VISION

In order to provide a clear focus for district programs, activities and operations, the Board of Education 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 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 statement which is inclusive of parents/guardians, students, staff and community members.

The Board shall review the district vision statements at least every three years or whenever a new Board member or Superintendent joins the district. Following these reviews the Board may revise or reaffirm the 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.

Management Resources:

CSBA PUBLICATIONS
Maximizing School Board Leadership: Vision, 1996

WEB SITES
CSBA: http://www.csba.org
VISION

The Superintendent or designee shall establish a process for developing and regularly reviewing the district's vision and direction which includes:

1. Clearly defined procedures, timelines and responsibilities
2. Identification of the strengths and needs of the district
3. Input from parents/guardians, students, staff and community members through procedures which may include surveys, focus groups, advisory committees and/or public meetings and forums
4. Board adoption of district vision statements at a public meeting

As part of this process, the Superintendent or designee shall provide the Board of Education with relevant district documents and data, including current district mission and vision statements, if any, and information about student demographics, student achievement, student enrollment patterns, current programs and recent program cuts, staffing and professional development needs, budget trends, facilities, technology and emerging educational issues.
PHILOSOPHY

As part of its responsibility to establish a guiding vision for the district, the Board of Education shall develop and regularly review a set of fundamental principles which describes the district's beliefs, values or tenets. The Board and district staff shall incorporate this philosophy in all district programs and activities.

It is the philosophy of the district that:

1. All students can learn and succeed.

2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.

3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society.

4. A safe, nurturing environment is necessary for learning.

5. Parents/guardians have a right and an obligation to participate in their child's schooling.

6. The ability of children to learn is affected by social, health and economic conditions and other factors outside the classroom.

7. Early identification of student learning and behavioral difficulties contribute to student success.

8. Students and staff respond positively to high expectations and recognition for their accomplishments.

9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.

10. The diversity of the student population and staff enriches the learning experience for all students.

11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.

12. A high level of communication, trust, respect and teamwork among Board members and the Superintendent contributes to effective decision making.
PHILOSOPHY (continued)

13. The community provides an essential resource to the educational program.

14. Effective communication with all stakeholders helps build support for the schools.

15. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.

Legal Reference:

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

Management Resources:

CSBA PUBLICATIONS
Maximizing School Board Leadership: Vision, 1996
GOALS FOR THE SCHOOL DISTRICT

As part of the Board of Education's responsibility to set direction for the school district, 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 so as to be reasonably achievable within established timelines.

Quality Education for All

- At each school, strengthen, expand, and ensure access to an appropriate, challenging, and articulated educational experience for every student in our richly diverse learning community.
- Students who have been in our elementary programs will be successful readers and writers by the time they enter middle school.
- Develop and implement plans to expand the skillful use and application of technology.
- Develop and implement plans to strengthen the link between school, higher learning, and the community and the world of work.
- Develop and implement a plan for the integration of the teaching of mathematics, science, and health.
- Develop and implement a plan to facilitate students' transitions.
- Develop and implement an ongoing plan for students, family, staff, and community, to enhance intercultural understanding and to improve human relations.
- All schools will develop programs to improve the graduation rate.
- All schools will develop programs to promote students' attendance, active participation in their learning, and sense of belonging.
- Develop and implement a district-comprehensive assessment program of student learning outcomes.

Effective Utilization of Human Resources

- Actively recruit and select well-qualified applicants reflecting and respectful of the district's and communities cultural diversity.
GOALS FOR THE SCHOOL DISTRICT  (continued)

- Implement programs to encourage and support new employees, insuring their success while also continuing ongoing professional development for existing staff.

- Continue to refine the comprehensive evaluation program that provides training and in-service opportunities for certificated and classified managers in the area of effective employee evaluation.

Effective Resource Allocation

- Continue to develop and expand the district’s computer-based financial and student systems to facilitate site-based management and more effective districtwide decision making.

- Improve the district facilities management functions to the extent necessary allowing the instructional and non-instructional programs to achieve their maximum potential and to avoid the deterioration of the facilities as experienced in the pre-ES Reconstruction period.

All district students will graduate as:

1. **Visionary, Versatile Learners** who recognize and solve complex problems through reflection, informed risk-taking, critical evaluation, and artistic exploration.

2. **Thinkers** with a working knowledge and appreciation of academics, aesthetics, personal wellness, and self, as well as an understanding of the needs of others.

3. **Global Citizens** who value their richly varied world and act to sustain the natural environment by participating in democratic processes through ethical, informed decision-making.

4. **Life-Long Learners** who, individually and in collaboration with others, are intrinsically motivated to pursue their personal best and attain meaningful, productive lives.

5. **Effective, Multilingual Communicators** who use verbal, written, mathematical, artistic, and technological languages to give, receive, value, and process information.

Legal Reference:  (see next page)
GOALS FOR THE SCHOOL DISTRICT (continued)

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
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 STATES CODE, TITLE 20
6311 Accountability, adequate yearly progress
6312 Local educational agency plan

Management Resources:
CSBA PUBLICATIONS
Maximizing School Board Governance: Vision, 1996
WEB SITES
CSBA: http://www.csba.org
CSBA, Agenda Online:
http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx
California Department of Education: http://www.cde.ca.gov

Policy adopted: SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT Santa Monica, California
GOALS FOR THE SCHOOL DISTRICT

Student Achievement

The district holds itself and all schools accountable for demonstrating that all students and disaggregated subgroups, including English Learners and students with disabilities, will meet the following goals for mastery of the state standards in English/Language Arts, English Language Development, and mathematics.

Performance measures include the California Standards Tests in English/Language Arts and mathematics, the California High School Exit Exam (CAHSEE), the California English Language Development Test (CELDT), and district, standards-based instructional program assessments. Benchmark grades for reporting purposes are Grades 3, 5, 8 and 10.

Ninety-five percent of all students and disaggregated subgroups, including English Learners and students with disabilities, will participate in the state and district assessments.

Language Arts

The percentage of all students scoring at or above the Proficient Level will increase by eight percentage points annually on the California Standards Tests in English Language Arts.

The percentage of students in disaggregated subgroups scoring at or above the Proficient Level will increase by 16 percentage points annually on the California Standards Tests in English Language Arts.

Eighty-five percent of all Grade 10 students and disaggregated subgroups will pass the English Language Arts section of the California High School Exit Exam.

Eighty-five percent of students will meet district benchmarks on the standards-based instructional program assessments for English Language Arts.

Eighty-five percent of English Learners will demonstrate benchmark progress toward English Language Arts proficiency on the standards-based instructional program assessments between the winter and spring test administrations.

Eighty-five percent of English Learners in the Two Way Immersion program will demonstrate proficiency on the state standardized Spanish Language Arts assessment.

English Language Development

Eighty percent of English Learners will demonstrate annual increases in English language proficiency on the California English Language Development Test (CELDT) as follows:
GOALS FOR THE SCHOOL DISTRICT (continued)

Beginning: two levels

Early Intermediate - Early Advanced: one level

Eighty-five percent of English Learners will meet district benchmarks on the standards-based English Language Development instructional program assessments.

Mathematics

The percentage of all students scoring at or above the Proficient Level will increase by eight percentage points annually on the California Standards Tests in mathematics.

The percentage of students in disaggregated subgroups scoring at or above the Proficient Level will increase by 16 points annually on the California Standards Tests in mathematics.

Eighty-five percent of all Grade 10 students and disaggregated subgroups will pass the mathematics section of the California High School Exit Exam.

Eighty-five percent of students will meet district benchmarks on the standards-based instructional program assessments for mathematics.

College Readiness

We will hold ourselves accountable for preparing both well-represented and underrepresented students for UC/CSU eligibility by meeting the following goals:

1. The percentage of high school students with a grade point average below 2.0 will decrease by 10 percentage points.

2. The percentage of 11th and 12th grade students completing Advanced Placement courses will increase by 10 percent annually.

3. The percentage of 12th grade students completing the UC/CSU a-g requirements will increase by 10 percent annually.
COMPREHENSIVE PLANS

The Board of Education 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 at regular intervals as specified within the plan.

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.

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

Policy adopted: SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Santa Monica, California
The Board of Education is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on actual or perceived sex, age, ancestry, color, ethnic group identification, gender, mental and/or physical disability, national origin, race, religion, sexual orientation, and a person's association with a person or group with one or more these actual or perceived 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 readily accessible and usable by to individuals with disabilities and shall be in compliance with the Americans with Disabilities Act. In addition, new construction and alterations to facilities existing before January 26, 1992, shall be accessible when viewed in their entirety.

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. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note takers, 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, or 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. To the extent possible, the district's nondiscrimination policy shall be published in the individual's primary language.

*Legal Reference: (see next page)*
NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES  (continued)

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 Definition of hate crime
422.6 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**
1400-1482 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

**WEB SITES**
CDE: http://www.cde.ca.gov
Safe Schools Coalition: http://www.casafeschoolscoalition.org
Pacific Disability and Business Technical Assistance Center: http://www.pacdbtac.org

Policy

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Santa Monica, California

adopted:
Philosophy-Goals-Objectives and Comprehensive Plans

SCHOOL PLANS/SITE COUNCILS

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.

Single Plan for Student Achievement

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 Board of Education 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.

School Site Block Grants

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)
SCHOOL PLANS/SITE COUNCILS (continued)

The Board encourages school site councils to fund the highest priority needs identified in school improvement plans. The school site council shall provide the Superintendent or designee and the Board with a written proposal that includes a statement of the identified need(s) and how the funds will be used to enhance the educational program.

Before the funds are encumbered or expended, the Board shall approve the site council's proposed use of the funds. If the Board does not approve the proposed use, the Board shall inform the school site council of the reasons for disapproval and request that the council review and revise its proposal. (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
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

Legal Reference continued: (see next page)
SCHOOL PLANS/SITE COUNCILS (continued)

Legal Reference: (continued)

- **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**

- **WEB SITES**
  - Center for Comprehensive School Reform and Improvement: [http://www.centerforcsri.org](http://www.centerforcsri.org)
School Site Councils

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. Elementary SSCs shall have a minimum of 10 members. Secondary SSCs shall have a minimum of 12. (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)

School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

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)
SCHOOL PLANS/SITE COUNCILS (continued)

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)

In developing or revising the single plan, the school site council shall:

1. Measure the effectiveness of current improvement strategies at the school

   The school site council shall analyze student performance based on state and local data, identify significant low performance among all student groups, and analyze instructional programs to determine program areas that need to be addressed in order to raise performance of student groups not meeting academic standards.

2. Seek input from other school advisory committees as appropriate

3. Reaffirm or revise school goals to serve as a basis for school improvement activities and expenditures

4. Revise improvement strategies and expenditures

   The school site council shall specify actions to be taken, dates by which actions are to be started and completed, expenditures needed to implement the action, the funding source, anticipated annual performance growth for each student group, and the means that will be used to evaluate progress toward each goal.
SCHOOL PLANS/SITE COUNCILS  (continued)

5. Approve and recommend the plan to the Board of Education

The Superintendent or designee and the principal shall implement the strategies in the single plan and report to the school site council and the Board regarding progress toward school goals. The school site council shall monitor the implementation and effectiveness of the single plan and modify any activities that prove ineffective.

School Plans for Categorical Block Grants

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
SCHOOL PLANS/SITE COUNCILS (continued)

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)
SCHOOL PLANS/SITE COUNCILS  (continued)

School Site Block Grants

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
SCHOOL-BASED PROGRAM COORDINATION

In order to best serve students with special needs and students participating in designated educational programs, the Board of Education 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)

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 originally targeted by the categorical programs.

Legal Reference:

EDUCATION CODE
8750-8754 Conservation education
41500-41573 Categorical education block grants
44520-44534 New Careers Program
51870-51874 Education technology
52200-52212 Gifted and Talented Education Program
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 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:
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

Policy adopted: SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Santa Monica, California
SCHOOL-BASED PROGRAM COORDINATION

The Superintendent or designee shall provide information about the School-Based Program Coordination Act to each principal. Each principal shall provide this information to teachers, other school personnel, parents/guardians, and secondary students. (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. Education Technology (Education Code 51870-51874)
4. Gifted and Talented Education Program (Education Code 52200-52212)
5. California Regional Career Guidance Centers (Education Code 52340-52346)
6. Educationally Disadvantaged Youth Programs (Education Code 54000-54028)
7. Miller-Unruh Basic Reading Act (Education Code 54100-54145)
8. Special Education (Education Code 56000-56867)
9. California Cadet Corps (Military and Veterans Code 500-520.1)

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

Any school participating in school-based program coordination shall not be required to meet any state laws or regulations for any coordinated program listed above, except as specifically provided under the School-Based Program Coordination Act. (Education Code 52851)
CHARTER SCHOOLS

The Board of Education believes that charter schools may provide an opportunity to implement school-level reform and to support innovations, which improve student learning. These schools shall operate under the provisions of their charters, federal laws and general oversight of the Board.

As needed, the Superintendent or designee may work with charter school petitioners to establish workable plans for technical assistance or contracted services which the district may provide to the proposed charter school.

Criteria for Granting Charters

In determining whether to grant or deny a charter, the Board shall determine whether the proposed charter adequately addresses all the provisions required by law and administrative regulations.

The Board also shall assess community support for the charter school and the ability of the school to provide opportunities not currently available at district schools. The charter school petitioner shall provide the Board with information about:

1. How its program will serve low-achieving and other special needs students

2. The facilities to be used by the school

3. The financial relationship between the charter school and the district

4. The way in which the school's administrative services and other non-instructional services will be provided

5. Potential civil liability effects upon the school and the district

6. Any additional information required by the Board regarding proposed operations and potential effects which may result from granting the charter

The Board shall ensure that the proposed charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include fiscal accountability systems as well as clear performance standards and multiple measures by which the charter school will be held accountable for meeting its educational and other goals for students. To assist the Board in its general oversight responsibility, charters shall provide for regular reports to the Board.

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. (Education Code 47605)
Charter Renewals and Revocations

When the term of a charter is due to expire, the Board shall evaluate the charter school's performance and determine whether to renew the charter for an additional term. Renewal shall be subject to the school's ability to demonstrate reasonable progress toward the goals specified in its charter, including but not limited to evidence of student achievement and other student outcomes; compliance with legal requirements; fiscal management; parent/guardian, student and staff satisfaction with the program; and the ability of the school's governance structure to provide access and accountability to the public. The Board may require that the school amend its charter to address new issues before granting renewal.

During the term of any charter, the Board may offer assistance as warranted and/or may revoke the charter if deemed necessary in accordance with state law and administrative regulations.

Legal Reference:

EDUCATION CODE
17280-17317 Field Act
17365-17374 Field Act, fitness for occupancy
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
3540-3549.3 Educational Employment Relations Act
54950-54963 The Ralph M. Brown Act

Legal Reference continued: (see next page)
CHARTER SCHOOLS (continued)

Legal Reference: (continued)

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

CODE OF REGULATIONS, TITLE 24
101 et seq. California Building Standards Code

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

ATTORNEY GENERAL OPINIONS

Management Resources:

CSBA PUBLICATIONS

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
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

WEB SITES
CSBA: http://www.csba.org
California Building Standards Commission: http://www.bsc.ca.gov
California Charter Schools Association: http://www.charterassociation.org
California Department of Education, Charter Schools: http://www.cde.ca.gov/sp/cs
Education Commission of the States: http://www.ecs.org
National School Boards Association: http://www.nsba.org

Policy adopted: SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Santa Monica, California
Petition Signatures

To be considered by the Board of Education, a petition for the establishment of a charter school within the district 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. (Education Code 47605)

In circulating a petition, the petitioners shall include a prominent statement explaining that a 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. (Education Code 47605)

Components of Charter Petition

A charter petition shall include affirmations of the conditions described in Education Code 47605(d) as well as descriptions of all of the following: (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 students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

3. The method by which student progress in meeting those 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. These procedures shall include 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 satisfaction of the Board.

10. The procedures by which students can be suspended or expelled.

11. 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.

12. The public school attendance alternatives for students residing within the district who choose not to attend charter schools.

13. 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.

14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.
CHARTER SCHOOLS (continued)

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. 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.

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, any charter petition submitted to the Board on or after July 1, 2002, 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 (SPI) are notified before the charter school begins operations.
CHARTER SCHOOLS (continued)

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 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.

All charter schools shall be subject to these requirements by June 30, 2005, or upon the expiration of a charter that was in existence on January 1, 2003, whichever is later. Until the later of these dates, any charter school that provided educational services before July 1, 2002, shall be subject to these requirements only for new educational services or school sites it establishes or acquires. (Education Code 47605.1)

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 factual findings specific to the petition 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.
CHARTER SCHOOLS (continued)

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(b) listed in "Components of Charter Petition" above.

The Board shall not grant any charter that authorizes the conversion of a private school to a charter school. (Education Code 47602)

The Board shall not approve any charter petition 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 the grade levels served by the district. (Education Code 47605)

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 (SELPA) in which the district participates. (Education Code 47605, 47647)

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)

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 (CDE) 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 47607)

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, the CDE, and the State Board of Education (SBE). (Education Code 47605)

Material Revisions

Material revisions to a charter may be made only with Board approval. Material revisions shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)
CHARTER SCHOOLS  (continued)

If, after receiving approval of its petition, a charter school proposes to establish operations at one or more additional sites within the district's boundaries, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations. The Board shall consider approval of the additional locations at an open meeting. (Education Code 47605)

Renewals

A charter school seeking renewal of its 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 of the charter 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 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

In addition, beginning on January 1, 2005, or after a charter school has been in operation for four years, whichever is later, a charter school shall meet at least one of the following criteria prior to receiving a charter renewal:  (Education Code 47607)

1. The charter school attains its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.

2. The charter school ranks in deciles 4-10 on the API in the prior year or in two of the last three years.

3. The charter school ranks in deciles 4-10 on the API for a demographically comparable school in the prior year or in two of the last three years.

4. The Board determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school students would otherwise have been required to attend, as well as the academic performance of district schools, taking into account the composition of the student population that is served at the charter school.

The Board's determination shall be based on documented, clear, and convincing data; student achievement data from the Standardized Testing and Reporting Program, and any other available assessments, for demographically similar student populations in comparison schools; and information submitted by the charter school. The Board shall submit to the SPI copies of supporting documentation and a written summary of the basis for its determination.
CHARTER SCHOOLS (continued)

A charter renewal may not be granted to a charter school prior to 30 days after the school submits related materials.

5. The charter school qualifies for an alternative accountability system pursuant to Education Code 52052(h).

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

Revocations

The Board may revoke a charter whenever it finds, through a showing of substantial evidence, 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 provision of law

Prior to revocation, the Board shall notify the charter school of any violation(s) listed in items #1-4 above and give the school a reasonable opportunity to remedy the violation(s) unless the Board determines, in writing, that the violation(s) constitutes a severe and imminent threat to the health or safety of the students. (Education Code 47607)

If the charter school does not successfully remedy the above violation(s), the Board shall provide the charter school with a written notice of intent to revoke the charter and notice of facts in support of revocation. No later than 30 days after providing the notice of intent to revoke the charter, the Board shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the charter. No later than 30 days after the public hearing, unless the Board and the charter school agree to a 30-day extension, the Board shall issue its final decision as to whether or not to revoke the charter. The Board shall not revoke a charter unless the action is supported by written factual findings supported by substantial evidence specific to the charter school. A decision to revoke a charter shall be reported to the County Board of Education and the CDE. (Education Code 47607)

Requirements for Charter Schools

In providing general oversight of a charter school, the Board shall determine whether the school meets the legal requirements applicable to charter schools. Each charter school shall:
CHARTER SCHOOLS (continued)

1. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code 47605)

2. Not charge tuition (Education Code 47605)

3. Not discriminate against any student on the basis of ethnicity, national origin, gender, or disability (Education Code 47605)

4. Adhere to all laws establishing minimum age for public school attendance (Education Code 47610)

5. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (Education Code 47612)

6. Serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145)

7. 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. (Education Code 47605)

   However, if a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admissions preference for students who are currently enrolled in the public elementary school and for students who reside in the public school attendance area. (Education Code 47605.3)

   b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing, except that preferences shall be extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code 47614.5. 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. (Education Code 47605)
CHARTER SCHOOLS (continued)

c. Other admissions preferences may be permitted by the Board on an individual school basis as consistent with law.

8. Require its teachers to 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 (Education Code 47605)

9. Require its teachers of core academic subjects to satisfy requirements for "highly qualified teachers" as defined by the SBE (20 USC 6319; 34 CFR 300.18)

10. Not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law (Education Code 44830.1, 45122.1)

11. Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System (Education Code 47610)

12. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)

13. If applicable, meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds (20 USC 6319)

14. Meet all statewide standards and conduct the student assessments required by Education Code 60605 and 60851 and any other statewide standards or student assessments applicable to noncharter public schools (Education Code 47605, 47612.5)

15. Offer at least the number of instructional minutes set forth in Education Code 47612.5 for the grade levels provided by the charter school (Education Code 47612.5)

16. Meet the requirements of Education Code 51745-51749.3 if it provides independent study, except that it may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705)

17. Identify and report to the SPI any portion of its average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code 47612.5, 47634.2)

18. On a regular basis, consult with parents/guardians and teachers regarding the school's educational programs (Education Code 47605)
CHARTER SCHOOLS (continued)

19. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5).

20. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605).

21. By January 1, 2007, comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code 47610, 47610.5)
   a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374.
   b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.

22. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding its financial records (Education Code 47604.3).

23. Annually prepare and submit financial reports to the district Board and the County Superintendent in accordance with the following reporting cycle:
   a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement. (Education Code 47604.33)
   b. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code 47604.33)
   c. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code 47604.33)
CHARTER SCHOOLS (continued)

d. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code 42100, 47604.33)

e. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the state Controller and the CDE. (Education Code 47605)

Administrative and Other District Services

The district may charge for the actual costs of supervisorial 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 supervisorial 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 school 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)

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 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 SBE. 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 SBE. (Education Code 33054)

District Oversight

For each charter school under the Board's authority, the Superintendent shall: (Education Code 47604.32, 47604.33)
CHARTER SCHOOLS (continued)

1. Identify at least one staff member as a contact person for the charter school

2. Visit the charter school at least annually

3. Ensure that the charter school complies with all reports required of charter schools by law

4. Monitor the fiscal condition of the charter school based on any financial information obtained from the charter school, including, but not limited to, the reports listed above in "Requirements for Charter Schools"

5. Provide timely notification to the CDE if a renewal of the charter is granted or denied, the charter is revoked, or the charter school will cease operation for any reason

The Board and the Superintendent or designee may inspect or observe any part of the charter school at any time. (Education Code 47607)
SCHOOL-BASED DECISION MAKING

The Board of Education 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, secondary students 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 school decision teams 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.

The Superintendent or designee shall appoint a district restructuring committee composed of teachers, parents/guardians, administrators, bargaining unit representatives and one or more Board member representatives. This committee shall help school decision teams request changes or waivers from laws, Board policies, administrative regulations, and collective bargaining agreements.

Legal Reference:  
EDUCATION CODE  
35160 Authority of board  
35161 Delegation of board authority  
58900-58928 Demonstration of restructuring in public education
School Decision Teams

Each school decision team shall be composed of the principal, certificated employees, classified employees, parents/guardians and community representatives. In secondary schools, the committee shall include students attending the school. Team members shall be selected by their fellow staff members, parents/guardians or students; community representatives shall be selected by the school’s parents/guardians.

The team shall establish operational procedures, including a process that ensures effective two-way communication with the entire staff, students, parents/guardians and other members of the community.

The team shall establish objectives designed to foster professional growth, instructional improvement and higher student achievement. These objectives may be related to:

1. Teaching strategies and techniques, including student grouping and the use of instructional technology
2. Program priorities
3. Use of available space and equipment to support instruction
4. Staff development programs
5. Parental and community involvement to support student learning
6. Allocation of discretionary moneys to support instruction
7. Student behavior and discipline

The decision team shall annually evaluate the results of its efforts.

District Requirements

Until changes are approved or waivers granted, schools will need to adhere to the following requirements:

1. Work to support district goals and objectives
2. Adhere to Board policy and state rules and regulations
3. Adhere to collective bargaining agreements
4. Operate within resource allocations
5. Avoid activities that negatively impact other schools

**Guidelines for Planning**

Each school decision team shall:

1. Commit to the Board's school-based decision-making policy
2. Engage in broad-based decision making involving the school administration, staff, parents/guardians, community members and students as appropriate
3. Engage in a planning process to create a vision statement, define school needs, establish goals and priorities, design implementation plans and develop appropriate assessment strategies to measure improvements in student learning
4. Apply for a change or waiver as necessary
5. As opportunities are identified, seek additional outside funding to support restructuring planning
Philosophy-Goals-Objectives and Comprehensive Plans  

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The Board of Education desires to provide a free 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, nonsectarian school.

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)

The special education local plan area (SEPA) shall administer a local plan and administer the allocation of funds. (Education Code 56195)

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 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 SELPA plan specifically authorizes the district to operate under its own policies and regulations.

Modifications and/or special services and aids shall also be provided as needed for students who are eligible for services under Section 504 of the federal Rehabilitation Act of 1973, the Americans with Disabilities Act and related federal regulations.

Legal Reference: (see next page)
COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION  (continued)

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
56220-56245  Staff development
56300-56385  Identification and referral, assessment, instructional planning
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
56836-56836.05  Administration of local plan

GOVERNMENT CODE
7579.5  Surrogate parent, appointment, qualifications, liability
95000-95029  California Early Intervention Services Act

WELFARE AND INSTITUTIONS CODE
361  Limitations on parental control
726  Limitations on parental control

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
300.1-300.818  Assistance to states for the education of children with disabilities, including:
300.500-300.520  Due process procedures for parents and children
303.1-303.654  Early intervention program for infants and toddlers with disabilities

Management Resources:

WEB SITES
California Department of Education, Special Education: http://www.cde.ca.gov/sp/se
U.S. Department of Education, Office of Special Education Programs:
http://www.ed.gov/about/offices/list/osep/osep

Policy  SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
adopted: Santa Monica, California
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 individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104; Education Code 56040)

FAPE applies 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)

*Least restrictive environment* means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR 300.107, 300.114, 300.117; Education Code 56040.1)

*Special education* means specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities including a full continuum of program options including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education to meet the educational and service needs in the least restrictive environment. (Education Code 56300, 56031)

*Special education* may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031)

1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56365, if the service is considered special education rather than designated instruction and service or related service under state standards
2. Travel training
3. Career technical education
4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education
Specially designed instruction means adapting 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 that apply to all students in the district. (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)

Elements of the Local Plan

The local plan developed by the special education local plan area (SELPA) shall include, but not be limited to, the following: (Education Code 56205, 56206)

1. Assurances that policies, procedures, and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-22) and in conformity with 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201

2. An annual budget plan and annual service plan adopted at a public hearing held by the SELPA

3. A description of programs for early childhood special education from birth through five years of age

4. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205

5. A description of a dispute resolution process

6. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205

7. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303

8. 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
COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

9. 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.

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 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)

(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 3542 - School Bus Drivers)
(cf. 4112.23 - Special Education Staff)
(cf. 5144.2 - Suspension and Expulsion (Students with Disabilities))
(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)
(cf. 6164.6 - Identification and Education Under Section 504)
The Board of Education 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 and professional development 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.

The Superintendent or designee shall develop a three- to five-year technology plan which:

1. Focuses on the use of technology to improve student achievement and is aligned with the district's vision and goals for student learning

2. Contains clear goals for the use of technology based on an assessment of district needs

3. Addresses all components required for state or federal technology grant programs, administered by the California Department of Education, in which the district participates (Education Code 51871.5; 52295.35; 5 CCR 11974; 20 USC 6764; 47 CFR 54.508)

4. Addresses the use of technology to improve district governance, district and school site administration, support services, and communications

Planning Team

The Superintendent or designee shall appoint a planning team to assist with the development of the technology plan.

The recommendations of the committee shall be advisory only and shall not be binding on the Board. The plan shall be submitted to the Board for approval.
DISTRICT TECHNOLOGY PLAN  (continued)

Legal Reference:

EDUCATION CODE
10550-10555 Telecommunications standards
11800 K-12 High Speed Network grant program
51006 Computer education and resources
51007 Programs to strengthen technological skills
51865 California distance learning policy
51870-51874 Educational technology
52270-52272 Education technology and professional development grants
52295.10-52295.55 Implementation of federal Enhancing Education Through Technology (EETT) grant program
60010 Instructional materials, definition
66940-66941 Distance learning

PENAL CODE
502 Computer crimes, remedies

CODE OF REGULATIONS, TITLE 5
11971-11979.5 Enhancing Education Through Technology grants

UNITED STATES CODE, TITLE 20
6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D

UNITED STATES CODE, TITLE 47
254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 47
54.500-54.523 Universal service support for schools, especially:
54.508 Technology plan

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

WEB SITES
CSBA: http://www.csba.org
California Department of Education, Education Technology Office: http://www.cde.ca.gov/ls/et
California Learning Resource Network: http://www.clrn.org
California Technology Assistance Project: http://www.ctap.k12.ca.us
International Society for Technology in Education: http://www.iste.org
Technical Support for Education Technology in Schools: http://www.techsets.org

Policy adopted:  SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Santa Monica, California
Philosophy-Goals-Objectives and Comprehensive Plans

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 complete 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.
DISTRICT TECHNOLOGY PLAN (continued)

13. A process for evaluating and updating the district’s technology plan and its implementation.
COMPREHENSIVE SAFETY PLAN

The Board of Education 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 includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The school site council at each district school shall 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 March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32286)

Each school shall forward the safety plan 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.

The Board shall approve the plan at a regularly scheduled meeting.

The Superintendent 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)

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

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

Legal Reference continued: (see next page)
COMPREHENSIVE SAFETY PLAN (continued)

Legal Reference: (continued)

EDUCATION CODE (continued)
35291.5 School-adopted discipline rules
35294.10-35294.15 School Safety and Violence Prevention Act
41510-41514 School Safety Consolidated Competitive 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

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 schools

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: Board of Education Strategies to Combat School Violence, 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Safe Schools: A Planning Guide for Action, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools: 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
Center for Effective Collaboration and Practice: http://cecp.air.org
Federal Bureau of Investigation: http://www.fbi.gov
National Alliance for Safe Schools: http://www.safeschools.org
National School Safety Center: http://www.schooll safety.us

Policy adopted: SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Santa Monica, California
COMPREHENSIVE SAFETY PLAN

Development and Review of School Site Safety Plan

When 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 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

**Content of the Safety Plan**

The districtwide and/or school site safety plan shall include an assessment of the current status of school crime committed on campus(es) and at school-related functions. (Education Code 32282)

The plan also 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. The plan 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
COMPREHENSIVE SAFETY PLAN (continued)

5. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

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

Among the strategies for providing a safe environment, the school safety plan may also include:

1. 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

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, and community service learning

4. 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

5. 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

6. 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
COMPREHENSIVE SAFETY PLAN  (continued)

7. 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

8. 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, surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

9. 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, Board of Education 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

10. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Santa Monica, California
ACCOUNTABILITY

The Board of Education recognizes its responsibility to ensure accountability to the public for the performance of district schools. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in improving student achievement. The Board shall establish systems and processes to monitor results and to evaluate the district’s progress toward accomplishing the district’s vision and goals.

The Board and the Superintendent shall agree upon appropriate measures of district, school, and student performance and shall establish a schedule for providing regular reports to the Board and the public regarding district progress.

Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of the review and evaluation of district programs and operations.

Indicators of district progress in improving student achievement shall include, but not be limited to, the Academic Performance Index (API) established by the state's accountability system and measures of "adequate yearly progress" (AYP) required under the federal accountability system.

Following the annual publication of the API and school rankings by the Superintendent of Public Instruction, the Board shall, at a regularly scheduled meeting, discuss the results of each school’s annual ranking. (Education Code 52056)

This discussion shall include an examination of scores from the Standardized Testing and Reporting (STAR) program, by school, grade, and student subgroup, including disaggregated data based on socioeconomic status, race/ethnicity, enrollment in special education, English proficiency, and gender.

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

Legal Reference: (see next page)
ACCOUNTABILITY (continued)

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
52050-52059 Public Schools Accountability Act
60640-60649 Standardized Testing and Reporting Program

CODE OF REGULATIONS, TITLE 5
15440-15463 Standards and criteria for fiscal accountability

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

Management Resources:

CSBA PUBLICATIONS
Maximizing School Board Governance

WEB SITES
CSBA: http://www.csba.org
California Department of Education, Accountability: http://www.cde.ca.gov/ta/ac
The Board of Education recognizes its responsibility to inform parents/guardians and the community about the conditions, needs, and progress at each district school and to provide data by which parents/guardians can make meaningful comparisons between schools. The process of gathering and analyzing data also provides opportunities for school and district staff to review achievements and identify areas for improvement.

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

In preparing the district's report cards, the Superintendent or designee may choose to use or adapt the model template provided by the California Department of Education. If the model template is not used, the Superintendent or designee shall ensure that data are reported in a manner that is consistent with the definitions for school conditions as provided in the template. At least every three years, the Board shall compare the content of the district's report cards to the state's model template, recognizing that variances are allowed by law as necessary to meet local needs. (Education Code 33126.1, 35256)

The Board shall annually approve the SARCs for all district schools and shall evaluate the data contained in the SARCs as part of the Board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

The Superintendent or designee shall develop strategies for communicating the information contained in the SARCs to all stakeholders, including opportunities for staff and the community to discuss their content.

Notification and Dissemination of SARCs

The Superintendent or designee shall annually publicize the issuance of the SARCs and notify parents/guardians that a paper copy will be provided upon request. On or before February 1 of each year, the Superintendent or designee shall make the SARCs available in paper copy and on the Internet. (Education Code 35256)

*Legal Reference: (see next page)*
SCHOOL ACCOUNTABILITY REPORT CARD  (continued)

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 through 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

Policy
adopted:  SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Santa Monica, California