

High Priority Schools Grant Program

Required Participation in Other Programs

Each district school participating in the High Priority Schools Grant (HPSG) Program shall also participate in the state's Immediate Intervention/Underperforming Schools Program (II/USP) pursuant to Education Code 52053-52055.55. (Education Code 52055.605)

(cf. 0520 - Intervention for Underperforming Schools)

In each participating school, eligible teachers and administrators shall participate in the Mathematics and Reading Professional Development Program established pursuant to Education 99230-99242 and the Principal Training Program established pursuant to Education Code 44510-44517. (Education Code 52055.647)

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

Development of Action Plan

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. If the school has already established a school action team for the II/USP, that action team may be used to develop an action plan for this program. (Education Code 52055.620)

(cf. 0420 - School Plans/Site Councils)

(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)

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)

If a decile 1 school completes an action plan as part of the federal Comprehensive School Reform application but there are insufficient funds to allow the school to participate in that program, the

school shall be automatically approved for the HPSG program provided the action plan meets the requirements of Education Code 52054(d) and (e). (Education Code 52055.605)

Content of Action Plan

The action plan shall meet the requirements specified in Education Code 52054 (d) and (e) for the II/USP. (Education Code 52055.625)

The action plan shall: (Education Code 52055.620)

1. Be based on scientific research and effective practices and be data driven
2. Include ongoing data gathering in order to measure and verify progress and modify the plan as needed
3. Be based on findings from an initial needs assessment
4. Describe how the school community will show a commitment to implement the plan
5. Make clear that all school personnel must have heightened expectations that all students can learn and every school can succeed
6. Ensure that the school's environment is conducive to teaching and learning
7. Identify additional human, financial and other resources available to the school for implementation of the action plan

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

1. Student literacy and achievement

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 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:

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

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. 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)

(cf. 6020 - Parent Involvement)

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

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)

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 required by Education Code 52055.640, the 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.

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 state's Academic Performance Index (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 demonstrates significant growth as determined by the SBE, it shall continue to participate in the program. (Education Code 52055.650)

If a participating school has neither met its growth targets each year nor demonstrated significant growth, it shall be subject to the actions specified in Education Code 52055.650, as determined by the SPI and approved by the SBE. (Education Code 52055.650)

In any case when the SPI and SBE determine 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. A report of corrective actions shall be completed by the SAIT not later than 60 days after the school's API becomes public.

2. Not later than 90 days after the school's API becomes public, the Board shall adopt the team's initial recommendations at a regularly scheduled meeting. The adoption of recommendations shall not be placed on the 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.

Regulation FRESNO UNIFIED SCHOOL DISTRICT

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