

CSBA Sample Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0520.3(a)

TITLE I PROGRAM IMPROVEMENT DISTRICTS

Comment [WT1]: PSD is frozen at Year 3 Program Improvement

Note: The following **optional** policy is for use by districts that receive federal Title I funds **and have been identified for districtwide program improvement (PI) by the California Department of Education (CDE) for failure to make "adequate yearly progress" for two or more consecutive years.** Pursuant to the No Child Left Behind Act of 2001 (20 USC 6316), districts receiving Title I funds are identified for "program improvement" (PI) if they fail to make "adequate yearly progress" (AYP), as defined by the State Board of Education (SBE), for two or more consecutive school years. According to the criteria, a district is identified for PI if, for each of two consecutive years, it either (1) does not make AYP in the same content area (English-language arts or mathematics) **and does not meet annual measurable objectives in the same content area in each grade span (grades 2-5, 6-8, and 10), or (2) does not make AYP on the same indicator (Academic Performance Index or graduation rate) districtwide.** Certain districts may be exempt for one year based on "safe harbor" criteria developed by the SBE. **If the district believes that the identification is in error, it may appeal to the California Department of Education (CDE).**

As amended by the Every Student Succeeds Act (ESSA) (P.L. 114-95), 20 USC 6311 provides for a new system of support and improvement activities for Title I schools and districts beginning in the 2017-18 school year. Until the new system is in place, the CDE's Every Student Succeeds Act 2016-17 School Year Transition Plan (April 2016) requires that districts previously identified for PI must continue to implement their improvement plans and fulfill the requirements described in this policy.

See BP/AR 0520.2 - Title I Program Improvement Schools for requirements pertaining to individual schools identified for PI or for single school districts.

The Governing Board **desires to continuously improve educational programs and district operations to enable all students to achieve proficiency. The Superintendent or designee shall ensure the implementation and coordination of all district improvement plans and shall annually review and analyze report to the Board regarding 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.**

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0500 - Accountability)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 6011 - Academic Standards)

(cf. 6162.51 - State Academic Achievement Tests)

Early Warning Program

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Note: Education Code 52055.57 establishes the voluntary Early Warning Program described below, which is applicable to districts at risk of being identified for PI within two years.

BP 0520.3(b)

TITLE I PROGRAM IMPROVEMENT DISTRICTS (continued)

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 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

Note: 20 USC 6316 and Education Code 52055.57 establish requirements for districts that are identified as PI districts. See the accompanying administrative regulation for related requirements.

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 district shall implement all actions required for Title I program improvement (PI) as required by law and the California Department of Education (CDE).

Note: Education Code 52055.57 requires districts **in Year 1 of PI** to conduct a self-assessment using materials and criteria provided by the CDE. Among the tools required by the CDE is the District Assistance Survey, which assesses how the district supports its schools in the areas of standards-based curriculum, instruction, and assessment; professional development; human resources; data systems, data analysis, and ongoing monitoring; parent and community involvement; fiscal operations; and governance and leadership. PI districts are also required to complete the English Learner Subgroup Self Assessment and ~~Least Restrictive Environment Self Assessment~~ **the Inventory of Services and Supports for Students with Disabilities** to analyze the needs of English learners and students with disabilities. **The CDE's Academic Program Survey may be used to provide school-level information on the extent to which the school is providing a coherent instructional program to support student achievement. These tools are available on the CDE's web site.**

The development of district improvement strategies shall be based upon the results of a self-assessment conducted with state program assessment tools that identify specific problems contributing to low student achievement.

Each year that the district is in PI status, it shall:

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Note: **Requirements for districts in any year of PI include review and revision of the district's Title I local educational agency (LEA) plan.** The CDE recommends that districts develop an addendum to the LEA plan rather than revising the entire plan and has developed a template for this purpose, **available on the CDE's web site.**; ~~see the accompanying administrative regulation.~~ The template indicates that the addendum must be approved by the Governing Board and sent to the CDE.

BP 0520.3(c)

TITLE I PROGRAM IMPROVEMENT DISTRICTS (continued)

According to the CDE's Every Student Succeeds Act 2016-17 School Year Transition Plan (April 2016), the separate LEA plan will be transitioned out at the end of the 2016-17 school year and, beginning in the 2017-18 school year, state and federal planning requirements will need to be met through the district's local control and accountability plan and the consolidated application reporting system.

- 1. Review the Title I local educational agency (LEA) plan and, as needed, revise the plan. Revisions may be made in an addendum to the existing plan.** The revised LEA plan or plan addendum shall be approved by the Board and **electronically** submitted to the CDE.

(cf. 6171 - Title I Programs)

- 2. Reserve and spend at least 10 percent of its Title I, Part A allocation to provide high-quality professional development for instructional staff**

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

~~Year 3 PI: Corrective Action~~

Note: Districts in Year 3 of PI or beyond are subject to corrective actions as recommended by the Superintendent of Public Instruction and approved by the State Board of Education (SBE). Pursuant to Education Code 52055.57, the SBE must choose at least one of the following sanctions: (1) replacement of district staff who are relevant to the district's inability to make adequate progress; (2) removal of individual schools from the district's jurisdiction; (3) appointment of a trustee to administer the district; (4) abolishment or restructuring of the district; (5) implementation of a new curriculum based on state content and achievement standards, including provision of research-based professional development for all relevant staff; (6) deferment of programmatic funds or reduction of administrative funds; and (7) in conjunction with any of items #1-6, authorization for students to transfer to a higher performing school in another district and to be provided transportation. In addition, the SBE may require the district to contract with a district assistance and intervention team.

~~If the district does not make AYP after two years of receiving program funding. In addition, during Year 3 of PI or beyond, the Board shall cooperate with the Superintendent of Public Instruction (SPI) and the State Board of Education (SBE) in the identification and implementation of appropriate corrective actions. As applicable, the district shall implement the recommendations of the district assistance and intervention team (DAIT) that has been assigned to assist the district pursuant to Education Code 52055.57.~~

The Superintendent or designee shall submit to the CDE an annual report regarding the district's evidence of progress, including a summary description of the district's progress toward implementing the strategies in the LEA plan, an analysis of the district's progress toward student achievement goals in the LEA plan based on state or local assessment data, and documentation that the Board has been notified of the report.

BP 0520.3(d)

TITLE I PROGRAM IMPROVEMENT DISTRICTS (continued)

If the SBE takes any corrective action other than, or in addition to, the appointment of a DAIT, the Superintendent or designee shall **In the event that the district is required to** 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 of Schools shall provide testimony and written data sufficient for the SBE to determine whether an alternative corrective action is needed. (Education Code 52055.57)

Note: Pursuant to Education Code 52055.57, one of the possible state actions is to require the district to contract with a district assistance and intervention team (DAIT) with the duties specified in Education Code 52059. As amended by AB 519 (Ch. 757, Statutes of 2008), Education Code 52059 requires the district to reserve funding from its program grant to cover the entire cost of the team before using that funding for other reform activities. Education Code 52059, as amended, also requires the DAIT to complete a needs assessment and a report of recommendations not later than 120 days after being assigned to the district or by the next regularly scheduled SBE meeting after the expiration of the 120 days.

The Board 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 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 shall, at a regularly scheduled meeting, adopt the report recommendations, as modified by any exemptions granted by the SPI.

Note: The CDE's Blueprint for District Assistance and Intervention provides information about the DAIT process, including the role of DAIT team members and the district's leadership team.

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 and the Superintendent or designee shall monitor the district's progress in implementing the DAIT's recommendations and shall continually use student performance data

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to determine whether additional district or school site changes are necessary to improve student achievement.

Legal Reference: (see next page)

BP 0520.3(e)

TITLE I PROGRAM IMPROVEMENT DISTRICTS (continued)

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 State plan

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

Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

Local Educational Agency Program Improvement Plan Addendum Template, rev. April 2016

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>; <http://www.ed.gov>

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