

OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

**PHILOSOPHY, GOALS, OBJECTIVES AND
COMPREHENSIVE PLANS INDEX**

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BOARD POLICY

BP 0000

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

VISION

In order to provide a clear focus for District programs, activities and operations, the Board of Trustees shall adopt a long-range vision that sets direction for the District which is focused on student learning and describes what the Board of Trustees 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 of Trustees 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 of Trustees 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 of Trustees regarding District progress toward the vision.

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

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

Policy Adopted: 12/10/96

Policy Revised: 02/17/09

Policy Revised: 12/10/13

OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

ADMINISTRATIVE REGULATION

AR 0000

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

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 of Trustees' adoption of District vision statements at a public meeting.

As part of this process, the Superintendent or designee shall provide the Board of Trustees 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.

Regulation Adopted: 02/17/09
Regulation Reviewed: 12/10/13

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

PHILOSOPHY

As part of its responsibility to establish a guiding vision for the District, the Board of Trustees shall develop and regularly review a set of fundamental principles which describes the District's beliefs, values, or tenets. The Board of Trustees 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.

OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

BOARD POLICY

BP 0100

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

PHILOSOPHY (continued):

12. A high level of communication, trust, respect, and teamwork among Board members and the Superintendent contributes to effective decision making.
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 of Trustees 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 of Trustees Leadership: Vision, 1996

Policy Adopted: 09/16/74
Policy Revised: 01/03/77
Policy Revised: 05/20/86
Policy Revised: 12/10/96
Policy Revised: 02/17/09
Policy Reviewed: 12/10/13

BOARD POLICY

BP 0150

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

CIVILITY POLICY

Policy Statement

The Ocean View School District Board of Trustees values diversity and commonality and is committed to a culture that fosters free and open communication. The Board believes that an environment of mutual respect and civil conduct between and among students, school system employees, parents, volunteers, and the general public is critical to the achievement of students and staff. The Board is committed to maintaining a culture that recognizes the worth and dignity of the individual in support of academic achievement and social development.

Purpose

The purpose of this policy is to set clear expectations for civil behavior that support a safe, welcoming, and nurturing environment on school property and at school-related activities.

Definitions

- A. Civility – Mutual respect and consideration reflected in language, attitudes, and behaviors.
- B. Harassment and Intimidation (bullying) – Conduct, including verbal conduct, that creates a hostile environment by substantially interfering with an individual’s educational benefits, opportunities, or performance, or with an individual’s physical or psychological well-being, and is motivated by an actual or a perceived personal characteristic such as race, national origin, marital status, sex, sexual orientation, gender identity, religion or disability, or is threatening or seriously intimidating.
- C. School Property – Any property owned or leased by the Ocean View School District. The concept of property shall extend to school activities such as field trips, use of parks and recreation facilities, etc. This means that when a facility is scheduled for student use, it will be considered an extension of school property.

BOARD POLICY

BP 0150

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

CIVILITY POLICY (continued)

- D. School-related Activity – On or off premises activity in which a student directly participates (e.g. field trip, school system sponsored athletic event, or class/promotion activity), or in which the student does not directly participate, but represents the school or student body simply by being there (e.g. spectator at a school system-sponsored event).

Standards

- A. Expected behaviors include but are not limited to:
1. Respect and courtesy in language, demeanor, and actions
 2. Moderate tone and volume of voice
 3. Active and respectful listening
 4. Respectful acknowledgement of cultural differences
 5. Respect for the personal, civil, and property rights of others
 6. Appropriate and courteous use of telephone, public address systems, two-way radios, and any other verbal communication device
 7. Appropriate and courteous written communication, including notes, letters, email, and text messages.
- B. Unacceptable behaviors include but are not limited to:
1. Rude, insulting, or demeaning language and/or actions
 2. Persistently unreasonable demands
 3. Intrusive and/or interruptive behavior
 4. Displays of temper
 5. Harassment and intimidation
 6. Threatening and/or abusive gestures and behavior.
- C. Incidents of uncivil behavior should be resolved cooperatively with the individual(s) most directly involved.

Compliance

- A. Each individual is responsible for behaving in a civil manner and for cooperating in resolving incidents of uncivil behavior.

OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

BOARD POLICY

BP 0150

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

CIVILITY POLICY (continued)

- B. The Superintendent/designee is responsible for determining whether an incident occurring on school property violates an existing board policy and for responding appropriately.
- C. The Superintendent/designee will provide for annual notification of this policy to students, staff, parents, and community members.

Delegation of Authority

The Superintendent is authorized to develop appropriate procedures for the implementation of this policy.

Policy Adopted: 01/10/12

ADMINISTRATIVE REGULATION

AR 0150

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

CIVILITY POLICY

Training and Resources

- A. The Superintendent/designee will communicate expectations for civil behavior outlined in the policy to all school administrators and central office personnel.
- B. The principal/supervisor or designee will communicate expectations of civil behavior annually to their staffs, students, parents, and community groups as appropriate.
- C. The principal/supervisor or designee will provide appropriate resources, guidance, and professional development with the goal of promoting civil behavior and addressing related concerns within the school system.

Process for Addressing Concerns and Issues

A. Resolution through Cooperative Agreement

Individuals who feel they have been subjected to uncivil conduct are encouraged to resolve the concern/issue with the person or persons directly involved when appropriate. Through a process of cooperative agreement, the affected individuals may be able to reach mutually effective resolution.

B. General Steps when Resolution is not reached through Cooperative Agreement.

- 1. Either party may cite this policy and notify the other person that they are ending the conversation or the interaction and removing themselves from the situation (for instance, ending a phone call, walking out of the room, or requesting the other individual leave the room).
- 2. There are many existing policies and procedures that cover specific circumstances or general behaviors. In these cases, the appropriate policy or procedure should be followed. (See section II.C.)
- 3. If the issue/situation is not addressed in another policy or procedure, either party may notify the appropriate principal/supervisor or designee. The principal/supervisor or designee will assist the individuals in reaching a resolution.

OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

ADMINISTRATIVE REGULATION **AR 0150**

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

CIVILITY POLICY (continued)

Parents may also use the procedures outlined in A Parent's Guide to Resolving School Concerns and Complaints to formally address concerns that have not been resolved at the school level.

Regulation Adopted: 01/10/12

EXHIBIT

E 0150

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

CIVILITY POLICY

REPORTABLE EVENT FORM

Name of Person Making Report (please print)

Address of Person Making Report

(Street) _____

(City, State and Zip Code) _____

(Tel. No. and E-Mail, if any) _____

Identify the group to which you belong by checking appropriate category:

- I am a member of the community
- I am a parent/guardian of a pupil in the District
- I am a relative of a student or a pupil advocate
- I am a relative or friend of an employee
- I am an employee of the District

The purpose of the civility policy is to establish the expectation that District staff shall treat parents, other members of the public, students, and each other with respect and courtesy, and expect the same in return. The District is committed to maintaining orderly educational and administrative processes by keeping schools and administrative offices free from disruptions and preventing unauthorized persons from reentering school/district grounds after being warned and directed to leave.

TYPE OF INCIDENT/EVENT: Please complete this section regarding the nature of your concerns so that they may be routed to the appropriate department.

Student
Concerns:

<input type="checkbox"/> Discipline	<input type="checkbox"/> Attendance	<input type="checkbox"/> Classroom/Teacher Issue
<input type="checkbox"/> GATE	<input type="checkbox"/> Child Care	<input type="checkbox"/> Student Records or Property Loss
<input type="checkbox"/> Section 504	<input type="checkbox"/> Safety	Other: _____

Administrative
Services Issues:

<input type="checkbox"/> Grounds	<input type="checkbox"/> Athletic Field/Facility Use	<input type="checkbox"/> Transportation
<input type="checkbox"/> Safety	Other: _____	

Special
Education:

<input type="checkbox"/> Transportation	<input type="checkbox"/> Placement	Other: _____
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Other:

<input type="checkbox"/> Complaint Against Employee	Other: _____
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EXHIBIT

E 0150

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

CIVILITY POLICY (continued)

REPORTABLE EVENT FORM

Page 2

Name of Person Making Report (please print) _____

STATEMENT OF CONCERN: _____

REMEDY SOUGHT: _____

Signature

Date

PRINCIPAL / SUPERVISOR'S RESPONSE: _____

Signature

Date

APPEAL RIGHTS: If concerns are not resolved to the satisfaction of a reporting party, the matter can be appealed to the Superintendent for further consideration, as well as to the Board of Trustees if the Superintendent's remedy is not sufficient. Basis for appeal is the following:

[Completed form and any supporting documents may be submitted for review]

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

GOALS FOR THE SCHOOL DISTRICT

As part of the Board of Trustees' responsibility to set direction for the District, the Board of Trustees 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.

When developing the District's goals, the Board of Trustees shall consider the following areas:

1. Developing curriculum, assessments, and instructional materials that are aligned with the state's content standards, frameworks, and assessments.
2. Maintaining safe and orderly campuses which promote learning.
3. Ensuring that all students achieve proficiency in essential areas of skill and knowledge and attain the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy.
4. Providing for the specialized needs of identified groups of students, including providing necessary support and intervention programs and closing the gap between low-achieving and high-achieving students.
5. Providing a system of shared accountability for student achievement with clear performance standards and consequences.
6. Promoting student health, nutrition, and physical activity in order to enhance learning.
7. Developing each student's self-respect, respect for others, appreciation for diversity, and sense of personal responsibility.
8. Allocating time and resources for staff collaboration, planning, and professional development activities aligned with the District's goals.
9. Maintaining fiscal integrity for the District and aligning resources to instructional needs and priorities for student achievement.
10. Improving the organization, management, and decision-making structure and capabilities of the District to better support the education of students.

OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

BOARD POLICY

BP 0200

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

GOALS FOR THE SCHOOL DISTRICT (continued)

11. Employing technology in ways that enhance learning, teaching, and noninstructional operations.
12. Providing and maintaining facilities to meet the needs of present and future students.
13. Maintaining positive relations with parents/guardians and the community, emphasizing communication and inviting participation in the schools.
14. Collaborating with other public agencies and private organizations to ensure that children's physical, social, and emotional needs are met.

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

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

Monitoring and Evaluation

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

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

OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

BOARD POLICY

BP 0200

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

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

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2006
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: 12/10/96
Policy Revised: 02/17/09
Policy Revised: 12/10/13

OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

BOARD POLICY

BP 0400

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE PLANS

The Board of Trustees 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 of Trustees.

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 District-wide plans. School plans may be subject to review and approval by the Superintendent or designee and/or the Board of Trustees.

Legal Reference:

EDUCATION CODE

35035 Powers and duties of Superintendent

35291 Rules (power of Board of Trustees)

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

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

Policy Adopted: 02/17/09

Policy Revised: 12/10/13

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

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

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

The District's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand and, when required by law, in a language other than English.

Access for Individuals with Disabilities

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

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

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

OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

BOARD POLICY

BP 0410

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
48985 Notices to parents in language other than English
51007 Legislative intent: state policy

GOVERNMENT CODE

11000 Definitions
11135 Nondiscrimination in programs or activities funded by state
11138 Rules and regulations
12900-12996 Fair Employment and Housing Act
54953.2 Brown Act compliance with 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
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

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

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:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, January 1999

Protecting Students from Harassment and Hate Crime, January 1999

Nondiscrimination in Employment Practices in Education, August 1991

WEB SITES

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

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

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

Pacific ADA Center: <http://www.adapacific.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy Adopted: 03/01/94

Policy Revised: 12/10/96

Policy Revised: 03/07/00

Policy Revised: 10/21/03

Policy Revised: 02/17/09

Policy Revised: 12/10/13

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL PLANS/SITE COUNCILS

The Board of Trustees believes that comprehensive planning at each District school is necessary in order to focus school improvement efforts on student academic achievement and facilitate the effective use of District resources. The Superintendent or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with school and District goals.

For any school that participates in specified state and/or federal categorical programs, the school site council or other schoolwide advisory committee shall consolidate the plans required for those categorical programs into a single plan for student achievement (SPSA). (Education Code 52055.755, 64001)

As appropriate, a school may incorporate any other school plan into the SPSA. (Education Code 64001)

The Superintendent or designee shall review each school's SPSA to ensure that it 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 his/her recommendations for plan approval or revision.

The Board of Trustees shall review and approve each school's SPSA and any subsequent material revisions affecting the academic programs for students participating in the categorical programs addressed in the SPSA. The Board shall certify that, to the extent allowable under federal law, the SPSA is consistent with District local improvement plans required as a condition of receiving federal funding. Any such review and approval shall be at a regularly scheduled Board meeting. (Education Code 64001)

Whenever the Board of Trustees does not approve a school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council or committee. The school site council or committee shall then revise and resubmit the SPSA to the Board for its approval.

Legal Reference:

EDUCATION CODE

52-53 Designation of schools

33133 Information guide for school site councils

35147 Open meeting laws exceptions

41500-41573 Categorical education block grants

52055.700-52055.770 Quality Education Investment Act

52176 Advisory committees

52500-52617 Adult education

52800-52887 School-Based Program Coordination Act

OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

BOARD POLICY

BP 0420

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL PLANS/SITE COUNCILS

Legal Reference: (continued)

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*
56000-56867 *Special education*
64000 *Categorical programs included in consolidated application*
64001 *Single school plan for student achievement, consolidated application programs*
HEALTH AND SAFETY CODE
104420 *Tobacco use prevention*
CODE OF REGULATIONS, TITLE 5
3930-3937 *Compliance plans*
UNITED STATES CODE, TITLE 20
6311 *Accountability, adequate yearly progress*
6312-6319 *Title I programs; plans*
6421-6472 *Programs for neglected, delinquent, and at-risk children and youth*
6601-6651 *Teacher and Principal Training and Recruitment program*
6801-7014 *Limited English proficient and immigrant students*
7101-7165 *Safe and Drug-Free Schools and Communities*
7341-7355c *Rural Education Initiative*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, February 2013
WEST ED PUBLICATIONS
California Healthy Kids Survey
California School Climate Survey
WEB SITES
California Department of Education, Single Plan for Student Achievement:
<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>
U.S. Department of Education: <http://www.ed.gov>
WestEd: <http://www.wested.org>

Policy Adopted: 04/18/89
Policy Revised: 12/10/96
Policy Revised: 10/20/98
Policy Revised: 02/17/09
Policy Revised: 12/10/13

ADMINISTRATIVE REGULATION

AR 0420

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL PLANS/SITE COUNCILS

School Site Councils

School site councils shall be established when required for participation in a categorical program. (Education Code 52852, 64001)

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

1. The principal
2. Teachers selected by the school's teachers
3. Other school personnel selected by the school's other personnel
4. Parent/guardian representatives, who may include parents/guardians of students attending the school and/or community members, selected by parents/guardians of students attending the school
5. In secondary schools, students attending the school selected 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 parent/guardian representatives. For secondary school site councils, the remaining half shall be equal numbers of parent/guardian representatives and students. (Education Code 52852)

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

The bylaws of each school site council shall include the method of selecting members and officers, terms of office, responsibilities of council members, time commitment, and a policy of nondiscrimination.

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

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

ADMINISTRATIVE REGULATION

AR 0420

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL PLANS/SITE COUNCILS

Single Plan for Student Achievement (continued)

In order for a school to participate in any state or federal categorical program specified in Education Code 52055.700 or 64000 on an ongoing basis, the school site council shall approve and annually review and update a single plan for student achievement (SPSA). If the school does not have a school site council, these responsibilities shall be fulfilled by a schoolwide advisory group or school support group conforming to the composition requirements of the school site council listed in the section "School Site Councils" above. (Education Code 52055.755, 64001)

The SPSA shall be developed with the review, advice, and certification of any applicable school advisory committees. (Education Code 64001)

Such groups may include, but are not limited to, advisory committees established for categorical programs such as English learner, special education, gifted and talented education, and Economic Impact Aid programs; Western Association of Schools and Colleges leadership teams; District or school liaison teams for schools identified for program improvement; and other committees established by the school or District.

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

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

1. Address how funds provided to the school through specified 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 means of evaluating the school's progress toward accomplishing those goals
3. Identify how state and federal law governing the categorical programs will be implemented

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

ADMINISTRATIVE REGULATION

AR 0420

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL PLANS/SITE COUNCILS

Single Plan for Student Achievement (continued)

In developing or revising the SPSA, the school site council or other schoolwide advisory group or school support group shall:

1. Analyze student achievement data. Using measures of student academic performance, the school shall identify significant patterns of low performance in particular content areas, student groups, and/or individual students and determine which data summaries to include in the plan as most informative and relevant to school goals.
2. Assess the effectiveness of the school's instructional program in relation to the analysis of student data.
3. Identify a limited number of achievement goals and key improvement strategies to achieve the goals. School goals shall reflect the needs identified at the school site while aligning with goals identified in federally required district plans. The school shall specify the student group(s) on which each goal is focused, the methods or practices that will be used to reach the goal, and the criteria that will be used to determine if the goal is achieved.
4. Define timelines, personnel responsible, proposed expenditures, and funding sources to implement the SPSA.

The school site council or other schoolwide group shall approve the proposed SPSA at a meeting for which public notice has been posted and then submit the SPSA to the Board of Trustees for approval. (Education Code 35147, 64001)

The school site council or other schoolwide group shall regularly monitor the implementation and effectiveness of the SPSA and modify any activities that prove ineffective. At least once per year, the school shall evaluate results of improvement efforts and report to the Board, advisory committees, and other interested parties regarding progress toward school goals.

The school site council or other schoolwide group may amend the SPSA at any time. Any revisions that would substantively change the academic programs funded through the consolidated application shall be submitted to the Board for approval.

Regulation Adopted: 12/10/96
Regulation Revised: 02/17/09
Regulation Revised: 12/10/13

OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

BOARD POLICY

BP 0420.1

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL BASED PROGRAM COORDINATION

In order to best serve students with special needs, as well as students participating in designated educational programs, the Board of Trustees encourages school-based program coordination as a means for achieving flexibility in the use of the categorical funds received by each school. The Board of Trustees 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.

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

Legal Reference:

EDUCATION CODE

8750-8754 Conservation Education

44520-44534 New Careers Program

44670.1-44671.5 Staff Development and Resource Centers

51870-51877 Morgan-Farr-Quakenbush Educational Technology Act

52000-52212 Gifted and Talented Education Program

52340-52346 California Regional Career Guidance Centers

52800-52904 School-Based Program Coordination Act

54000-54041 Educationally Disadvantaged Youth Programs

54100-54145 Miller-Unruh Basic Reading Act

54650-54659 Education Improvement Incentive Program

54720-54734 School-Based Pupil Motivation and Maintenance Program

56000-56885 Special education

MILITARY AND VETERANS CODE

500-520.1 California Cadet Corps

Management Resources:

CDE PROGRAM ADVISORIES

06271.09 School-Based Program Coordination Act

0620.09 Use of Categorical Funds for Motivation Incentives

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

1107.89 Implementation of new procedures for noncompliance

WEB SITES

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

Policy Adopted: 04/18/89

Policy Revised: 12/10/96

Policy Revised: 10/20/98

Policy Revised: 02/17/09

Policy Revised: 12/10/13

ADMINISTRATIVE REGULATION

AR 0420.1

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

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)

Regulation Adopted: 12/10/96
Regulation Revised: 10/20/98
Regulation Revised: 09/03/02
Regulation Revised: 02/17/09
Regulation Revised: 12/10/13

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Authorization

The Board of Trustees recognizes that charter schools may assist the District in offering diverse learning opportunities for students. In considering any petition to establish a charter school within the District, the Board shall give careful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

One or more persons may submit a petition for a start-up charter school to be established within the District. Any petition for a start-up charter school or conversion charter school shall include all components and signatures required by law and shall be submitted to the Board of Trustees at a regular Board meeting. The petitioners are to submit at least 12 hard copies (in notebooks or otherwise bound) of the entire Charter, with the entire document (including any appendices, exhibits, or attachments) sequentially numbered from the first through the last page (including any appendices, exhibits, or attachments), and also including a table of contents which includes references to all appendices/exhibits/attachments and an electronic (Word) version of the Charter.

The Board of Trustees may delegate to the Superintendent authority to extend timelines mentioned in this regulation. All timelines begin to run when the Board notices receipt of a charter petition at a regularly scheduled Board meeting.

Submission Deadlines:

The Board of Trustees is committed to creating a schedule for charter evaluations that allows both charter developers and the District to make thoughtful preparation for the adjustments to budgets, facility allocations and personnel assignments arising from the approval of new charter schools. Charter developers may submit their petitions at any time and, as stipulated in Education Code 47605, the Board shall either grant or deny the charter within 60 days of the receipt of the petition. To receive approval to open in the following school year, however, charter petitions must be submitted by November 15. Exceptions to this requirement may be granted to charter developers who can prove, to the Board's satisfaction, less time is required to implement the charter school's proposed instructional program.

Within 30 days of receiving a petition to establish a charter school, the Board of Trustees 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 mutual consent of the petitioners and the Board of Trustees, the Board shall either approve or deny the request to establish a charter school. (Education Code 47605)

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Authorization

Approval of Petition

The Board of Trustees shall approve the charter petition if doing so is consistent with sound educational practice. In granting charters, the Board shall give preference to schools best able to provide comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education (CDE) under Education Code 54032. (Education Code 47605)

The Board of Trustees may initially grant a charter for a specified term up to five years. (Education Code 47607)

The Board of Trustees shall ensure that any approved charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, multiple measures for evaluating the educational program, and regular reports to the Board.

The District shall not require any District student to attend the charter school nor shall it require any District employee to work at the charter school. (Education Code 47605)

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

It shall be the responsibility of the petitioners to provide written notice of the Board of Trustee's approval and a copy of the charter to the County Superintendent of Schools, the California Department of Education (CDE), and the State Board of Education (SBE). (Education Code 47605)

Denial of Petition

A charter petition shall be denied only if the Board of Trustees makes 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.

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Authorization

Denial of Petition (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).

The Board of Trustees shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition because the charter school might enroll disabled students who reside outside the special education local plan area in which the District participates. (Education Code 47605.7, 47647)

If the Board of Trustees denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board of Education, to the State Board of Education. (Education Code 47605)

Legal Reference:

EDUCATION CODE

220 Nondiscrimination
17078.52-17078.66 Charter schools facility funding; state bond proceeds
17280-17317 Field Act
17365-17374 Field Act, fitness for occupancy
41365 Charter school revolving loan fund
42238.51-42238.53 Funding for charter districts
44237 Criminal record summary
44830.1 Certificated employees, conviction of a violent or serious felony
45122.1 Classified employees, conviction of a violent or serious felony
46201 Instructional minutes
47600-47616.7 Charter Schools Act of 1992
47640-47647 Special education funding for charter schools
47650-47652 Funding of charter schools
51745-51749.3 Independent study
52052 Numerically significant student subgroup, definition
53300-53303 Parent Empowerment Act
56026 Special education
56145-56146 Special education services in charter schools

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

CODE OF REGULATIONS, TITLE 5

4800-4808 Parent Empowerment Act
11700.1-11705 Independent study
11960-11969 Charter schools

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Authorization

Legal Reference: (continued)

CODE OF REGULATIONS, TITLE 24

101 et seq. California Building Standards Code

UNITED STATES CODE, TITLE 20

6316 Program improvement

7223-7225 Charter schools

COURT DECISIONS

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

ATTORNEY GENERAL OPINIONS

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

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

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

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

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

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample Copy of a Memorandum of Understanding

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

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Charter Schools Program, July 2004

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

WEB SITES

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

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

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

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

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

Policy Adopted: 03/07/00
Policy Revised: 02/17/09
Policy Revised: 12/10/13
Policy Revised: 03/22/16

ADMINISTRATIVE REGULATION

AR 0420.4

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Authorization

Petition Signatures

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

1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the 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)

The Petition shall include a prominent statement indicating that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having his/her child attend the charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (Education Code 47605)

Advisory Committee

At his/her discretion, the Superintendent or designee may establish a staff advisory committee to evaluate the Petition. The Superintendent or designee shall also consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.

Components of Charter Petition

A petition shall include affirmations of the conditions described in Education Code 47605(d) as well as reasonably comprehensive descriptions of the following sixteen required elements. (Education Code 47605, 47611.5)

It is within the Board's sole discretion to determine whether the substance of a charter element described in the petition is in conflict with, inconsistent with, or preempted by any law, regulation, or pertinent District policy when considering whether the charter petition provides a "reasonably comprehensive description" of required elements. (Education Code 35160)

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.

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Authorization

Components of Charter Petition (continued)

The petition shall include a description of annual goals for all students and for each numerically significant subgroup of students identified pursuant to Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. These goals shall be aligned with the state priorities listed in Education Code 52060 that apply to the grade levels served or the nature of the program operated by the charter school. The petition also shall describe specific annual actions to achieve those goals. The petition may identify additional priorities established by the charter school, goals aligned with those priorities, and specific annual actions to achieve those goals.

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 school 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, including outcomes that address increases in student academic achievement both schoolwide and for each “numerically significant” subgroup of students served by the charter school. The student outcomes shall align with the state priorities identified in Education Code 52060 that apply for the grade levels served or the nature of the program operated by the charter school.
3. The method by which student progress in meeting the identified student outcomes is to be measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.
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.

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Authorization

Components of Charter Petition (continued)

6. The procedures that the school will follow to ensure the health and safety of students and staff, including the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237.
7. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the District's territorial jurisdiction.
8. Admission requirements, if applicable.
9. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the Board of Trustees' satisfaction.
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 Employee's Retirement System, or federal social security.
12. The public school attendance alternatives for students residing within the District who choose to not attend the charter school.
13. A description of the rights of any District employee upon leaving District employment to work in the charter school and of any rights to return to the District after employment at the charter school.
14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.
15. A declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code 3540-3549.3.
16. The procedures to be used if the charter school closes.

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

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Authorization

Components of Charter Petition (continued)

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

Location of Charter School

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

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

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

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

4. The facility is used exclusively for the educational support of students who are enrolled in nonclassroom-based independent study of the charter school.
5. 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.

ADMINISTRATIVE REGULATION

AR 0420.4

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Authorization

Petition Review Committee

At his/her discretion, the Superintendent or designee may establish a staff advisory committee to review submitted petitions and supporting documentation. The Superintendent or designee shall also consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.

Regulation Adopted: 02/17/09
Regulation Revised: 12/10/13
Regulation Revised: 03/22/16

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Oversight

The Board of Trustees its ongoing responsibility to ensure that any charter school authorized by the Board is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the charter school.

The Superintendent or designee shall identify at least one staff member to serve as a contact (or each charter school. (Educational Code 47604.32)

The Board of Trustees and Superintendent or designee may inspect or observe any part of the charter school at any time. The Superintendent or designee shall visit each charter school at least annually. (Education Code 47604.32, 47607)

Whenever a charter school operates as or is operated by a nonprofit public benefit corporation as authorized by Education Code 47604, the Superintendent may recommend and the Board of Trustees may appoint a District representative, who may be the District's charter school contact, on the corporation's board of directors.

Waivers

If the charter school wishes to request a general waiver of any state law or regulation, it shall request that the District submit a general waiver request to the State Board of Education (SBE) on its behalf. Upon approval of the Board, the Superintendent or designee shall apply for the waiver.

Provision of District Services

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

Whenever the District agrees to provide administrative or support services, the District and charter school shall develop a memorandum of understanding which clarifies the financial and operational agreements between the District and charter school.

At the request of a charter school, the Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System or 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)

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Oversight

Material Revisions to Charter

Material revisions to a charter may be made only with Board of Trustee's 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 for charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

If an approved charter school proposes to expand operations to 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 Trustees of those additional locations. (Education Code 47605)

The Board of Trustees shall have the authority or may designate authority to the Superintendent or his/her designee(s) to determine whether a proposed change in charter school operations constitutes a material revision.

Monitoring Charter School Performance

The Superintendent or designee shall monitor the charter school to determine whether it complies with all legal requirements applicable to charter schools, including making all reports required of charter schools in accordance with Education Code 47604.32. Any violations of law shall be reported to the Board of Trustees. The degree of monitoring by the Superintendent or designee(s) is not a defense against non-renewal or revocation.

Complaints

Each charter school shall maintain processes to enable any person to file a complaint, in accordance with the uniform complaint procedures as specified in 5 CCR 4600-4687, alleging the school's noncompliance with Education Code 47606.5 or 47607.3. (Education Code 52075)

A complainant who is not satisfied with the decision may appeal the decision to the SPI. (Education Code 52075) If the charter school finds merit in the complaint or the SPI finds merit in an appeal, a remedy shall be provided to all affected students and parents/guardians. (Education Code 52075)

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Oversight

School Closure

In the event that the Board of Trustees revokes or denies renewal of a charter or the school closes for any other reason, the Superintendent or designee shall, when applicable in accordance with the charter and/or a memorandum of understanding, provide assistance to facilitate the transfer of the charter school's former students and to finalize financial reporting and close-out.

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days, if the charter school will cease operation for any reason. Such notification shall include, but not be limited to, a description of the circumstances of the closure, the effective date of the closure, and the location of student and personnel records. (Education Code 47604.32; 5 CCR 11962.1)

Legal Reference:

EDUCATION CODE

220 Nondiscrimination
17280-17317 Field Act
17365-17374 Field Act, fitness for occupancy
35330 Field trips and excursions; student fees
38080-38086 School meals
42100 Annual statement of receipts and expenditures
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
47634.2 Nonclassroom-based instruction
47640-47647 Special Education funding for charter schools
48000 Minimum age of admission for kindergarten; transitional kindergarten
48010-48011 Minimum age of admission (first grade)
48907 Students' exercise of free expression; rules and regulations
48950 Student speech and other communication
49061 Student records
49110 Authority of issue work permits
49475 Health and safety, concussions and head injuries
51745-51749.3 Independent study
52051.5-52052 Academic performance index, applicability to charter schools
52060-52077 Local control and accountability plans
52075 Uniform complaint procedures
56026 Special education
56145-56146 Special education services in charter schools
60600-60649 Assessment of academic achievement
60850-60859 High school exit examination

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act
54950-54963 The Ralph M. Brown Act

LABOR CODE

1198.5 Personnel records related to performance and grievance

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Oversight

Legal Reference: (continued)

PENAL CODE

667.5 Definition of violent felony

1192.7 Definition of serious felony

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

46800-4687 Uniform complaint procedures

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

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

ATTORNEY GENERAL OPINIONS

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

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

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

CALIFORNIA OFFICE OF ADMINISTRATIVE HEARINGS DECISIONS

Student v. Horizon Instructional Systems Charter School, (2012) OAH Case No. 2011060763

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Sample Copy of a Memorandum of Understanding

Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 11-01, November 9, 2011

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

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Charter Schools Program: Title V, Part B of the ESEA, April 2011

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

WEB SITES

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

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

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

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

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

Policy Adopted: 12/10/13

Policy Revised: 03/22/16

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Requirements for Charter Schools

Charter schools are generally exempt from provisions of the Education Code unless they are expressly included in the law. However, charter schools are subject to the terms of their charters, any memorandum of understanding with their chartering authority, and other legal requirements including, but not limited to, requirements that each charter school:

1. Comply with the state and federal constitution and applicable federal laws
2. Comply with state laws that apply to governmental agencies in general, such as the Brown Act requirements in Government Code 54950-54963
3. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code 47605)
4. Not discriminate against any student on the basis of the characteristics listed in Education Code 220 (Education Code 47605)
5. Not charge tuition (Education Code 47605)
6. Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools
7. Adhere to all laws establishing minimum age for public school attendance (Education Code 47610)
8. 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)
9. Serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145)
10. 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)

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Requirements for Charter Schools (continued)

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. (Education Code 47605)
 - c. Other admissions preferences may be established on an individual school basis as consistent with law.
11. If the school offers a kindergarten program, offer a transitional kindergarten program to eligible students who do not yet meet the age criterion for entry into kindergarten. (Education Code 48000)
 12. 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)
 13. Require its teachers of core academic subjects to satisfy requirements for "highly qualified teachers" as defined by the State Board of Education (SBE). (20 USC 6319; 34 CFR 300.18)
 14. 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)
 15. Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System. (Education Code 47610)
 16. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment. (Education Code 47611.5)

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Requirements for Charter Schools (continued)

17. If applicable, meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds. (20 USC 3619)
18. Meet all statewide standards and conduct the student assessments required by Education Code 60605 and 60851 and any other statewide standards or assessments applicable to noncharter public schools. (Education Code 47605, 47612.5)
19. 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)
20. 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)
21. Identify and report to the Superintendent of Public Instruction 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; 5 CCR 11963.2)
22. On a regular basis, consult with parents/guardians and teachers regarding the school's educational programs. (Education Code 47605)
23. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Education Code 48907, 48950)
24. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection. (Education Code 47612.5)
25. 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)

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Requirements for Charter Schools (continued)

26. 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.
27. Promptly respond to all reasonable inquiries from the District, the county office of education, or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding its financial records. (Education Code 47604.3)
28. Annually prepare and submit financial reports to the Board of Trustees and the County Superintendent of Schools 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)
 - d. By September 15, a final unaudited report for the full prior year. The report submitted to the Board of Trustees 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 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 California Department of Education. (Education Code

OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

EXHIBIT

E 0420.41

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS
47605)

Requirements for Charter Schools

Exhibit Adopted: 12/10/13
Exhibit Revised: 03/22/16

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Renewal

The Board of Trustees believes that the ongoing operation of a charter school established within the District should be dependent on the school's effectiveness in achieving its mission and goals for student learning and other student outcomes. Whenever a charter school submits a petition for renewal of its charter, the Board shall review the petition thoroughly and in a timely manner.

Each renewal granted by the Board of Trustees shall be for a period of five years. (Education Code 47607)

Submission of Renewal Petition

Charter schools shall submit a request for renewal of their charter at least 120 days before the term of the charter is due to expire. Timelines for renewal begin to accrue when the charter school delivers to the Board at a regularly scheduled Board meeting the following materials:

1. At least 12 hard copies (in notebooks or otherwise bound) of the entire renewal Charter, with the entire document (including any appendices, exhibits, or attachments) sequentially numbered from the first through the last page (including any appendices, exhibits, or attachments), and also including a table of contents which includes references to all appendices/exhibits/attachments;
 - a. The renewal petition shall provide adequate information regarding the charter school's performance during the current term, specifically including increases in pupil academic achievement
 - b. The renewal petition shall include formal documentation of compliance with the applicable academic performance requirements (from a source such as CDE, not created internally by the charter school.)
2. A redline comparing the renewal Charter to the current Charter included in each notebook;
3. An electronic (Word) version of both the clean and redline versions of the renewal Charter.

The renewal process shall be governed by the provisions of Education Code Section 47607 or the provisions of law that may supersede, modify, amend, or succeed that provision. Each renewal of the Charter shall be for the time period specified by law applicable at the time of the renewal. Charter schools are encouraged to consult with the District regarding submittal of a draft of the renewal request prior to the formal submittal of any renewal request in order to provide additional time for District review and comment, and for the parties to work cooperatively on any outstanding issues relative to the charter school's operations or the Charter document. Any review of or comment on the proposed renewal Charter prior to the formal submittal will be at the District's sole discretion.

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Renewal

Submission of Renewal Petition (continued)

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.

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

The petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. The petition also shall include documentation that the charter school meets at least one of the criteria for academic performance specified in Education Code.

Criteria for Granting or Denying Renewal

The Board of Trustees shall consider the past performance of the charter school's academics, finances, and operations in evaluating the likelihood of future success, along with plans for improvement, if any. (Education Code 47607; 5 CCR 11966.4)

In determining whether to grant a charter renewal, the Board of Trustees shall consider increases in academic achievement for all "numerically significant" groups of students served by the charter school, as defined by Education Code 52052, as the most important factor. (Education Code 47607)

The Board of Trustees shall deny a renewal petition only if it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following grounds: (Education Code 47605, 47607; 5 CCR 11966.4)

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

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Renewal

Criteria for Granting or Denying Renewal (continued)

5. The charter school has failed to meet the criteria of academic performance.

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the Board of Trustees action, whenever a renewal of the charter is granted or denied. (Education Code 47604.32; 5 CCR 11962.1)

If the Board of Trustees denies a renewal petition, the charter school may submit its application for renewal to the County Board of Education within 30 days of the Board's written factual findings supporting the denial. If the County Board then fails to deny or grant the petition within 60 days of receiving the petition, or within 90 days if extended by written mutual agreement of the charter school and the County Board, the charter school may submit the petition to the State Board of Education. (Education Code 47605, 47607.5)

Legal Reference:

EDUCATION CODE

47600-47616.7 Charter Schools Act of 1992

52052 Alternative accountability system; definition of numerically significant students subgroup

56145-56146 Special education services in charter schools

60600-60649 Assessment of academic achievement

CODE OF REGULATIONS, TITLE 5

11960-11969 Charter schools

UNITED STATES CODE, TITLE 20

7223-7225 Charter schools

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2012

WEB SITES

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

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

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

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

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

Policy Adopted: 12/10/13

Policy Revised: 03/22/16

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Revocation

The Board of Trustees expects any charter school it authorizes to provide a sound educational program that promotes student learning and to carry out its operations in a manner that complies with law and the terms of its charter.

The Board of Trustees may revoke a charter before the date it is due to expire whenever the Board of Trustees makes a written factual finding, supported by 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.

In determining whether to revoke a charter, the Board of Trustees shall consider increases in student academic achievement for all “numerically significant” groups of students served by the charter school, as defined in Education Code 52052, as the most important factor. (Education Code 47607)

At least 72 hours prior to any Board of Trustees’ meeting at which the Board will consider issuing a Notice of Violation, the Board shall provide the charter school with notice and all relevant documents related to the proposed action.

If the Board of Trustees takes action to issue a Notice of Violation, it shall deliver the Notice of Violation to the charter school’s governing body. The Notice of Violation shall identify: (Education Code 47607)

1. The charter school’s alleged violation(s).
2. All evidence relied upon by the Board of Trustees in determining that the charter school committed the alleged violation(s), including the date and duration of the alleged violation(s). The Notice shall show that each alleged violation is both material and uncured and that it occurred within a reasonable period of time before the Notice of Violation is issued.

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Revocation (continued)

3. The period of time that the Board of Trustees has concluded is a reasonable period of time for the charter school to remedy or refute the identified violation(s). In identifying this time period, the Board shall consider the amount of time reasonably necessary to remedy each identified violation, which may include the charter school's estimation as to the anticipated remediation time.

By the end of the remedy period identified in the Notice of Violation, the charter school's governing body may submit to the Board of Trustees a detailed written response and supporting evidence addressing each identified violation, including the refutation, remedial action taken, or proposed remedial action.

Within 60 calendar days of the conclusion of the remedy period, the Board of Trustees shall evaluate any response and supporting evidence provided by the charter school's governing body and shall take one of the following actions:

1. Discontinue revocation of the charter and provide timely written notice of such action to the charter school's governing body.
2. If there is substantial evidence that the charter school has failed to remedy a violation identified in the Notice of Violation or to refute a violation to the Board of Trustees's satisfaction, continue revocation of the charter by issuing a Notice of Intent to Revoke to the charter school's governing body.

If the Board of Trustees issues a Notice of Intent to Revoke ("Notice"), it shall hold a public hearing concerning the revocation on the date specified in the Notice, which shall be no later than 30 days after providing the notice. Within 30 calendar days after providing the notice. Within 30 calendar days after the public hearing, or within 60 calendar days if extended by written mutual agreement of the Board and the charter school, the Board shall issue a final decision to revoke or decline to revoke the charter. (Education Code 47607)

If the Board of Trustees fails to meet the timelines specified above for issuing a Notice of Intent to Revoke or a final decision, the revocation process shall be deemed terminated.

Within 10 calendar days of the Board of Trustees's final decision, the Superintendent or designee shall provide a copy of the final decision to the California Department of Education (CDE) and the County Board of Education. (Education Code 47604.32)

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Charter School Revocation

Severe and Imminent Threat

The procedures specified above shall not be applicable when the Board of Trustees determines, in writing, that any violation constitutes a severe and imminent threat to the health and safety of students. In such circumstances, the Board may immediately revoke the school's charter by approving and delivering a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety to the charter school's governing body, the County Board, and the CDE. (Education Code 47607)

Appeals

In the event that the Board of Trustees revokes the charter, the charter school may, within 30 days of the Board's final decision, appeal the revocation to the County Board. Either the charter school or the district may subsequently appeal the County Board's decision to the State Board of Education. (Education Code 47607)

Legal Reference:

EDUCATION CODE

47600-47616.7 Charter Schools Act of 1992, especially:

47607 Charter renewals and revocations

52052 Numerically significant students subgroup; definition

CODE OF REGULATIONS, TITLE 5

11960-11969 Charter schools; especially:

11968.5-11968.5.5 Charter revocations

COURT DECISIONS

Today's Fresh Start, Inc. v. Los Angeles County Office of Education, (2011) 197 Cal.App.4th 436

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2012

WEB SITES

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

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

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

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

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

Policy Adopted: 12/10/13

Policy Revised: 03/22/16

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The Board of Trustees 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.

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

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.

Legal Reference:

EDUCATION CODE

- 56000-56001 Education for individuals with exceptional needs*
- 56020-56035 Definitions*
- 56040-56046 General provisions*
- 56048-56050 Surrogate parents*
- 56055 Foster parents*
- 56060-56063 Substitute teachers*
- 56170-56177 Children enrolled in private schools*
- 56190-56194 Community advisory committees*
- 56195-56195.10 Local plans*
- 56205-56208 Local plan requirements*
- 56213 Special education local plan areas with small or sparse populations*
- 56240-56245 Staff development*
- 56300-56385 Identification and referral, assessment, instructional planning*
- 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*

OCEAN VIEW SCHOOL DISTRICT
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BOARD POLICY

BP 0430

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

Legal References (continued):

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/osers/osep>

Policy Adopted: 12/10/96

Policy Revised: 02/17/09

Policy Reviewed: 12/10/13

ADMINISTRATIVE REGULATION

AR 0430

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

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.

FAPE applies to students who are suspended or expelled or placed by the District in a nonpublic, nonsectarian school.

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.

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

Special education may include each of the following if the services otherwise meet the definition in the above paragraph:

1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, 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.

ADMINISTRATIVE REGULATION

AR 0430

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

Definitions (continued)

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. 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.

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

ADMINISTRATIVE REGULATION

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

Elements of the Local Plan (continued)

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
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.

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.

Regulation Adopted: 02/17/09

Regulation Reviewed: 12/10/13

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

DISTRICT TECHNOLOGY PLAN

The Board of Trustees recognizes that technological resources can enhance student achievement by increasing student access to information, developing their technological literacy skills, and providing instruction tailored to student needs. Effective use of technology can also increase the efficiency of the District's noninstructional operations and governance. The Board of Trustees is committed to the development and maintenance of a Districtwide infrastructure and to providing staff professional development that will allow the implementation of existing and new technologies.

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.
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 of Trustees. The plan shall be submitted to the Board of Trustees for approval.

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

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BOARD POLICY

BP 0440

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

DISTRICT TECHNOLOGY PLAN

Legal Reference (continued):

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

Education Technology Planning: A Guide for School Districts, 2001

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: 12/10/96

Policy Revised: 02/17/09

Policy Reviewed: 12/10/13

ADMINISTRATIVE REGULATION

AR 0440

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

DISTRICT TECHNOLOGY PLAN

Development of Plan

The District's technology plan shall be developed by a planning team which may include, but is not limited to, the Superintendent, District curriculum and technology administrators, site administrators, teachers, library media teachers, classified staff, parents/guardians, students, community members, including members of the business community.

The Superintendent or designee shall present the planning team with its specific duties and responsibilities and a timeline for completing its recommendations and for reporting to the Board of Trustees.

Plan Components

The District's technology plan shall address, at a minimum, all of the following components:

1. Curriculum
 - a. Teachers' and students' current access to technology tools both during the school day and outside of school hours.
 - b. The current use of hardware and software to support teaching and learning.
 - c. The District's curricular goals and academic content standards as presented in various District and school site comprehensive planning documents.
 - d. A list of clear goals and a specific implementation plan to:
 - (1) Use technology to improve teaching and learning by supporting the District's curricular goals and academic content standards.
 - (2) Delineate how and when students will acquire technological and information literacy skills needed to succeed in the classroom and the workplace.
 - (3) Ensure appropriate access for all students.
 - (4) Use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

DISTRICT TECHNOLOGY PLAN (continued)

Plan Components (continued)

- (5) Use technology to make teachers and administrators more accessible to parents/guardians.
 - e. Benchmarks and a timeline for implementing planned strategies and activities.
 - f. The process that will be used to monitor whether the strategies and methodologies using technology are being implemented according to the benchmarks and timeline.
2. Professional development
 - a. Teachers' and administrators' current technology skills and needs for professional development.
 - b. Clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and on the curriculum goals, benchmarks, and timeline described in item #1 above.
 - c. Benchmarks and a timeline for implementing planned strategies and activities.
 - d. The process that will be used to monitor whether the professional development goals are being met and the planned professional development activities are being implemented according to the benchmarks and timeline.
3. Infrastructure, hardware, technical support, and software
 - a. The technology hardware, electronic learning resources, networking, and telecommunications infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in items #1 and 2 above.
 - b. The existing hardware, Internet access, electronic learning resources, infrastructure, and technical support currently in place in the District which could be used to support the components described in items #1 and 2 above.

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

DISTRICT TECHNOLOGY PLAN (continued)

Plan Components (continued)

- c. Benchmarks and a timeline for obtaining the hardware, infrastructure, electronic learning resources, and technical support required to support the other components of the plan.
 - d. The process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.
4. Funding and budget
- a. All costs and the current budget associated with implementing each component of the plan.
 - b. Existing and potential funding sources.
 - c. Options for reducing costs.
 - d. Annual budgets for the term of the plan.
 - e. Provision of ongoing technical support.
 - f. The District's policy for replacing obsolete equipment.
 - g. A process for monitoring progress and updating funding and budget decisions.
5. Appropriate and ethical use of technology.
- a. Appropriate and ethical use of information technology in the classroom.
 - b. Internet safety.
 - c. The manner in which to avoid committing plagiarism.
 - d. The concept, purpose, and significance of a copyright so that students are equipped with the skills necessary to distinguish lawful from unlawful online downloading.
 - e. The implications of illegal peer-to-peer network file sharing.

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

DISTRICT TECHNOLOGY PLAN (continued)

Plan Components (continued)

6. Monitoring and evaluation
 - a. A process for evaluating the impact of technology on student learning using the goals and benchmarks for each component of the plan.
 - b. A schedule for evaluating the effect of plan implementation on student achievement.
 - c. How and when the results of the monitoring process and evaluation will be used.

Regulation Adopted: 02/17/09
Regulation Reviewed: 12/10/13

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE SAFETY PLAN

The Board of Trustees 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. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

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 forward its comprehensive safety plan to the Board of Trustees for approval. (Education Code 32288)

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year. (Education Code 32286)

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

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)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by District administrators in accordance with Education Code 32281. In developing such strategies, District administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE SAFETY PLAN

Tactical Response Plan (continued)

When reviewing the tactical response plan, the Board of Trustees may meet in Closed Session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the Closed Session. (Education Code 32281)

Public Access to Safety Plan(s)

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)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985
32270 School safety cadre
32280-32289 School safety plans
32290 Safety devices
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
35294.10-35294.15 School Safety and Violence Prevention Act
41510-41514 School Safety Consolidated Competitive Grant Program
48900-48927 Suspension and expulsion
48950 Speech and other communication
49079 Notification to teacher; student act constituting grounds for suspension or expulsion
67381 Violent crime

PENAL CODE

422.55 Definition of hate crime
626.8 Disruptions
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

11987-11987.7 School Community Violence Prevention Program requirements
11992-11993 Definition, persistently dangerous schools

UNITED STATES CODE, TITLE 20

7101-7165 Safe and Drug Free Schools and Communities
7912 Transfers from persistently dangerous schools

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE SAFETY PLAN

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

Early Warning, Timely Response: A Guide to Safe Schools, August 1998

U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School

Climates, 2002

WEB SITES

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

California Department of Education, Safe Schools: <http://www.cde.ca.gov/lr/ss>

California Emergency Management Agency: <http://www.calema.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention>

Federal Bureau of Investigation: <http://www.fbi.gov>

National Alliance for Safe Schools: <http://www.safeschools.org>

National Center for Crisis Management: <http://www.schoolcrisisresponse.com>

National School Safety Center: <http://www.schoolsafety.us>

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

U.S. Secret Service, National Threat Assessment Center: http://www.secretservice.gov/ntac_ssi.shtml

Policy Adopted: 12/10/96

Policy Revised: 09/03/02

Policy Revised: 02/17/09

Policy Revised: 12/10/13

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE SAFETY PLAN

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement in writing and developing the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

The school site council may delegate the responsibility for developing a comprehensive 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 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 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, including the parent teacher association and parent teacher clubs

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE SAFETY PLAN

Development and Review of Comprehensive School Safety Plan (continued)

4. A representative of each teacher organization at the school
5. A representative of the school's 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. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of school crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, data on reports of school crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

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, including all of the following: (Education Code 32282)

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE SAFETY PLAN

Content of the Safety Plan (continued)

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 public agencies, 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(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying 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. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE SAFETY PLAN

Content of the Safety Plan (continued)

10. 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, community service learning, and education related to the prevention of dating violence
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
7. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school
8. 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

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COMPREHENSIVE SAFETY PLAN

Content of the Safety Plan (continued)

9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus
10. 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. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
 - c. Assignment of staff members responsible for each identified task and procedure
 - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
 - e. Coordination of communication to schools, Board of Trustee members, parents/guardians, and the media
 - f. Development of a method for the reporting of violent incidents
 - g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
11. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

COMPREHENSIVE SAFETY PLAN

Regulation Adopted: 12/10/96
Regulation Revised: 03/07/00
Regulation Revised: 09/03/02
Regulation Revised: 02/17/09
Regulation Revised: 12/10/13

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

LOCAL CONTROL AND ACCESSIBILITY PLAN

The Board of Trustees desires to ensure the most effective use of available state funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions aligned with state and local priorities and to facilitate continuous improvement of District practices.

The Board of Trustees shall adopt a Districtwide Local Control and Accountability Plan (LCAP), using the template provided by the State Board of Education, which addresses the state priorities specified in Education Code 52060. The LCAP shall be effective for three years and shall be updated on or before July 1 of each year. (Education Code 52060) In addition, the LCAP shall address any local priorities adopted by the Board of Trustees. The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" and other underperforming students. Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, and are counted only once for purposes of the local control funding formula. (Education Code 42238.02)

To minimize duplication of effort and provide clear direction for program implementation, the LCAP and other District and school plans shall be aligned to the extent possible.

The Superintendent or designee shall review the Single Plan for Student Achievement (SPSA) submitted by each District school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP or the annual update are consistent with strategies included in the SPSA. (Education Code 52062)

Any complaint that the District has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board of Trustees and community. Such data and information shall include, but not be limited to, data regarding the numbers of students in various student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

LOCAL CONTROL AND ACCESSIBILITY PLAN

Plan Development (continued)

The Board of Trustees shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. (Education Code 52060)

Public Review and Input

The Board of Trustees shall establish the following committee(s) to review and comment on the LCAP: (Education Code 52063)

1. A parent advisory committee including at least one parent/guardian of unduplicated students as defined above
2. An English learner parent advisory committee whenever District enrollment includes at least 15 percent English learners and at least 50 students who are English learners

The Superintendent or designee shall present the LCAP or the annual update to the committee(s) before it is submitted to the Board of Trustees for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update to the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP or the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

The Board of Trustees shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update. The public hearing shall be held at the same meeting as the public hearing required prior to the adoption of the District budget in accordance with Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

LOCAL CONTROL AND ACCESSIBILITY PLAN

Adoption of the Plan

Prior to adopting the District budget, but at the same public meeting, the Board of Trustees shall adopt the LCAP or the annual update. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board of Trustees may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP or the annual update to the LCAP, the Board of Trustees shall file the LCAP or the annual update with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP or the annual update, the Board of Trustees shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

Monitoring Progress

The Superintendent or designee shall report to the Board of Trustees, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the District's progress toward attaining each goal identified in the LCAP. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

Technical Assistance/Intervention

When it is in the best interest of the District, the Board of Trustees may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

LOCAL CONTROL AND ACCESSIBILITY PLAN

Technical Assistance/Intervention (continued)

1. Assistance in the identification of District strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the District's goals
2. Assistance from an academic expert, team of academic experts, or another District in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the District to receive technical assistance pursuant to Education Code 52071, the Board of Trustees shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

If the Superintendent of Public Instruction (SPI) identifies the District as needing intervention pursuant to Education Code 52072, the District shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the District's LCAP
2. Revision of the District's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any District action that would prevent the District from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference:

EDUCATION CODE

17002 *State School Building Lease-Purchase Law, including definition of good repair*

41020 *Audits*

42127 *Public hearing on budget adoption*

42238.01-42238.07 *Local control funding formula*

44258.9 *County superintendent review of teacher assignment*

48985 *Parental notices in languages other than English*

51210 *Course of study for grades 1-6*

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LOCAL CONTROL AND ACCESSIBILITY PLAN

Legal Reference:(continued)

51220 Course of study for grades 7-12
52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
52302 Regional occupational centers and programs
52372.5 Linked learning pilot program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
60811.3 Assessment of language development
64001 Single plan for student achievement
99300-99301 Early Assessment Program
UNITED STATES CODE, TITLE 20
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources:

CSBA PUBLICATIONS
Impact of Local Control Funding Formula on Board Policies, November 2013
Local Control Funding Formula 2013, Governance Brief, August 2013
State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>

Policy Adopted: 12/10/13

ADMINISTRATIVE REGULATION

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

LOCAL CONTROL AND ACCESSIBILITY PLAN

Content of the Plan

The District's local control and accountability plan (LCAP) shall include, for the District and each District school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which District teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every District student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
 - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
 - c. Parent/guardian involvement, including efforts the District makes to seek parent/guardian input in District and school site decision making and how the District will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy
 - d. Student achievement, as measured by all of the following as applicable:
 - (1) Statewide assessments of student achievement
 - (2) Academic Performance Index

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

LOCAL CONTROL AND ACCESSIBILITY PLAN

Content of the Plan (continued)

- (3) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692
 - (4) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
 - (5) The English learner reclassification rate
 - (6) The percentage of students who have passed an advanced placement examination with a score of 3 or higher
 - (7) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
 - f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

LOCAL CONTROL AND ACCESSIBILITY PLAN

Content of the Plan (continued)

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03
 - h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable
- 2. Any goals identified for any local priorities established by the Board of Trustees.
- 3. A description of the specific actions the District will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the District.

For purposes of the descriptions required by items #1-3 above, the Board of Trustees may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board of Trustees and Superintendent or designee shall identify the method for measuring the District's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS**LOCAL CONTROL AND ACCESSIBILITY PLAN****Annual Updates**

On or before July 1 of each year, the LCAP shall be updated using the template developed by the SBE and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Content of the Plan" above
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the District will make as a result of the review and assessment
3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above
4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

Availability of the Plan

The Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the District's web site. (Education Code 52065)

Regulation Adopted: 12/10/13

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

ACCOUNTABILITY

The Board of Trustees recognizes its responsibility to ensure accountability to the public for the performance of District schools. The Board of Trustees 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 of Trustees shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the District's vision and goals.

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

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

Alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, and community day schools, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052)

The District and each District school shall demonstrate comparable improvement in academic achievement, as measured by the API, for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth. (Education Code 52052)

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

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

OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

BOARD POLICY

BP 0500

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

ACCOUNTABILITY

Legal Reference:

EDUCATION CODE

33127-33129 Standards and criteria for fiscal accountability

33400-33407 CDE evaluation of District programs

44660-44665 Evaluation of certificated employees

51041 Evaluation of the educational program

52052-52052.1 Academic Performance Index

52055.57-52055.59 Districts identified or at risk of identification for program improvement

52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

1068-1074 Alternative schools accountability model, assessments

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

200.30-200.53 Program improvement

Management Resources:

WEB SITES

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

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

U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>

Policy Adopted: 12/10/96

Policy Revised: 02/17/09

Policy Revised: 12/10/13

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL ACCOUNTABILITY REPORT CARD

The Board of Trustees 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 of Trustees shall annually issue a school accountability report card (SARC) for each school site.

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 of Trustees 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.

The Board of Trustees shall annually approve the SARCs for all District schools and shall evaluate the data contained in the SARCs as part of the Board of Trustees' 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 the community and staff 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.

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*

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Huntington Beach, California

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL ACCOUNTABILITY REPORT CARD

Legal Reference: (continued)

EDUCATION CODE

- 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>

U.S. Department of Education, No Child Left Behind Act: <http://www.nclb.gov>

Policy Adopted: 12/10/96
Policy Revised: 02/17/09
Policy Reviewed: 12/10/13

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

The Board of Trustees is committed to enabling all District students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the Board shall assist all District schools, including those receiving federal Title I funds, to achieve adequate yearly progress, as defined by the State Board of Education.

Whenever a District school is identified by the California Department of Education as in need of program improvement (PI), the Superintendent or designee shall ensure that school improvement efforts are coordinated and aligned. He/she shall also revise the school's Single Plan for Student Achievement in accordance with law and as specified in administrative regulation.

Depending on the length of time a District school has been identified for PI, the District shall provide opportunities for student transfers, supplemental educational services, other corrective actions, and/or restructuring in accordance with law.

Program Evaluation

The Board of Trustees shall annually review the adequate yearly progress of each District school based on state academic assessments and other indicators specified in the state plan for the No Child Left Behind Act. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to help all students meet state academic standards. (20 USC 6316)

The Board of Trustees and Superintendent or designee also shall review the effectiveness of the actions and activities carried out by PI schools with respect to parental involvement, professional development, and other PI activities. (20 USC 6316)

As necessary based on the results of these evaluations, the Board of Trustees may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.

OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

BOARD POLICY

BP 0520.2

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Legal Reference:

EDUCATION CODE

35256 School accountability report card

53200-53203 Persistently lowest achieving schools

53300-53303 Parent Empowerment Act

60642.5 California Standards Tests

60850-60856 High School Exit Examination

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

CODE OF REGULATIONS, TITLE 5

4800- 4808 Parent Empowerment petitions

11992-11994 Persistently dangerous schools, definition

13075-13075.9 Supplemental educational services

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

6301 Title I program purpose

6311 Adequate yearly progress

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6316 School improvement

7912 Persistently dangerous schools

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

200.13-200.20 Adequate yearly progress

200.30-200.35 Identification of program improvement schools

200.36-200.38 Notification requirements

200.39-200.43 Requirements for program improvement, corrective action, and restructuring

200.44 School choice option

200.45-200.47 Supplemental educational services

200.48 Funding for transportation and supplemental services

200.49-200.51 State responsibilities

200.52-200.53 District improvement

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008 Adequate Yearly Progress Report Information Guide, August 2008

California's Accountability Workbook

FEDERAL REGISTER

Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages 64436-64513

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Public School Choice, January 14, 2009

Supplemental Educational Services, January 14, 2009

WEB SITES

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

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp> U.S. Department of Education, No Child Left Behind:

<http://www.nclb.gov>

Policy Adopted: 12/10/13

ADMINISTRATIVE REGULATION

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Definitions

Adequate yearly progress (AYP) refers to a series of annual academic performance goals, as defined by the State Board of Education, that incorporate student participation levels on state assessments, minimum required percentages of students scoring at the proficient level or above on English language arts and mathematics state assessments, high school graduation rates, and growth on the state's Academic Performance Index (API). AYP includes measurable annual objectives for continuous and substantial improvement for the achievement of all students at the school and for any subgroup of students, including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency, when the number of students in the subgroup is sufficient to yield statistically reliable results. (20 USC 6311)

Program improvement (PI) school refers to a school that is receiving federal Title I funds and has failed to make AYP for each of two consecutive school years. (20 USC 6316)

A school shall be identified for PI by the California Department of Education (CDE) whenever, for each of two consecutive years, it either does not make AYP in the same content area (English language arts or mathematics) schoolwide or for any numerically significant student subgroup or does not make AYP on the same indicator (Academic Performance Index or high school graduation rate) schoolwide. If a small school has too few students to generate a school-level report, its results shall be aggregated into a district accountability measure.

Year 1 Program Improvement

When any Title I school is initially identified for PI: (20 USC 6316)

1. The Superintendent or designee shall provide students enrolled in the school the option of transferring, as described below in the section "Student Transfers," to another school, which may include a charter school, served by the District that has not been identified for PI.
2. Not later than three months of being identified for PI, the school shall develop or revise a school plan, in consultation with parents/guardians, school staff, the District, and outside experts, for approval by the Governing Board. The plan shall cover a two-year period and address the components specified in 20 USC 6316.

To fulfill this requirement, the school may revise its Single Plan for Student Achievement to reflect the requirements of 20 USC 6316.

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Year 1 Program Improvement (continued)

3. Within 45 days of receiving the plan, the Board of Trustees shall establish a peer review process to assist with its review of the plan, work with the school as necessary, and approve the plan if it meets the requirements of law.
4. The school shall implement the plan no later than the beginning of the next full school year following the school's identification for PI, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan.
5. As the school develops and implements the school plan, the Superintendent or designee shall ensure that the school receives technical assistance from the district, CDE, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement, including assistance in:
 - a. Analyzing data from state assessments and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and District responsibilities identified in the school plan
 - b. Identifying and implementing professional development, instructional strategies, and methods of instruction that are derived from scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for PI
 - c. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and remove the school from PI status

Year 2 Program Improvement

For any Title I school that fails to make AYP by the end of the first full school year after being identified for PI, the Superintendent or designee shall take all of the following actions: (20 USC 6316)

1. Continue to provide all students enrolled in the school the option of transferring, as described below in the section "Student Transfers"

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Year 2 Program Improvement (continued)

2. Arrange for the provision of supplemental educational services (SES) to eligible students from low-income families by a provider with a demonstrated record of effectiveness, as described below in the section "Supplemental Educational Services"
3. Continue to provide for technical assistance in accordance with item #5 in the section "Year 1 Program Improvement" above

Year 3 Program Improvement: Corrective Action

When a school continues to fail to make AYP by the end of the second full school year after identification for PI (four consecutive years of failure to make AYP), the Superintendent or designee shall continue to provide all elements of Year 1 and Year 2 PI specified above. In addition, the Board of Trustees shall take one or more of the following corrective actions: (20 USC 6316)

1. Replace school staff relevant to the failure
2. Implement a new curriculum and related professional development
3. Significantly decrease management authority at the school level
4. Appoint an outside expert to advise the school
5. Extend the school year or school day for the school
6. Restructure the internal organization of the school

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Year 3 Program Improvement: Corrective Action (continued)

Whenever a school is identified for Year 3 PI, continues to fail to make AYP, has an API of less than 800, and is not identified as a "persistently lowest achieving school" pursuant to Education Code 53201, the parents/guardians of students attending that school may petition the District to implement an intervention for the purpose of improving academic achievement or student safety, provided that the state limit on the number of such schools has not yet been reached. To be considered by the Board of Trustees, the petition shall contain all required content and signatures and specify one of four intervention models (i.e., turnaround model, restart model, school closure, or transformation model) or an alternative governance arrangement, as described in 5 CCR 4803-4807. The District shall implement the option requested by the parents/guardians unless, at a regularly scheduled public hearing, the Board makes a finding in writing stating the reason it cannot implement the recommended option and instead designates one of the other options to be implemented. (Education Code 53300-53303; 5 CCR 4800-4808)

Year 4 Program Improvement and Beyond: Restructuring

For any school that continues to fail to make AYP after one full year of corrective action, the Superintendent or designee shall continue to provide all students enrolled in the school with the option to transfer to another school within the District and continue to make SES available to eligible students who remain in the school. In addition, the Board of Trustees shall develop a plan and make necessary arrangements to implement one of the following options for alternative governance and restructuring, consistent with state law: (20 USC 6316)

1. Reopen the school as a charter school
2. Replace all or most of the school staff relevant to the failure
3. Enter into a contract with an entity with a demonstrated record of effectiveness to operate the school
4. Turn the operation of the school over to the CDE
5. Institute any other major restructuring of the school's governance arrangements that makes fundamental reforms

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Notifications

Whenever a school is identified for PI, corrective action, or restructuring, the Superintendent or designee shall promptly notify parents/guardians of students enrolled in that school. The notification shall include: (20 USC 6316; 34 CFR 200.37)

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools in the District and state
2. The reasons for the identification
3. An explanation of what the school is doing to address the problem of low achievement
4. An explanation of what the District or state is doing to help the school address the achievement problem
5. An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for PI
6. An explanation of the option to transfer to another school within the District, as described below in the section "Student Transfers"
7. If the school is in Year 2 of PI or beyond, an explanation of how parents/guardians can obtain SES for their child as described below in the section "Supplemental Educational Services"

The Superintendent or designee shall disseminate information about corrective actions taken at any District school to the parents/guardians of each student in that school and to the public through such means as the Internet, the media, and public agencies. (20 USC 6316)

The Superintendent or designee shall promptly notify teachers and parents/guardians whenever a school is identified for restructuring and shall provide them adequate opportunities to comment before taking action and to participate in developing any plan for restructuring school governance. (20 USC 6316)

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Notifications (continued)

All notifications pertaining to PI shall be written in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316; 34 CFR 200.36)

To the extent practicable, the District shall partner with outside groups, such as faith-based organizations, community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer or to receive SES. (34 CFR 200.48)

Student Transfers

All students enrolled in a school in Year 1 of PI or beyond shall be provided an option to transfer to another school, which may include a charter school, served by the District provided that the school: (20 USC 6316; 34 CFR 200.44)

1. Has not been identified for PI, corrective action, or restructuring

In the event that all District schools are identified for PI, the District shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for interdistrict transfers.

2. Has not been identified by the CDE as a "persistently dangerous" school pursuant to 20 USC 7912 and 5 CCR 11992-11994

Among the students offered an option to transfer out of a PI school, priority shall be given to the lowest achieving students from low-income families, as defined by the district for purposes of allocating Title I funds. (20 USC 6316; 34 CFR 200.44)

If two or more District schools are eligible to accept transfers based on criteria listed in items #1-2 above, the District shall provide a choice of more than one such school and shall take into account parent/guardian preferences among the choices offered. (34 CFR 200.44)

The Superintendent or designee may consider school capacity in selecting schools that will be offered as alternatives for school choice, but shall not use the lack of school capacity to deny transfer opportunities to students. The District may increase capacity in eligible District schools to accommodate all students who wish to transfer.

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Student Transfers (continued)

The transfer option shall be offered so that students may transfer in the school year following the school year in which the District administered the assessments that resulted in the identification of the school for PI, corrective action, or restructuring. In order to provide adequate time for parents/guardians to exercise their transfer option before the school year begins, the Superintendent or designee shall notify parents/guardians of the available school choices sufficiently in advance of, but no later than 14 calendar days before, the start of the school year or on a date otherwise determined necessary by the CDE. (34 CFR 200.37, 200.44)

Notice of the transfer option shall:

1. Inform parents/guardians that, due to the identification of the current school as in need of improvement, their child is eligible to attend another school, including a charter school, served by the District
2. Identify each school that the parent/guardian may select
3. Explain why the choices made available to the parents/guardians may have been limited
4. Describe the timelines and procedures that parents/guardians must follow in selecting a school for their child, including a requirement that parents/guardians rank-order their preferences of eligible schools as appropriate
5. Provide information on the academic achievement of the school(s) to which the student may transfer (34 CFR 200.37)
6. Explain the provision of transportation to the new school (34 CFR 200.37)

The notice may include other information about the school(s) to which the student may transfer, such as a description of any special academic programs or facilities, the availability of before- and after-school programs, the professional qualifications of teachers in the core academic subjects, and a description of parent involvement opportunities. (34 CFR 200.37)

In addition to mailing notices directly to parents/guardians, the Superintendent or designee shall provide information about transfer options through broader means, such as the Internet, the media, and public agencies serving students and their families. (34 CFR 200.36)

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Student Transfers (continued)

The District shall prominently display on its web site, in a timely manner each school year, a list of available schools to which eligible students may transfer in the current school year. The District shall also display data on the number of students who were eligible for and who participated in the student transfer option, beginning with data from the 2007-08 school year and each subsequent year thereafter. (34 CFR 200.39)

In accordance with timelines established for the transfer request process, the Superintendent or designee shall notify parents/guardians of their child's school assignment and shall establish a reasonable deadline by which parents/guardians must either accept the assignment or decline the assignment and remain in the school of origin.

The District shall provide, or shall pay for the provision of, transportation to the District school which the student chooses to attend. (20 USC 6316; 34 CFR 200.44)

To ensure that transportation may be reasonably provided, the Superintendent or designee may establish transportation zones based on geographic location within the District. Transportation to schools within a zone shall be fully provided, while transportation outside the zone may be partially provided.

Any student who transfers to another District school may remain in that school until he/she has completed the highest grade in that school. However, the District shall not be obligated to provide, or pay for the provision of, transportation for the student after the end of the school year that the school of origin is no longer identified for PI, corrective action, or restructuring. (20 USC 6316; 34 CFR 200.44)

Supplemental Educational Services

When required by law, SES shall be provided outside the regular school day and shall be specifically designed to increase achievement of eligible students from low-income families on state academic assessments and to assist them in attaining state academic standards. (20 USC 6316)

When a school is required to provide SES, the Superintendent or designee shall provide annual notice to parents/guardians that includes: (20 USC 6316; 34 CFR 200.37)

1. The availability of SES
2. The identity of approved providers that are within the district or are reasonably available in neighboring local educational agencies

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Supplemental Educational Services (continued)

3. The identity of approved providers of technology-based or distance learning services
4. The services, qualifications, and demonstrated effectiveness of each provider, including an indication of those providers who are able to serve students with disabilities or limited English proficiency
5. The benefits of receiving SES

In addition, the notification shall describe procedures and timelines that parents/guardians must follow to select a provider.

This notification shall be clearly distinguishable from other information sent to parents/guardians regarding identification of the school for PI, corrective action, or restructuring. (34 CFR 200.37)

The District shall prominently display on its web site, in a timely manner each school year, a list of state-approved providers serving the District in the current year and the location where services are provided. The district shall also display the number of students who were eligible for and who participated in SES, beginning with data from the 2007-08 school year and each subsequent year thereafter.

The Superintendent or designee shall distribute sign-up forms for SES directly to all eligible students and their parents/guardians and make them available and accessible through broad means of dissemination such as the Internet, other media, and communications through public agencies serving eligible students and their families. (34 CFR 200.48)

The District shall provide a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable the parents/guardians of eligible students to make informed decisions about requesting SES and selecting a provider. (34 CFR 200.48)

Within a reasonable period of time established by the Superintendent or designee, parents/guardians shall select a SES provider from among those approved by the SBE. Upon request, the Superintendent or designee shall assist parents/guardians in choosing a provider. (20 USC 6316; 34 CFR 200.46)

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Supplemental Educational Services (continued)

The District shall not prohibit or limit an approved provider from promoting its program or the general availability of SES to members of the community. (5 CCR 13075.9)

When the District is an approved SES provider, the Superintendent or designee shall be careful to provide parents/guardians with a balanced presentation of the options available to them and shall ensure that they understand their right to select the District or any other service provider.

No District employee who administers or provides SES, either solely or in collaboration with a SES provider, or who has a financial interest of any kind in a SES provider, shall use his/her position as a district employee to encourage District students or their parents/guardians to use the services of that provider. (5 CCR 13075.7)

The Superintendent or designee shall ensure that eligible students with disabilities, students covered under Section 504 of the federal Rehabilitation Act, and students with limited English proficiency receive appropriate SES with any necessary accommodations or language assistance. (34 CFR 200.46)

If no provider is able to make the services available to such students, the District shall provide the services with necessary accommodations or language assistance, either directly or through a contract. Services shall be consistent with a student's individualized education program (IEP) or Section 504 services plan, as applicable.

If available funds are insufficient to provide SES to each eligible student whose parents/guardians request those services, priority shall be given to the lowest achieving eligible students. (20 USC 6316)

If the number of parents/guardians selecting a particular provider exceeds the capacity of that provider, priority shall be given to the lowest achieving eligible students.

Once a SES provider has been selected by a parent/guardian, the Superintendent or designee shall enter into an agreement with the provider. The agreement shall: (20 USC 6316)

1. Require the District to develop, in consultation with the parents/guardians and the provider, a student learning plan which includes specific achievement goals for the student, a description of how the student's progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, the student learning plan shall be consistent with the student's IEP.

ADMINISTRATIVE REGULATION

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Supplemental Educational Services (continued)

2. Describe how the student's parents/guardians and teacher(s) will be regularly informed of the student's progress.
3. Provide for the termination of the agreement if the provider is unable to meet such goals and timetables.
4. Contain provisions with respect to the District making payments to the provider.
5. Prohibit the provider, without written parent/guardian permission, from disclosing to the public the identity of any student eligible for or receiving SES.

In developing the student learning plan as required by item #1 above, the Superintendent or designee shall consult with the parent/guardian of each student to, at a minimum, provide the parent/guardian an opportunity to express his/her views and have them considered. Consultation may include, but is not limited to, communication by telephone, email, home visits, parent/guardian meetings, and/or parent/guardian signature(s). Evidence of this consultation shall be included in the student learning plan. In the event that a consultation does not take place but the parent/guardian has selected an approved SES provider, the Superintendent or designee, or the provider acting on the District's behalf, shall show evidence of at least three separate attempts to contact the parent/guardian using at least two different means of communication. If the parent/guardian elects not to participate in the consultation, the Superintendent or designee, or approved provider acting on the District's behalf, must develop a student learning plan for the student. (5 CCR 13075.7)

The Superintendent or designee may request, but not require, that the SES provider develop the student learning plan on behalf of the District for each student served by the provider as indicated in the agreement. In such cases, the Superintendent or designee shall make available to the provider pertinent student academic achievement data with parent/guardian permission and other technical assistance that will facilitate the development of the plan. The Superintendent or designee shall maintain responsibility to review and approve the student learning plan to ensure that it is developed in consultation with the parent/guardian and contains all required information. (5 CCR 13075.7)

Eligible SES providers shall be given access to school facilities, using a fair, open, and objective process, on the same basis as other groups that seek access to school facilities. (34 CFR 200.48)

OCEAN VIEW SCHOOL DISTRICT
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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT DISTRICTS

The Board of Trustees shall annually review and analyze the District's performance in making adequate yearly progress (AYP) toward student achievement standards, in accordance with criteria established by the State Board of Education (SBE). The Board's review shall include an evaluation of whether District improvement efforts are aligned and adequately focused on increasing achievement levels for all students. As necessary, the Board and the Superintendent or designee shall take steps to improve District operations and programs to enable students to achieve proficiency.

Early Warning Program

In the event that the District is provided notice by the California Department of Education (CDE) that it is in danger of being identified for program improvement (PI) within two years under the federal No Child Left Behind Act, the Board of Trustees shall determine whether to participate in the voluntary Early Warning Program. If the Board elects to have the District participate in the program, the District shall conduct a voluntary self-assessment using research-based criteria provided by the CDE and may revise its Title I local educational agency (LEA) plan based on the results of that assessment. (Education Code 52055.57)

Year 1-2 PI: Revision and Implementation of LEA Plan

In the event that the District is identified for PI by the CDE, the Superintendent or designee shall, in accordance with law and administrative regulation, notify parents/guardians, administer a District self-assessment process, and revise the LEA plan. (20 USC 6316; Education Code 52055.57)

The revised LEA plan or plan addendum shall be approved by the Board of Trustees and submitted to the CDE. The Superintendent or designee shall regularly report to the Board regarding the implementation of the plan during Years 1 and 2 of the program.

The Superintendent or designee shall utilize available state and local resources to identify specific problems contributing to low student achievement and provide technical assistance and support to resolve those problems. He/she also shall work closely with individual school sites to raise student achievement in accordance with school plans.

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Year 3 PI: Corrective Action

If the District does not make AYP after two years of receiving program funding, the Board of Trustees shall cooperate with the Superintendent of Public Instruction (SPI) and the SBE in the identification and implementation of appropriate corrective actions.

The Board of Trustees shall enter into a contract with a District assistance and intervention team (DAIT) whenever the SPI and SBE determine this to be the most appropriate corrective action. Upon receiving a report of recommendations from the DAIT: (Education Code 52055.57, 52059)

1. The Board of Trustees may, not later than 30 days after completion of the report, appeal to the SPI to be exempted from implementing one or more of the report's recommendations.
2. Not later than 60 days after completion of the report, the Board of Trustees shall, at a regularly scheduled meeting, adopt the report recommendations, as modified by any exemptions granted by the SPI.

The Superintendent or designee shall establish a District leadership team to collaborate with the DAIT in the development and implementation of an action plan to address high-priority needs. This team may include site and District administrators, teacher leaders, special education teachers, English learner experts, fiscal officers, and other key personnel, as appropriate.

The Board of Trustees and the Superintendent or designee shall monitor the District's progress in implementing the DAIT's recommendations and shall continually use student performance data to determine whether additional District or school site changes are necessary to improve student achievement.

Legal Reference:

EDUCATION CODE

52055.57-52055.59 *Districts identified or at risk of identification for program improvement*

52059 *Statewide system of school support*

UNITED STATES CODE, TITLE 20

6301 *Title I program purpose*

6311 *Adequate yearly progress*

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TITLE I PROGRAM IMPROVEMENT DISTRICTS

Legal Reference: (continued)

- 6312 Local educational agency plan
- 6316 School and district improvement
- 6321 Fiscal responsibilities
- 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:

- CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
- Blueprint for District Assistance and Intervention, 2008
- 2007 Adequate Yearly Progress Report Information Guide, August 2007
- A Training Guide for Local Educational Agencies and Schools: Program Improvement, September 2006
- U.S. DEPARTMENT OF EDUCATION GUIDANCE
- LEA and School Improvement Non-Regulatory Guidance, rev. July 21, 2006
- WEB SITES
- CSBA: <http://www.csba.org>
- California Department of Education, Program Improvement:
<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>
- U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>

Policy Adopted: 12/10/13

ADMINISTRATIVE REGULATION

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

TITLE I PROGRAM IMPROVEMENT DISTRICTS

Year 1-2 Program Improvement (PI): Revision and Implementation of LEA Plan

Whenever the District is notified that it has been identified for PI under the federal No Child Left Behind Act, the District shall complete all of the following actions:

1. Promptly notify parents/guardians of each District student regarding the District's PI status, the reasons for the identification, and how parents/guardians can participate in upgrading the quality of the District's programs. The notification shall be in a format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316)
2. Conduct a self-assessment using materials and criteria based on current research and provided by the California Department of Education. (Education Code 52055.57)
3. Contingent upon state funding, contract with a county office of education or another external entity, no later than 90 days after the District is identified for PI and after working with the County Superintendent of Schools, for both of the following purposes: (Education Code 52055.57)
 - a. Verifying the fundamental teaching and learning needs in District schools as determined by the self-assessment and identifying the specific academic problems of low-achieving students, including a determination as to why the prior Title I local educational agency (LEA) plan failed to increase student academic achievement
 - b. Ensuring that the District receives intensive support and expertise to implement reform initiatives in the LEA plan
4. Within three months after the District's identification for PI, develop or revise the LEA plan in consultation with parents/guardians, school staff, and others. This plan shall reflect the findings of the self-assessment and shall: (20 USC 6316; 34 CFR 200.52; Education Code 52055.57)
 - a. Incorporate scientifically based research strategies that will strengthen the core academic program in district schools
 - b. Identify actions that have the greatest likelihood of improving student achievement in meeting the state's academic achievement standards

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TITLE I PROGRAM IMPROVEMENT DISTRICTS

**Year 1-2 Program Improvement (PI): Revision and Implementation of LEA Plan
(continued)**

- c. Address the professional development needs of the instructional staff by committing to spending at least 10 percent of the District's allocation of Title I, Part A, funds for professional development
 - d. Include specific measurable achievement goals and targets for each of the student subgroups identified pursuant to 20 USC 6311, especially those that did not make adequate yearly progress (AYP)
 - e. Address the fundamental teaching and learning needs in the District's schools and the specific academic problems of low-achieving students, including a determination of why the District's prior plan failed to bring about increased student academic achievement
 - f. Incorporate, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year
 - g. Specify the responsibilities of the District and the state under the plan, including the District's fiscal responsibilities under 20 USC 6321 and the technical assistance to be provided by the state
 - h. Include strategies to promote effective parent/guardian involvement in District schools
5. Contingent upon state funding, after working with the County Superintendent or an external verifier, contract with an external provider to provide support and implement recommendations to assist the District in resolving shortcomings identified in the verified self-assessment (Education Code 52055.57)
 6. Implement the LEA plan expeditiously, but not later than the beginning of the next school year after the school year in which the District administered the assessments that resulted in its PI identification (20 USC 6316; 34 CFR 200.52; Education Code 52055.57)

The District shall exit PI status when it makes AYP for two consecutive years. (20 USC 6316; 34 CFR 200.53; Education Code 52055.57)

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TITLE I PROGRAM IMPROVEMENT DISTRICTS

Year 3 PI: Corrective Action

If the District fails to make AYP by the end of the second year in PI, it shall be subject to corrective actions determined by the State Board of Education (SBE). (20 USC 6316; 34 CFR 200.53; Education Code 52055.57)

If the SBE takes any corrective action other than, or in addition to, the appointment of a District assistance and intervention team (DAIT), the Superintendent or designee shall appear before the SBE within Year 3 of PI to review the District's progress. The Superintendent or designee, the DAIT, and/or the County Superintendent shall provide testimony and written data sufficient for the SBE to determine whether an alternative corrective action is needed. (Education Code 52055.57)

Regulation Adopted: 12/10/13

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

QUALITY EDUCATION INVESTMENT SCHOOLS

The Board of Trustees believes that schools demonstrating the lowest performance on state indicators of student achievement should be assisted with additional resources and support focused on instructional improvement and student services. Such schools also need working conditions and learning environments that will attract and retain well-qualified teachers, administrators, and other staff. The Board desires to help such schools address their complex educational needs and achieve their annual growth targets.

Whenever the Superintendent of Public Instruction identifies a district school as ranking in decile 1 or 2 on the Academic Performance Index (API) and notifies the District that the school is eligible to participate in the state's Quality Education Investment program, the Board of Trustees shall determine whether applying for this funding will help improve academic achievement at that school. The Superintendent or designee shall review the program requirements and recommend to the Board if it would be in the District's best interest to apply to use alternative program requirements that would provide for a higher level of academic achievement. Based on this determination, the Board may submit an application, including an application for an alternative program, on behalf of the school in order to obtain additional state funding for school improvement.

The Superintendent or designee shall ensure that each participating school uses program funds for the purposes expressed in law and administrative regulation. Activities carried out under this program shall be aligned with other school improvement efforts.

The Board of Trustees shall monitor the progress of participating schools to evaluate the effectiveness of school efforts in increasing student achievement, as measured by the API and other indicators, increasing student attendance, and, for secondary schools, increasing graduation rates. If the Board determines that sufficient progress is not being made at a particular school, the Board and Superintendent or designee shall determine what types of additional District resources and support should be provided to the school so that progress in increasing student achievement can be made.

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

QUALITY EDUCATION INVESTMENT SCHOOLS

Legal Reference:

EDUCATION CODE

35186 *Williams uniform complaint procedures*

44510-44517 *Administrator training program*

44757.5 *Reading instruction definitions*

52050-52059 *Public Schools Accountability Act, including:*

52055.700-52055.770 *Quality Education Investment Act*

52120-52128 *Class Size Reduction Program*

60640 *Standardized Testing and Reporting Program*

60642.5 *California standards tests*

64001 *Single plan for student achievement*

99230-99242 *Mathematics and Reading Professional Development Program*

UNITED STATES CODE, TITLE 20

6301-6578 *Academic achievement of the disadvantaged, including:*

6316 *Program improvement*

6319 *Qualifications of highly qualified teachers*

6511-6518 *Comprehensive School Reform Program*

Management Resources:

WEB SITES

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

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

Policy Adopted: 12/10/13

ADMINISTRATIVE REGULATION

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

QUALITY EDUCATION INVESTMENT SCHOOLS

School Requirements

Any District school may expend funds received under the Quality Education Investment Act for any purpose identified in the school's single plan for student achievement established pursuant to Education Code 64001. (Education Code 52055.720)

Each participating school shall revise its single plan for student achievement to include funds from this program, describe the manner in which program requirements will be met, and focus on instructional improvement and on improving instructional conditions. (Education Code 52055.755)

Any school receiving funding under this program shall be expected to achieve the following program requirements by the end of the third full year of funding: (Education Code 52055.740)

1. Maintain class sizes as follows:
 - a. For grades K-3, no more than 20 students per class as set forth in the Class Size Reduction Program pursuant to Education Code 52120-52128
 - b. For self-contained classrooms in grades 4-8 and classes in English language arts, reading, mathematics, science, or history/social science in grades 4-12:
 - (1) An average class size, calculated pursuant to Education Code 52055.740, that is either at least five students fewer per classroom than was the average in 2006-07 or an average of 25 students per classroom, whichever is lower
 - (2) No more than 27 students in any such classroom, regardless of the average class size
 - c. For any other class, a class size that is no higher than the class size in the 2005-06 school year
 - d. For a low-enrollment innovative class, a class size that does not exceed the schoolwide average, even if the number of students in the class is increased

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School Requirements (continued)

2. In a high school, have a student-to-counselor ratio of no more than 300 to 1 and ensure that each counselor hold a services credential with a specialization in pupil personnel services
3. Ensure that each teacher in the school, including interns, meets the qualifications of a "highly qualified" teacher in accordance with the federal No Child Left Behind Act pursuant to 20 USC 6319
4. Have an average experience level of classroom teachers in the school equal to or exceeding the average for the District for this type of school, based on a uniform index established by the Superintendent of Public Instruction (SPI)
5. Exceed the API growth target for the school averaged over the first three full years of funding and meet its annual API growth targets beginning in the fifth year of participation

In addition, each participating school shall be expected to meet the following interim program requirements: (Education Code 52055.740)

1. Be at least one-third of the way toward meeting the program requirements in items #1-5 above by the end of the first full year of funding
2. Be at least two-thirds of the way toward meeting the program requirements in items #1-5 above by the end of the second full year of funding
3. Annually provide professional development to at least one-third of teachers and instructional paraprofessionals in the school
 - a. For teachers in a subject-specific classroom or teaching covered subjects, each teacher shall participate in professional development that is made available by the District, is developed in a collaborative process with interested parties, and is articulated in an improvement plan. The professional development may include collaboration time for teachers to develop new instructional lessons or analyze student data, mentoring projects for new teachers, or extra support for teachers to improve practice. At a minimum, professional development shall be part of a coherent plan that combines school activities within the school, including, but not limited to, lesson study or co-teaching and external learning

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QUALITY EDUCATION INVESTMENT SCHOOLS

School Requirements (continued)

opportunities that meet all of the following criteria: (Education Code 52055.750)

- (1) Are related to the academic subjects taught
- (2) Provide time to meet and work with other teachers
- (3) Support instruction and student learning to improve instruction in a manner that is consistent with academic content standards
- (4) Include an average of 40 hours per teacher per year

b. For teachers teaching in a self-contained classroom, professional development shall include, at a minimum, content regarding mathematics, science, English language arts, reading, and English language development. Professional development for teachers teaching subject-specific courses shall include the specific subject and English language development. To the extent appropriate, the professional development shall be similar in quality and rigor to the training provided under the Mathematics and Reading Professional Development Program pursuant to Education Code 99230-99242. (Education Code 52055.750)

4. Meet all the requirements of the settlement agreement in Williams v. State, including, but not limited to, requirements regarding teachers, instructional materials, and school facilities, by the end of the first full year of funding and in each subsequent year

Any funded school that has received approval from the SPI to use alternative program requirements shall be expected to achieve all alternative requirements. By the end of the third full year of funding, the school shall also be expected to exceed the API growth target for the school averaged over the first three full years of funding, and meet its annual API growth targets annually thereafter. (Education Code 52055.760)

District Requirements

To provide support to participating schools, including participating charter schools, the Superintendent or designee shall: (Education Code 52055.750)

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QUALITY EDUCATION INVESTMENT SCHOOLS

District Requirements (continued)

1. Comply with all program requirements and require that each participating school complete and meet the criteria of an academic review process that includes the elements of the school assistance and intervention team review process described in Education Code 52055.51.
2. Ensure that each participating school meets the program requirements.
3. Ensure that each school administrator in a participating school, by the end of the first full year of funding and in each subsequent year, has exemplary qualifications and experience as specified in Education Code 52055.750. The Superintendent or designee shall provide for high-quality professional development for each administrator through leadership training, coaching, and mentoring and shall take all reasonable steps to maintain stable school leadership in schools. To the extent appropriate, the professional development shall be similar in quality and rigor to that provided through the Administrator Training Program pursuant to Education Code 44510-44517.
4. Provide all fiscal and evaluation data requested by the SPI for initial approval, annual reviews, and reports.
5. Comply with Education Code 52055.630 regarding the process of approving a school action plan, including involvement of teachers and the exclusive representative of certificated employees and, in the same manner, consult with the exclusive representative of classified employees.
6. Assist eligible schools in developing and carrying out a plan to implement the program requirements to ensure that the District's plan supports the work of the school.
7. Agree to focus on conditions that improve instruction and achievement in participating schools.
8. Fully understand that not meeting annual and final program and academic achievement requirements will result in the termination of program funding.
9. Ensure that the funds received on behalf of participating schools are expended on those schools, except that during the first partial year of funding the District may use program funding for facilities necessary to meet the class size reduction requirements.

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PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

QUALITY EDUCATION INVESTMENT SCHOOLS

District Requirements (continued)

10. Use the uniform process recommended by the SPI to ensure that the average teaching experience of classroom teachers in participating schools is equal to or greater than the average teaching experience of classroom teachers in the school District as a whole.

Regulation Adopted: 12/10/13