustees will approve or disapprove the annual SSC budget (after a majority of the SSC has approved the budget). The deadline for the SSC to submit its annual budget to the Board of Trustees shall be October of each school year. In the event that the Board of Trustees disapproves the annual SSC budget at a site, the Board will provide the SSC with written reasons for disapproving the budget. Upon modification by the SSC, the Board of Trustees will reconsider the SSC proposed budget.

*B.P./A.R. 6002 School Improvement Plan: Adopted by the Board of Trustees December 8, 1999*

*B.P./A.R. 6002 replaced by B.P./A.R. 0420: School Plans/Site Councils*

*B.P./A.R. 0420 Approved by the Board of Trustees: September 27, 2005*

*Revisions to Board Policy 0420 Approved by the Board of Trustees: December 14, 2005*

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**ADMINISTRATIVE REGULATION TO BOARD POLICY 0420:**  
**SCHOOL PLANS/SITE COUNCILS**

- A. An annual School Calendar will be developed in September to support the implementation of the Vision for Excellence Site Strategic Plan. Principals and Site Councils will be required to hold a minimum of four quarterly meetings throughout the school year to accomplish the tasks described in Board Policy 0420.
- The Principal will distribute information about the School Site Council to all parents; hold annual SSC elections; hold first SSC meeting in September/October; distribute updated Vision for Excellence Site Strategic Plan document, planned meeting schedule, and budget information.
- B. Meetings throughout the year will focus on student achievement in a content focus area, or areas defined at the Vision For Excellence Site Strategic Plan Annual update conducted in March. The focus area must support the District Strategic Plan.
- Assign site team(s) to provide information on focus area(s).

Site staff will consider the following questions:

1. How are students doing in the defined focus areas based on annual test data? Review standardized test results, report card results, local performance assessments, national and state standards, and staffing/achievement in the focus area. Do parent survey results indicate that parents believe students are learning in the defined focus area?
  2. How should the site plan be modified to improve student performance in the defined focus area? If improvement is needed, what are the “next” steps? Should additional staff development be scheduled? Why? Are additional materials needed? Why? Is there a need for coaching support?
  3. If improvement is necessary, what is the estimated cost? All costs must be included in the Vision for Excellence Site Strategic Plan (resource column).
- C. In October, the School Site Council must approve the proposed expenditure plan for the school year and forward the proposed budget to the School Board for final approval.

*B.P.J.A.R. 6002 School Improvement Plan: Adopted by the Board of Trustees December 8, 1999*

*B.P.J.A.R. 6002 replaced by B.P.J.A.R. 0420: School Plans/Site Councils*

*B.P.J.A.R. 0420 Approved by the Board of Trustees: September 27, 2005*

*Revisions to Board Policy 0420 Approved by the Board of Trustees: December 14, 2005*

*Approved by the Board of Trustees with Revisions: September 30, 2009*

- D. During the months of January and February - Continue to review the action steps and student achievement in the defined focus area. Begin to plan for sharing site successes and modifications at the Annual Update of the Vision for Excellence Strategic Planning session.

Site staff will consider the following questions:

1. How are students achieving in the focus areas?
  2. What parts of the action plans have been the most successful for students?
  3. What parts of the action plans are being modified? What are the expected outcomes of the modifications?
  4. Have there been any significant budget modifications because of the Action Plan changes?
- E. During March, the Vision for Excellence Site Strategic Planning Team will meet to review the progress of the plan and will make recommendations to the SSC for modifications. (Ed Code 64001)
- During April, May and June – Review budget implications and draft site budget for finalization in September/October after all data has been received from the State standardized testing program.
- F. Communication with PTA and Vision for Excellence School Site Strategic Planning Team

In order to provide for effective communication between the School Site Council and site PTA, and the Vision for Excellence Site Strategic Planning Team, principals will invite site PTAs to select one PTA member who will attend all Site Council meetings during the school year. The PTA representative may be a member of the Site Council. The PTA representative may also serve on the Vision for Excellence Site Strategic Planning Team to strengthen the connection to all site leadership and decision-making bodies.

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***Legal Reference:***

*Education Code 41507, 41572, 64000 and 64001.*

*B.P./A.R. 6002 School Improvement Plan: Adopted by the Board of Trustees December 8, 1999*

*B.P./A.R. 6002 replaced by B.P./A.R. 0420: School Plans/Site Councils*

*B.P./A.R. 0420 Approved by the Board of Trustees: September 27, 2005*

*Revisions to Board Policy 0420 Approved by the Board of Trustees: December 14, 2005*

*Approved by the Board of Trustees with Revisions: September 30, 2009*

**DEL MAR UNION SCHOOL DISTRICT**  
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**BOARD POLICY 0420.1: SCHOOL-BASED PROGRAM COORDINATION**

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. (Education Code 52852.5)

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.

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*Legal Reference:*

EDUCATION CODE

8750-8754 Conservation Education

44520-44534 New Careers Program

51870-51874 Educational Technology

52000-52049.1 School Improvement Program

52200-52212 Gifted and Talented Education Program

52340-52346 California Regional Career Guidance Centers

52800-52904 School-Based Program Coordination Act

54000-54041 Educationally Disadvantaged Youth Programs

54100-54145 Miller-Unruh Basic Reading Act

54650-54659 Education Improvement Incentive Program

54720-54734 School-Based Pupil Motivation and Maintenance Program

56000-56885 Special education

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

MILITARY AND VETERANS CODE

500-520.1 California Cadet Corps

*Management Resources:*

CDE PROGRAM ADVISORIES

06271.09 School-Based Program Coordination Act

0620.09 Use of Categorical Funds for Motivation Incentives

0430.09 Using School Improvement Program Resources and SB 1882 Funding to Promote School Change

1107.89 Implementation of new procedures for noncompliance

WEB SITES

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

Board Policy/Administrative Regulation 0420.1

1<sup>st</sup> Reading for the Board of Trustees: November 16, 2005

2<sup>nd</sup> Reading and Approval by the Board of Trustees: December 14, 2005

**DEL MAR UNION SCHOOL DISTRICT**  
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**ADMINISTRATIVE REGULATION 0420.1:**  
**SCHOOL-BASED PROGRAM COORDINATION**

The Superintendent or designee shall give all principals information about the School-Based Program Coordination Act. This information shall be provided to staff and parents/guardians. (Education Code 52852.5)

Categorical funds coordinated under this program may include funding for: (Education Code 52851)

1. Conservation Education (Education Code 8750-8754)
2. New Careers Program (Education Code 44520-44534)
3. Educational Technology (Education Code 51870-51874)
4. School Improvement Program (Education Code 52000-52049.1)
5. Gifted and Talented Education Program (Education Code 52200-52212)
6. Educationally Disadvantaged Youth Programs (Education Code 54000-54041)
7. Miller-Unruh Basic Reading Act (Education Code 54100-54145)
8. Special Education (Education Code 56000-56885)

Funds coordinated by this program shall be used to supplement, not supplant, existing state and local appropriations. (Education Code 52852.5)

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. (Education Code 52851)

***Plan***

Program goals, expenditures and evaluation processes shall be addressed in a single school plan for student achievement required for the state's consolidated application process. (Education Code 64001)

The plan shall address: (Education Code 52853)

1. Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student
2. Instructional and auxiliary services which meet the special needs of non-English-speaking or limited-English-speaking students; educationally disadvantaged students; gifted and talented students; and students with exceptional needs
3. A staff development program for teachers, other school personnel, paraprofessionals and volunteers, including those participating in special programs, which may include:
  - a. The use of program guidelines developed by the State Superintendent of Public Instruction for specific learning disabilities, including dyslexia, and other related disorders
  - b. Strategies included in the guidelines and instructional materials that focus on successful approaches for working with students who have been prenatally exposed to substances as well as other at-risk students
4. Ongoing evaluation of the school's educational program
5. The proposed expenditures of funds available to the school through this program, including but not limited to expenditures for salaries and staff benefits for persons providing services for those programs
6. The proposed expenditure of funds available through the Improving America's Schools Act
7. Other activities and objectives established by the site council

The Governing Board shall review and approve or disapprove the school plan. If a plan is not approved, the Board shall give the site council its specific reasons. (Education Code 52855)

The site council shall annually review the school plan, establish a new budget and, if necessary, make other modification to reflect changing needs and priorities. (Education Code 52853, 52857)

Subsequent changes in the plan developed by the site council shall be approved or disapproved by the Board, and specific reasons stated for any disapproval. (Education Code 52855)

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**BOARD POLICY 0420.4: CHARTER SCHOOLS**

**Charter School**

The Board of Trustees (“Board”) believes that charter schools may provide an opportunity to implement school-level reform and to support innovations which improve student learning when such programs are thoughtfully designed to meet local student needs and are professionally governed and delivered by individuals or organizations with expertise in public education. These schools shall operate under the provisions of their charters, federal laws and regulations, specified state laws and regulations, and general oversight of the Board. Only petitions that reflect a seriousness of purpose and display a level of understanding of the complexities of public education operations will be considered for approval by the Board of Trustees.

Consistent with applicable federal and state law, and Administrative Regulation 0420.4, the Superintendent or designee shall coordinate with District staff to review a submitted petition and supporting documentation. District staff may evaluate the completeness of the proposal, the merits of the proposed educational program, the level of community support, and any other items that must be addressed by petitioners. The Superintendent or designee may also consult with legal counsel as appropriate regarding compliance of the petition with legal requirements.

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 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 Board may approve one or more memoranda of understanding (MOU) to clarify the financial and operational agreements between the District and the charter school. Any such MOU may be reviewed on an ongoing basis by the Board and charter school and adjusted as necessary and agreed to by both parties.

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. In accordance with law and the charter provisions, charters shall provide regular reports to the Board to enable the Board to conduct its oversight responsibility.

The Board shall monitor each charter school to determine whether it makes “adequate yearly progress” as defined by the State Board of Education and federal Title I

accountability requirements. If a charter school fails to make adequate yearly progress for two or more consecutive years, the Board shall take action for program improvement in accordance with law, Board policy, and administrative regulations.

The Board may consider converting an existing school to a charter school when state or federal law requires restructuring of the school because of low-performance or when otherwise deemed beneficial by the district or community

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**Legal Reference:**

EDUCATION CODE

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

33054 Waivers

41365 Charter school revolving loan fund

42100 Annual statement of receipts and expenditures

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, as amended

47640-47647 Special education funding for charter schools

47652 Funding of first-year 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 Alternative accountability system

54032 Limited English or low-achieving pupils

56026 Special education

56145-56146 Special education services in charter schools

60600-60649 Assessment of academic achievement, including:

60605 Academic content and performance standards; assessments

60640-60649 Standardized Testing and Reporting Program

60850-60859 High School Exit Examination

GOVERNMENT CODE

1090-1091 Conflict of Interest

3540-3549.3 Educational Employment Relations Act

6250 Public Records Act

54950-54963 The Ralph M. Brown Act

87000 et seq. Political Reform Act

PENAL CODE

667.5 Definition of violent felony

1192.7 Definition of serious felony

CODE OF REGULATIONS, TITLE 5

11700.1-11705 Independent study

11960-11969 Charter schools

UNITED STATES CODE, TITLE 20

6311 Adequate yearly progress

6319 Qualifications of teachers and paraprofessionals

7223-7225 Charter schools

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.78 Accountability

300.18 Highly qualified special education teachers

COURT DECISIONS

*Desert Sands Unified School District and Washington Charter School v. Public Employment Relations Board and California School Employees Association and its Desert Sands Chapter #106, No. BC126357, Superior Court, County of Los Angeles*

*Wilson v. State Board of Education (1999) 75 Cal. App.4th 1125; 89 Cal.Rptr.2d 745*

*Sequoia Union High School District v. Aurora Charter School 2003 42 Cal.App.4th 185; 5 Cal.Rptr3d 86*

*Environmental Charter High School v. Centinela Valley High School District (2004) 122 Cal.App.4th 139*

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

*Knapp v. Palisades Charter High School (2006) 46 Cal.Rptr.3d 295*

ATTORNEY GENERAL OPINIONS

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

*81 Ops.Cal.Atty.Gen. 140 (1998)*

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

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

*78 Ops.Cal.Atty.Gen. 253 (1995)*

*Management Resources:*

CSBA PUBLICATIONS

*Charter Schools: A Manual for Governance Teams, 2002*

CDE PUBLICATIONS

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

USDOE DRAFT NONREGULATORY GUIDANCE

*Charter School Program, August 31, 2003*

*The Impact of the New Title I Requirements on Charter Schools, March 24, 2003*

WEB SITES

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

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

Education Commission of the States: <http://www.ecs.org>

NSBA: <http://www.nsba.org>

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

**DEL MAR UNION SCHOOL DISTRICT**  
**PHILOSOPHY • GOALS • OBJECTIVES AND COMPREHENSIVE PLANS**

**ADMINISTRATIVE REGULATION TO BOARD POLICY 0420.4:**  
**CHARTER SCHOOLS**

**Charter School**

It is the intent of the Board of Trustees ("Board") to fully comply with the Charter Schools Act of 1992 as amended and other applicable state and federal law by providing opportunities for the establishment of independent charter schools. The Board shall grant charter petitions that present a sound educational program in a format that is demonstrably likely to be successfully implemented.

In order to implement state law while providing guidance to petitioners and direction to staff, the Board adopts the following

**Petition:**

To be considered by the Board of Trustees, a charter school petition for the establishment of a charter school within the District must, at minimum, include the following:

1. Petition Signatures:

A completed signature page pursuant to Education Code Section 47605 that includes a number of parents'/guardians' signatures 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 or a number of teachers' signatures 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. The signature page shall include assurances that a copy of the proposed charter was attached to the signature page and that potential signors had an opportunity to review the complete petition prior to signing.

In circulating a petition, the petitioners shall include a prominent statement explaining that a signature on the petition means that the parent/guardian is meaningfully interested in having his/her child(ren) attend the proposed charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the proposed charter school and holds a valid California teaching credential. Interested parents shall also print their names, addresses, phone numbers, child(ren)'s name(s), current grade, school, and district of residence. Interested teachers shall also print their names, addresses, phone numbers, and credentials held.

If the charter petition calls for an existing public school program 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. (Education Code 47605)

*Proposed New Board Policy/Administrative Regulation 0420.4*

*Approved by the Board of Trustees: September 30, 2009*

2. The proposed charter shall be attached to the petition. (Education Code 47605)
3. A charter petition shall include affirmations of the conditions described in Education Code 47605(d), including:
  - a. Assurances that the charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
  - b. Assurances that the charter school shall not charge tuition or discriminate against any person on the basis of ethnicity, national origin, gender or disability, or any other characteristic listed in Education Code Section 220.
  - c. Assurances that the charter school will admit all pupils who wish to attend the school, unless the number of pupils exceeds the schools capacity.
4. A charter petition shall include reasonably comprehensive descriptions of all of the following: (Education Code 47605, 47611.5)
  - a. The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means for a student 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/course credits 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.
  - b. The measurable student outcomes identified for use by the charter school. Student outcomes means the extent to which all students of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the charter school’s educational program.
  - c. The method by which student progress toward meeting student outcomes identified in the charter will be measured, as well as a discussion of how the charter school will meet all statewide grade level standards and conduct student testing required by Education Code Section 60605 and any other statewide standards authorized by statute or required pupil assessments applicable to pupils in non-charter public schools, including passage of the High School Exit Examination for graduation, as required.

- d. The governance structure of the school, including but not limited to a detailed discussion of:
  - 1. The status of the school as a non-profit public benefit corporation or a public school, including copies of the Articles of Incorporation and Bylaws. All records of the non-profit public benefit corporation shall be public.
  - 2. Assurance of compliance with the Brown Act.
  - 3. Assurance of compliance with the Political Reform Act, Government Code 1090, and other laws on conflict of interest, and demonstration of understanding of the impact of compliance with those laws on the proposed governance structure.
  - 4. The process to be followed by the school to ensure parent/guardian involvement and the role of parents, students, staff and community in the governance structure.
- e. The qualifications to be met by individuals to be employed by the school.
- f. The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237.
- g. 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.
- h. Admission requirements, if applicable.
- i. 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 satisfaction of the Board.
- j. The procedures by which students can be suspended or expelled.
- k. The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
- l. The public school attendance alternatives for students residing within the District who choose not to attend charter schools.
- m. A description of the rights of any District employee upon leaving District employment to work in a charter school, and of any rights of return to the District after employment at a charter school, subject to District policies,

- regulations and any applicable collective bargaining agreements. A statement that the charter school shall require its employees to enter into an employment contract that includes the following substance: charter school employees are not District employees and do not accrue any rights, benefits, or status with the District while employed at the charter school.
- n. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions. The dispute resolution process shall not establish additional procedures to revoke a charter nor limit the Board's authority to revoke a charter.
  - o. 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 pursuant to the Educational Employment Relations Act, Government Code sections 3540 et seq.
  - p. The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for the maintenance and transfer of student records.
  - q. A discussion of how the charter school intends to meet the needs of individuals with disabilities including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. This discussion shall include descriptions of the means of providing services and ensuring compliance with state and federal law. Unless the charter school has been accepted as a local education agency member of another Special Education Local Plan Area, this shall include assurances and a description of how the charter school shall comply with the requirements contained in the Local Plan of the Special Education Local Plan Area (SELPA).
5. Recognition that although generally exempt from state laws pertaining to school districts, charter schools are still a part of the public school system and must still comply with certain laws. These may include, but are not limited to: the U.S. Constitution and federal laws, including but not limited to all anti-discrimination and civil rights statutes, the No Child Left Behind Act, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act; the State Constitution, and certain California laws; i.e., the Brown Act (Public Meeting Law), the Public Records Act, conflict of interest laws including Government Code §1090 and the Political Reform Act, Government Code §§87000 et. seq., laws relating to the minimum age for public school attendance and fingerprinting of employees. The charter school shall also comply with all the provisions set forth in its charter and the terms of any Memorandum of Understanding (MOU) with the District.

6. The proposed school calendar, staff development procedures, assurances that the school will provide appropriate services for English Language Learners, and any other information that will assist the Board in understanding the charter school proposal.
7. Information regarding the proposed operation and potential effects of the charter school, including but not limited to a description of: (Education Code §§ 47605, 47605.1)
  - a. The facilities to be used by the school, including where the school intends to locate.
  - b. The manner in which administrative services of the school are to be provided, including, if applicable, the name, address and qualifications of any consultants and/or management company that the petitioner has engaged or proposes engaging.
  - c. Potential civil liability effects, if any, upon the school and District. In order to minimize such effects, the Board recommends that charter schools should be operated as or by nonprofit corporations that comply with laws applicable to public entities.
  - d. 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.
  - e. Adequate processes and measures for holding the charter school accountable for fulfilling the terms of its charter and complying with all applicable laws.
8. Location of Charter School

Unless otherwise exempted by law, any charter petition submitted to the Board 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. 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, if: (Education Code 47605, 47605.1)
  1. The Board is notified prior to approval of the petition, and the school district in which the charter desires to locate is also 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.
- b. A charter school may establish a resource center, meeting space or other satellite facility located 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.

**DEL MAR UNION SCHOOL DISTRICT**  
**PHILOSOPHY • GOALS • OBJECTIVES AND COMPREHENSIVE PLANS**

**BOARD POLICY 0420.5: SCHOOL-BASED DECISION MAKING**

The Governing Board desires to improve student learning by giving decision-making opportunities to the people who are closest to the students. The Board shall adopt policies, which support decision making appropriate to the site level and shall oversee district accountability for such policies.

Under the direction of the Board, school employees, parents/guardians, and community members may collaborate on matters such as program priorities and delivery, student behavior and discipline, student services and counseling, personnel selection and assignment, and the allocation of funds.

Under the leadership of the district and school administration, schools making significant changes in instructional practices or learning environment must have a broad-based consensus regarding their specific objectives, priorities, and methods for assessing student learning.

The Board desires to support staff decision-making responsibilities with appropriate inservice training, to encourage creativity at school sites, and to evaluate staff performance in relation to school objectives. The Superintendent or designee shall help site-based strategic planning teams to establish planning processes, make efficient use of resources and staff, and develop new programs based on the needs, interests and resources at their individual schools.

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***Legal Reference:***

**EDUCATION CODE**

35160 Authority of Board

35161 Delegation of Board authority

58900-58928 Demonstration of restructuring in public education

**DEL MAR UNION SCHOOL DISTRICT**  
**PHILOSOPHY • GOALS • OBJECTIVES AND COMPREHENSIVE PLANS**

**BOARD POLICY 0430:**

**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION**

The Governing Board desires to provide a free and appropriate public education to all individuals with disabilities, aged 3 to the conclusion of 6<sup>th</sup> grade, 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. (Education Code 56303)

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 North Coastal Consortium for Special Education (NCCSE).

The Superintendent or designee shall extend the district's full cooperation to the NCCSE. The policies and procedures of the special education local plan area (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. (Education Code 56195)

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**Legal Reference:**

EDUCATION CODE

- 56000-56001 Education for individuals with exceptional needs
- 56020-56035 Definitions
- 56040-56046 General provisions
- 56048-56050 Surrogate parents
- 56055 Foster parents
- 56060-56063 Substitute teachers
- 56170-56177 Children enrolled in 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
- 56440-56449 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
- 56836-56836.05 Administration of local plan

GOVERNMENT CODE

- 95000-95029 California Early Intervention Services Act
- CODE OF REGULATIONS, TITLE 5
- 3000-3089 Regulations governing special education
- UNITED STATES CODE, TITLE 20
- 1400-1482 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 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
- 303.1-303.654 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>

**DEL MAR UNION SCHOOL DISTRICT**  
**PHILOSOPHY • GOALS • OBJECTIVES AND COMPREHENSIVE PLANS**

**ADMINISTRATIVE REGULATION TO BOARD POLICY 0430:**  
**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION**

***Definitions***

Free and appropriate 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; include appropriate services for children aged 3 through the completion of 6<sup>th</sup> grade; and are provided in conformity with the student's individualized education program pursuant to 34 CFR 300.340-300.350. The right to FAPE extends to students who are suspended or expelled or placed by the district in nonpublic school or agency services. (34 CFR 300.13, 300.121)

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to nondisabled students. A program specialist may be responsible for assuring that students have full educational opportunities regardless of their district of residence. (34 CFR 300.504, 300.505; Education Code 56368)

Least restrictive environment means that to an appropriate extent, students with disabilities, including children in public or private institutions, shall be educated with children who are not disabled, including in nonacademic and extracurricular services and activities. (34 CFR 300.306, 300.550, 300.554).

Special education means specially designed instruction, at no cost to the parent/guardians, to meet the unique needs of individuals with exceptional needs, whose educational needs cannot be met with modification of the regular instruction program, and related services, 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 exceptional needs in the least restrictive environment. (Education Code 56031)

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction. (34 CFR 300.26)

Surrogate parent means an individual assigned to act as a surrogate for the parents/guardians. The surrogate may represent an individual with exceptional needs 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 300.515; Education Code 56050)

***Elements of the Local Plan***

The special education local plan shall include, but not be limited to the following:

1. Assurances that policies, procedures and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-21) and in conformity with 20 USC 1412(a) and 20 USC 1413(a)(1). (Education Code 56205)
2. An annual budget plan and annual service plan adopted at a public hearing held by the special education local plan area. (Education Code 56205)
3. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met. (Education Code 56205)
4. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment. (Education Code 56206)

The local plan, annual budget plan and annual service plan shall be written in language that is understandable to the general public. (Education Code 56205)

Each special education local plan area shall develop written agreements to be entered into by districts participating in the plan. (Education Code 56195.7)

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code 56195.1 and 56195.7. (Education Code 56195.8)

The North Coastal Consortium for Special Education (NCCSE) local plan is available at the district office.

**DEL MAR UNION SCHOOL DISTRICT**  
**PHILOSOPHY • GOALS • OBJECTIVES AND COMPREHENSIVE PLANS**

**BOARD POLICY 0440: DISTRICT TECHNOLOGY PLAN**

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, he/she shall examine and compare the 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.

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*Legal Reference:*

**EDUCATION CODE**

10550-10555 Telecommunications standards

51006 Computer education and resources

51007 Programs to strengthen technological skills

51865 California distance learning policy

51870-51874 Educational Technology

60010 Instructional materials definitions

66940-66941 Distance learning

**UNITED STATES CODE, TITLE 20**

6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D

*Management Resources:*

**CDE PUBLICATIONS**

*The California Master Plan for Educational Technology, 1992*

*K-12 Network Technology Planning Guide: Building the Future, 1994*

**DEL MAR UNION SCHOOL DISTRICT**  
**PHILOSOPHY • GOALS • OBJECTIVES AND COMPREHENSIVE PLANS**

**ADMINISTRATIVE REGULATION TO BOARD POLICY 0440:**  
**DISTRICT TECHNOLOGY PLAN**

When developing the district's technology plan, the Superintendent or designee shall consider:

1. The district's existing equipment and its capability for working with new technologies.
2. Existing facilities and the extent of retrofitting required for various electronic formats.
3. When appropriate, the hiring of a communications network expert to determine facility requirements and design a communications system that meets the specific needs of the school environment, addressing network security. The system should be able to interface with various types of communications networks and handle anticipated advances in technology to the extent possible.
4. When appropriate, the district's options for connecting to information networks; staff training to evaluate the various network service providers; and a process that allows all carriers to compete for service.
5. Ways in which electronic formats can be used to enhance the curriculum, motivate and improve student research, generate advanced thinking skills, and promote learning, including English language acquisition.
6. The equipping of school library media centers to improve the instructional program and promote cost-effective sharing of informational resources.
7. The integration of technological resources into school and district administration to facilitate routine operations, staff meetings/collaboration, and communication with parents/guardians and community agencies.
8. The use of technology to serve professional development needs, helping staff to improve their practices and enabling them to exchange ideas with peers.
9. The feasibility of providing system access to students and staff who have their own computers at home.
10. Staff development for teachers and/or library media specialists in how to use the new technology and make it an integral part of the instructional process in all parts of the curriculum.

11. Staff development needs of staff who will provide ongoing technical support.
12. Potential sources of ongoing funding and assistance, including support from parents/guardians and the business community.
13. A process for evaluating and updating the district's technology plan and its implementation.

**DEL MAR UNION SCHOOL DISTRICT**  
**PHILOSOPHY • GOALS • OBJECTIVES AND COMPREHENSIVE PLANS**

**BOARD POLICY 0450: COMPREHENSIVE SAFETY PLAN**

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.

The district safety committee with input from site safety committee members shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (Education Code 32281)

The school safety plan shall take into account the school's staffing, available resources and building design, as well as other factors unique to the site.

Each school shall review and update its safety plan by October 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32286)

The district safety officer shall forward the site safety plans to the Board for approval. (Education Code 32288)

The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation.

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Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of sex discrimination  
32260-32262 Interagency School Safety Demonstration Act of 1985  
32270 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  
35294.20-35294.25 Double Your Cash program  
41510-41514 School safety and consolidated grant  
48900-48927 Suspension and expulsion  
48950 Speech and other communication  
67381 Violent crime

PENAL CODE

628-628.6 Reporting of school crime  
11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

UNITED STATES CODE, TITLE 20

7101-7165 Safe and Drug Free Schools and Communities, especially:  
7114 Application for local educational agencies

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

911! *A Manual for Schools and the Media During a Campus Crisis*, 2001  
*Protecting Our Schools: Governing Board Strategies to Combat School Violence*, 1999

CDE PUBLICATIONS

*Safe Schools: A Planning Guide for Action*, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

*Practical Information on Crisis Planning: A Guide for Schools and Communities*, May 2003  
*Early Warning, Timely Response: A Guide to Safe Schools*, August 1998

WEB SITES

CSBA: <http://www.csba.org>  
American Red Cross: <http://www.redcross.org>  
California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>  
California Office of Emergency Services: <http://www.oes.ca.gov>  
California Seismic Safety Commission: <http://www.seismic.ca.gov>  
Federal Bureau of Investigation: <http://www.fbi.gov>  
National Alliance for Safe Schools: <http://www.safeschools.org>  
National School Safety Center: <http://www.nsscl.org>  
U.S. Department of Education, Safe Schools:  
<http://www.ed.gov/about/offices/list/osers/osep/gtss.html>

**DEL MAR UNION SCHOOL DISTRICT**  
**PHILOSOPHY • GOALS • OBJECTIVES AND COMPREHENSIVE PLANS**

**ADMINISTRATIVE REGULATION TO BOARD POLICY 0450:**  
**COMPREHENSIVE SAFETY PLAN**

***Development and Review of School Site Safety Plan***

In writing and developing the comprehensive school safety plan, the school site council shall consult with local law enforcement as well as other school site councils and safety committees, when practical. (Education Code 32281, 32282)

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

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)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs

4. A representative of each teacher organization at the school site
5. A representative of the student body government
6. All persons who have indicated that they want to be notified

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

The district safety planning committee may consider incorporating into the plan the following “three essential components” and/or the strategies recommended in Education Code 35294.21:

1. Assuring each student a safe physical environment
2. Assuring each student a safe, respectful, accepting, and emotionally nurturing environment
3. Developing each student’s resiliency skills

***Content of the Safety Plan***

The district safety plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety and shall include the development of all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164
2. Routine and emergency disaster procedures including, but not limited to:
  - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act
  - b. An earthquake emergency procedure system in accordance with Education Code 32282
  - c. A procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare

shelters during disasters or other emergencies affecting the public health and welfare

3. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4
6. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
7. A safe and orderly school environment conducive to learning
8. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
9. Hate crime reporting procedures pursuant to Penal Code 628-628.6
10. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
11. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying and hazing, as well as behavioral expectations and consequences for violations
12. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, and community service learning
13. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
14. Prevention and intervention strategies related to the sale or use of drugs and alcohol, which shall reflect expectations for drug-free schools and support for recovering students
15. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system and the schools that lead to the development

- of a set of common goals and community strategies for violence prevention instruction
16. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school
  17. Procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
  18. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campuses to outsiders, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus
  19. Crisis prevention and intervention strategies, which may include the following:
    - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
    - b. Assignment of staff members responsible for each identified task and procedure
    - c. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
    - d. Coordination of communication to schools, Governing Board members, parents/guardians, and the media
    - e. Development of a method for the reporting of violent incidents
    - f. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
  20. Staff training in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.

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**BOARD POLICY 0500: ACCOUNTABILITY**

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 demonstrate 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, parent/guardian involvement 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.

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***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*

**CODE OF REGULATIONS, TITLE 5**

15440-15463 *Standards and criteria for fiscal accountability*

***Management Resources:***

**CSBA PUBLICATIONS**

***Making Changes That Improve Student Achievement: A School Board's Guide to Reform and Restructuring, 1997***

***Maximizing School Board Leadership, Vol. 1-8, 1996-97***

**WEB SITES**

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

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

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**BOARD POLICY 0510: SCHOOL ACCOUNTABILITY REPORT CARD**

The Governing Board shall annually issue a school accountability report card for each school site. (Education Code 35256)

Such report cards shall be designed to inform parents/guardians and the community about the conditions, needs and progress at each school and to help provide data by which parents/guardians can make meaningful comparisons between schools. The Board believes that the process of developing the report cards gives 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. The Superintendent or designee shall develop strategies for communicating the information contained in the cards to all stakeholders, including opportunities for staff and the community to discuss their content.

**Notification**

The Board shall publicize the issuance of school accountability report cards and notify parents/guardians that a paper copy will be provided upon request. (Education Code 35256)

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

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**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  
33126.2 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

**Management Resources:**

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Report Cards, September 12, 2003

WEB SITES

CSBA, SARC Select: <http://www.csba.org/ds/SARC.htm>

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>