

Philosophy, Goals, Objectives and Comprehensive Plans

INTERVENTION FOR UNDERPERFORMING SCHOOLS

The Governing Board recognizes its responsibility to protect the public's interest in schools and keep the district focused on learning and achievement for all students. Whenever any district school performs below the statewide average on indicators of student achievement and is participating in the state's Immediate Intervention/Underperforming Schools Program (II/USP), the Board shall provide additional assistance to the school in order to improve student performance.

(cf. 0400 - Comprehensive Plans)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)

The Board shall work with the Superintendent to develop governance strategies to support each participating school's implementation of its improvement plan. These strategies may be based on reviews of the alignment of district and school site goals for student achievement, budget priorities, staff qualifications and professional development, the alignment of curriculum and instructional materials to academic standards, accountability mechanisms, opportunities for parent/guardian and community involvement, and/or other district operations that may impact achievement at the school site.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 3100 - Budget)
(cf. 4112.2 - Certification)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
(cf. 6010 - Goals and Objectives)
(cf. 6011 - Academic Standards)
(cf. 6020 - Parent Involvement)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)

The Board shall closely monitor student performance in each participating school. The Superintendent or designee shall provide the Board with regular reports on the status and results of improvement efforts.

(cf. 0500 - Accountability)
(cf. 0510 - School Accountability Report Card)

Legal Reference: (see next page)

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The Board recognizes that any school participating in the program will be subject to state sanctions if student performance fails to improve in a timely manner. Whenever a participating school fails to achieve established growth targets on the state's Academic Performance Index (API), the Board shall cooperate with the Superintendent of Public Instruction in accordance with law.

Legal Reference:

EDUCATION CODE

33126 School accountability report card

33400-33407 CDE evaluation of district programs

51041 Evaluation of the educational program

52050-52059 Public Schools Accountability Act, especially:

52053-52055.55 Immediate Intervention for Underperforming Schools Program

52055.600-52055.662 High Priority Schools Grant Program

52070-52075 High School Pupil Success Act

60640-60649 Standardized Testing and Reporting (STAR) program

CODE OF REGULATIONS, TITLE 5

3932 School site and community team; augmentation of school site council

UNITED STATES CODE, TITLE 20

6311 State plan

6316 Academic assessment

6511-6518 Comprehensive School Reform program

Management Resources:

WEB SITES

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

California Department of Education, II/USP: <http://www.cde.ca.gov/ta/lp/iu>

Policy

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Revised: January 24, 2006

VISALIA UNIFIED SCHOOL DISTRICT

Visalia, California

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INTERVENTION FOR UNDERPERFORMING SCHOOLS

Implementation and Monitoring of the Action Plan

Any district school participating in the state's Immediate Intervention/Underperforming Schools Program (II/USP) shall implement the strategies established in its action plan developed pursuant to Education Code 52054, with the goal of achieving its growth targets established by the State Board of Education (SBE).

The Superintendent or designee shall monitor the participating school's implementation of its action plan and shall report to the Governing Board regarding the effectiveness of the school's efforts in improving student achievement for each "numerically significant" student subgroup, including ethnic subgroups, socioeconomically disadvantaged students, English language learners, and students with disabilities.

(cf. 6164.4 - Identification of Individuals for Special Education)

(cf. 6174 - Education for English Language Learners)

A numerically significant subgroup is a subgroup that constitutes either of the following: (Education Code 52052)

1. At least 15 percent of a school's total population of students who have valid test scores, with a minimum of 50 students with valid test scores
2. At least 100 students with valid test scores, even if the subgroup does not constitute 15 percent of the total enrollment at a school

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.54 - Test Integrity/Test Preparation)

A socioeconomically disadvantaged student is a student neither of whose parents/guardians has received a high school diploma or a student who participates in the free or reduced price lunch program.

(cf. 3553 - Free and Reduced Price Meals)

As necessary, the Superintendent or designee shall work with the school to refine the strategies in the action plan in order to achieve desired results for each subgroup. Any significant revisions in the action plan shall be submitted to the Board for approval.

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INTERVENTION FOR UNDERPERFORMING SCHOOLS (continued)

Consequences After 24 Months of Implementation

After 24 months of receiving funding to implement its action plan, if a participating school has not met its growth targets each year but demonstrates significant growth as determined by the SBE, the school shall continue to participate in the program for an additional year. (Education Code 52055.5)

If a participating school has neither met its growth targets nor demonstrated significant growth each year, the Board shall, at a regularly scheduled meeting, inform parents/guardians that the school is a state-monitored school and is subject to the corrective actions specified in Education Code 52055.5, as determined by the Superintendent of Public Instruction (SPI) in consultation with the SBE. (Education Code 52055.5)

When the SPI and SBE so determine, the district shall, as an alternative to the corrective actions specified in Education Code 52055.5, 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. In such a case: (Education Code 52055.51)

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 team is assigned to the school.
2. Not later than 90 days after assignment of the team to the school, the Board shall adopt the team's initial recommendations at a regularly scheduled meeting. Any subsequent recommendations proposed by the team shall be adopted by the Board within 30 days of their submission. The adoption of recommendations shall not be placed on the consent agenda.
3. Following the Board's adoption of the recommendations, the Board may appeal to the SPI for relief from one or more of the recommendations.

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4. If the SAIT does not fulfill its legal obligations, the Board may seek permission from the SPI, with the approval of the SBE, to contract with a different team.
5. 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.

With respect to a state-monitored school, the Board shall: (Education Code 52055.5)

1. Make at least the same fiscal, human, and educational resources available to the school site as were available before the school's designation as a state-monitored school, excluding funding pursuant to Education Code 52054.5 and 52055.600, or if the total amount of resources available to the district differs from one year to another, then the same proportion of resources

(cf. 3100 - Budget)

2. Continue its current ownership status with respect to the school site
3. Continue to provide the same insurance coverage as before the school's designation as a state-monitored school

(cf. 3530 - Risk Management/Insurance)

4. Name the SPI and the 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

(cf. 7210 - Facilities Financing)

6. Remain involved with the school throughout the sanction period
7. If the SBE so approves, retain its legal rights, duties and responsibilities with respect to the school

Consequences After 36 or More Months of Implementation

If a school has not met its growth targets within 36 months of receiving implementation funding but has shown significant growth, it shall continue to be monitored by the SPI until it meets its annual growth target or the statewide performance target. (Education Code 52055.5)

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If a school fails to make significant growth in any year between the third year of implementation funding and the first year the school meets its growth target, it shall be deemed a state-monitored school and shall be subject to the consequences described above for state-monitored schools. (Education Code 52055.5)

Consequences After 36 Months as a State-Monitored School

If, within 36 months after the school has been assigned a SAIT, management team or trustee, the school makes significant growth on the Academic Performance Index in two consecutive years, the school shall exit the program. (Education Code 52055.55)

If the school has not made significant growth within 36 months of becoming a state-monitored school, the school shall be subject to one or more of the consequences specified in Education Code 52055.55, as determined by the SPI.

Regulation

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VISALIA UNIFIED SCHOOL DISTRICT

Visalia, California