

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 52120-52128.5
- 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

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

(cf. 6164.2 - Guidance/Counseling 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

(cf. 4112.21 - Interns)

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

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

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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 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)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

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

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4113 - Assignment)

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

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

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

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.

(cf. 4331 - Staff Development)

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.
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.