

Philosophy, Goals, Objectives and Comprehensive Plans

HIGH PRIORITY SCHOOLS GRANT PROGRAM

Development of Action Plan

For each school participating in the High Priority Schools Grant Program (HPSGP), an action plan shall be developed, in partnership with the district, by the school site council or, if the school does not have one, by a schoolwide advisory group or school support group whose members are self-selected. (Education Code 52055.620)

(cf. 0420 - School Plans/Site Councils)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 1220 - Citizen Advisory Committees)

In developing a school action plan, the school and district shall use the technical assistance of district personnel, county offices of education, universities, or any other person or entity that has proven successful expertise specific to the challenges inherent in high-priority schools. (Education Code 52055.620)

The district shall involve teachers in the development of the action plan and shall certify that it has met and consulted with the exclusive representative of certificated employees on the plan. (Education Code 52055.630)

In developing the action plan, the school and district shall use the results of the initial needs assessment of the school's current conditions and performance, potential barriers to student achievement, and the nature and coherence of the district's support of the school's instructional program.

The action plan may include any existing plan that the school may have developed for another program, provided it addresses the components listed in Education Code 52055.625. (Education Code 52055.620)

Content of Action Plan

The action plan shall meet the requirements specified in Education Code 52054(d) and (e) and 52055.620. (Education Code 52055.620, 52055.625)

The action plan shall include strategies to address each of the following essential components: (Education Code 52055.625)

1. Student literacy and achievement

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

The action plan shall include a strategy to increase student literacy and achievement, including necessary attention to the needs of English language learners. At a minimum, this strategy shall include a plan to achieve the following goals:

- a. Provide each student at the school with appropriate instructional materials aligned with state academic content and performance standards

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 6011 - Academic Standards)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

- b. Increase achievement of each significant subgroup at the school on the Academic Performance Index (API) by the end of the implementation period
- c. Increase performance of English language learners at the school on the English language development test required by Education Code 60810 and the achievement tests required by Education Code 60640

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6174 - Education for English Language Learners)

2. Quality of staff, including highly qualified teachers as required by the federal No Child Left Behind Act and appropriately credentialed teachers for English learners

(cf. 4111 - Recruitment and Selection)

(cf. 4112.2 - Certification)

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

(cf. 4112.23 - Special Education Staff)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

The action plan shall include a strategy to attract, retain, and fairly distribute the highest quality staff at the school, including teachers, administrators, and support staff. At a minimum, this strategy shall include a plan to achieve the following goals:

- a. Increase the number of credentialed teachers working at the school site
- b. Increase or target professional development opportunities for teachers related to the goals of the action plan and state English language development standards, including, but not limited to, participation in professional development institutes established pursuant to Education Code 99220-99226

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

- c. Ensure that school administrators successfully complete, by the end of the implementation period, a program designed to maximize leadership skills

The action plan shall include a strategy, jointly developed by the district and the exclusive bargaining representative of the district's certificated employees, for addressing the distribution of experienced, credentialed teachers throughout the district, including an agreement on how they are going to achieve a balance in that distribution. This collaboration shall take place outside of collective bargaining and shall include discussions on ways to maximize current options to recruit credentialed teachers, use regional recruitment centers, ensure that newly hired credentialed teachers are assigned in alignment with the goal of even distribution, and ensure that high-priority schools provide a teaching and learning environment conducive to retaining fully credentialed teachers. (Education Code 52055.620)

(cf. 4140/4240 - Bargaining Units)

3. Parental involvement

The action plan shall include a strategy to change the culture of the school community to recognize parents/guardians as partners in the education of their children and to prepare and educate parents/guardians in the learning and academic progress of their children. At a minimum, this strategy shall include:

- a. For any school that offers any of grades K-5, a commitment to jointly develop with parents/guardians a school-parent compact pursuant to 20 USC 6318, as required by Education Code 51101

(cf. 6020 - Parent Involvement)

(cf. 6171 - Title I Programs)

- b. A plan to achieve the goal of maintaining or increasing the number and frequency of personal parent/guardian contacts each year at the school site and school-home communications designed to promote parent/guardian support for meeting state standards and core curriculum requirements

(cf. 5020 - Parent Rights and Responsibilities)

- 4. Facilities maintained in good repair as specified in Education Code 17014, 17032.5, 17070.75, and 17089; curriculum; instructional materials consistent with the requirements of Education Code 60119; and support services

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

The action plan shall include a strategy to provide an environment that is conducive to teaching and learning and that includes the development of high-quality curriculum and instruction aligned with state content and performance standards and English language development standards to measure progress toward achieving English language proficiency. At a minimum, this strategy shall include the goal of providing adequate logistical support including, but not limited to, curriculum, quality instruction, instructional materials, support services, and supplies for every student.

(cf. 3517 - Facilities Inspection)

(cf. 6141 - Curriculum Development and Evaluation)

District/School Liaison Team

The Superintendent or designee and the school site council of a participating school shall establish a district/school liaison team to facilitate communications between the district and school, assist with a self-assessment process, and assist with developing the school's action plan.

Required Professional Development

The district shall provide eligible administrators and teachers, including instructional aides and paraprofessionals, in each participating school with professional development activities pursuant to the Principal Training Program (Education Code 44510-44517) and the Mathematics and Reading Professional Development Program (Education Code 99230-99242), as appropriate. (Education Code 52055.647)

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

Progress Reports

Each year the Superintendent or designee shall submit a report to the Superintendent of Public Instruction (SPI) for each participating school that meets all the requirements of Education Code 52055.640 and 52055.656. Before submitting the report, the Governing Board shall review, at a regularly scheduled meeting, the school's progress toward achieving its goals. (Education Code 52055.640, 52055.656)

(cf. 0500 - Accountability)

The Board may require any participating school to use assessments of students' academic growth in core curriculum areas to annually review whether changes are needed in the school action plan.

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

Any school that uses assessments in this manner shall use the English language development test administered pursuant to Education Code 60810 to measure progress toward achieving English language proficiency, where appropriate, and the tests that are part of the Standardized Testing and Reporting Program pursuant to Education Code 60640. A school may use any additional curriculum-based achievement test to assess student growth if the test is proven to be valid and reliable. The results of these assessments shall be reported annually to the Board. (Education Code 52055.645)

Consequences After 24 Months of Implementation

If a school has not met its growth targets on the API each year for 24 months after receiving program funding to implement the school's action plan, the Board may, if so directed by the State Board of Education (SBE), take appropriate action and adopt appropriate strategies to provide corrective assistance to the school in order to achieve the components and benchmarks established in the school's action plan. (Education Code 52055.650)

Consequences After 36 Months of Implementation

After 36 months of receiving implementation funding, if a participating school has not met its growth targets each year but has demonstrated "significant growth" as defined in 5 CCR 1030.7-1030.8, it shall continue to be monitored by the SPI. (Education Code 52055.650; 5 CCR 1030.7-1030.8)

If a participating school has neither met its growth targets each year nor demonstrated "significant growth," it shall be deemed a state-monitored school and shall be subject to the actions specified in Education Code 52055.650, as determined by the SPI and approved by the SBE. The Board shall, at a regularly scheduled public meeting, inform parents/guardians of this fact as well as the fact that the corrective actions specified in Education Code 52055.650(h) may occur. (Education Code 52055.650)

Whenever the corrective action selected by the SPI and SBE provides that the district will enter into a contract with a school assistance and intervention team (SAIT) to provide intensive support and expertise to implement the school reform initiatives in the school's action plan: (Education Code 52055.650)

1. School staff, site planning teams, administrators, and district staff shall work with the SAIT to improve student literacy and achievement by assessing the degree of implementation of the school's current action plan, refining and revising the action plan, and making recommendations to maximize the use of fiscal resources and personnel in achieving the goals of the plan. The Superintendent or designee shall provide support and assistance to enhance the work of the team at the targeted school site.

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

A report of recommended corrective actions shall be completed by the SAIT not later than 60 days after assignment of the SAIT to the school.

2. Not later than 90 days after the assignment of the SAIT to the school, the Board shall adopt the team's initial recommendations at a regularly scheduled meeting. Any subsequent recommendations proposed by the SAIT shall be submitted to the Board and adopted by the Board within 30 days of the submission. The adoption of recommendations shall not be placed on the Board's consent agenda.

(cf. 9322 - Agenda/Meeting Materials)

3. No less than three times during the year, the Superintendent or designee and the school site shall present the SAIT with data regarding progress toward the goals established by the team's initial assessment. The data shall be presented to the Board at a regularly scheduled meeting.

When a school is deemed to be a state-monitored school, the Board shall: (Education Code 52055.650; 5 CCR 1030.7-1030.8)

1. At a minimum, make the same proportion of fiscal, human, and educational resources available to the school as was available before the school was identified as a state-monitored school, excluding funding for the Immediate Intervention/Underperforming Schools Program and HPSGP
2. Continue its current ownership status with respect to the school site
3. Continue to provide the same insurance coverage with respect to property liability, errors and omissions, and other regularly provided insurance policies
4. Name the SPI and California Department of Education as additional insureds upon transfer of legal rights, duties, and responsibilities to the SPI
5. Continue to provide facilities support including maintenance, if appropriate to the management arrangement, and full school-site participation in bond financing
6. Remain involved with the school throughout the sanctions period