

PI LEA Requirements

The responsibilities of both the state educational agency (SEA) and the local educational agency (LEA) during Years 1, 2 and 3 of LEA Program Improvement are outlined below.

Year 1

Responsibilities of the State Educational Agency

- Provide or arrange for the provision of technical assistance or other assistance to the LEA, based on effective methods and instructional strategies grounded in scientifically based research.
- Assist the LEA to revise and then implement its LEA plan for improvement.
- Assist the LEA to work more effectively with its PI schools.

Responsibilities of the Local Educational Agency

Revision/development of the LEA Plan

- Develop or revise an improvement plan within three months of PI identification based on the LEA assessment.
- Develop the plan in consultation with parents, school staff, and others.
- Submit the plan to the local school board for approval and then to CDE.

Content of the plan

The purpose of revising the LEA Plan is to address the deficiencies in the LEA that prevent students in its schools from achieving proficiency in reading and mathematics. The plan must also analyze and address LEA problems of leadership for schools, governance, fiscal infrastructure, and curriculum and instruction. Specifically, the plan must:

- Address the fundamental teaching and learning needs of schools in the LEA, especially the academic problems of low-achieving students;
- Incorporate strategies grounded in scientifically based research that will strengthen instruction in the core content areas;
- Include, as appropriate, student learning activities before and/or after school, during the summer and during any extension of the school year;
- Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction and standards-based instruction;
- Include strategies to promote effective parental involvement in the schools served by the LEA; and
- If revising a previous improvement plan, include a determination of why the LEA's previous plan did not bring about increased student academic achievement.

The plan must also specify the fiscal responsibilities of the LEA and detail the required technical assistance that the SEA will provide.

Reservation of not less than 10 percent of the LEA Title I allocation for high quality professional development.

- Use the 10 percent specifically for instructional staff to improve classroom teaching.
- May include in this 10 percent total the 10 percent of Title I, Part A funds that schools in PI reserve for professional development. The LEA may not include in the 10 percent total the 5 percent to 10 percent reserved by the LEA to help teachers to become highly qualified.

Year 2

- The LEA must continue to implement the plan developed in Year 1.
- The SEA must continue to ensure that the LEA is provided with technical assistance.

Year 3

The SEA must take corrective action against a PI LEA if the LEA remains in PI for two years after identification. However, because the successful functioning of the LEA is critical to school and student academic achievement, the SEA may, at any time during PI status, identify an LEA for corrective action.

SEA Responsibilities

- Notify the LEA of its corrective action status and provide the LEA with a public hearing no later than 45 days following identification if the LEA requests a public hearing.
- Continue to ensure that the LEA is provided with technical assistance.
- Take at least one of the following corrective actions:
 - Institute and fully implement a new curriculum based on state and local content and academic achievement standards, including provision of research-based professional development for all relevant staff;
 - Replace the LEA staff that are related to the inability of the LEA to make adequate progress;
 - Remove individual schools from the jurisdiction of the LEA and arrange for their public governance and supervision;
 - Appoint a receiver or trustee to administer the affairs of the LEA in place of the superintendent and school board;
 - Abolish the district or restructure the district.

In conjunction with at least one of the actions above, the state may also authorize students to transfer, with paid transportation, to a higher performing school in another LEA that is not a PI LEA.

Local Educational Agency (LEA) Program Improvement (PI) Requirements

The following chart provides a five-year overview of LEAs in Program Improvement:

Number of Years LEA Did Not Make Adequate Yearly Progress (AYP) <u>and</u> Did Not Meet AYP Criteria for each Grade Span				
One	Two	Three	Four	Five
Did not make AYP <u>and</u> did not meet AYP criteria in each grade span.	Did not make AYP <u>and</u> did not meet AYP criteria in each grade span.	Planning	Plan Implementation	Corrective Action
		PI Year 1	PI Year 2	PI Year 3
		<p>State Educational Agency (SEA)</p> <ul style="list-style-type: none"> • Disseminate PI results with assistance of LEA to general public. • Provide or arrange for technical assistance to LEA. <p>LEA</p> <ul style="list-style-type: none"> • Notify parents, with SEA assistance, of <ul style="list-style-type: none"> ▪ The identification of LEA as PI ▪ Reasons for PI identification ▪ How parents can get involved in improving LEA ▪ Actions the SEA will take to improve the LEA • Revise/develop improvement plan within three months of identification. • Consult with parents, school staff and others in development of plan. • Implement plan immediately in current school year following plan development. • Reserve not less than 10 percent of its Title I, Part A funds for high-quality professional development. 	<p>SEA</p> <p>Continue:</p> <ul style="list-style-type: none"> • Technical assistance to LEA. <p>LEA</p> <p>Continue:</p> <ul style="list-style-type: none"> • Implement plan from Year One. 	<p>SEA</p> <p>Continue:</p> <ul style="list-style-type: none"> • Technical assistance to LEA. • Notify parents/public of corrective action taken by SEA. <p>Add:</p> <ul style="list-style-type: none"> • Provide public hearing to LEA within 45 days following notice of corrective action. • May take corrective action at any time during improvement process, if necessary, but <u>must</u> take action during Year Three. • Take at least <u>one</u> corrective action: <ul style="list-style-type: none"> <input type="checkbox"/> Defer programmatic funds or reduce administrative funds. <input type="checkbox"/> Institute new curriculum and professional development for staff. <input type="checkbox"/> Replace LEA staff. <input type="checkbox"/> Remove individual schools from jurisdiction of LEA and arrange for governance. <input type="checkbox"/> Appoint trustee in place of superintendent and school board. <input type="checkbox"/> Abolish or restructure LEA. <p>In conjunction with one of the above, SEA may authorize student transfers to a school not in PI in another LEA, with paid transportation.</p>

**District Assistance Survey
for use by Local Education Agencies in
Program Improvement**

and

**other districts implementing the nine
Essential Program Components for instructional success**

Understanding the District Assistance Survey (DAS)

Districts that work effectively do not do so by accident. Students and adults achieve good results in these districts because the adults think and act strategically and the students respond. Services, policies, practices, and expectations are coordinated to support school level improvement.

Conversely, in districts where academic achievement is declining, there is often a lack of coordination and coherence among the structures that support instruction. Students and adults in these districts are working hard; they just are not working together toward common purposes. These districts need some means of bringing district and school components essential to increased student achievement into alignment.

The purpose of the District Assessment Survey (DAS) is to help a district analyze the nature and coherence of its operation which supports a coherent, school-level instructional program that improves student achievement. Because student achievement in reading/language arts and mathematics is central to student success in other areas, this survey analyzes district support for schools in these primary areas of student literacy. The survey is designed to reveal how a district supports schools in seven categories that directly impact student achievement:

1. Standards-based Curriculum, Instruction, and Assessment
2. Professional Development
3. Human Resources
4. Data Systems/Data Analysis/Ongoing Monitoring
5. Parent and Community Involvement
6. Fiscal Operations
7. Governance and Leadership

Embedded within the District Assistance Survey are numerous items which assess the district's support of its schools' implementation of nine Essential Program Components (EPCs) considered to be key to an effective academic program. Hence, the completion of school-level Academic Program Surveys (APS), which reflect individual schools' implementation of the nine EPCs is recommended, ideally to precede the completion of the District Assistance Survey. Summary data from the APS can then inform a thoughtful completion of the DAS. A more complete picture of district student performance will include a local analysis of student achievement trends, especially for historically underachieving students in the district.

Districts in Program Improvement (PI) must revise their local educational agency (LEA) Plan. Working with an external entity who will verify the district's self-assessment, district leaders should revise the LEA Plan so that organizational deficiencies revealed by the DAS are strategically and effectively addressed. There may be a number of areas where improvement is needed; therefore it is extremely important to focus on those areas deemed most critical and which provide the greatest leverage for increased student achievement as the first priority. Human and fiscal resources should be redirected as needed to support the goals of the revised action plan, which should be monitored on an ongoing basis to assess its impact and make adjustments. An important piece of the revised LEA plan is an increased emphasis on targeting fiscal resources specifically to the improvement of classroom teaching.

Active participation of key stakeholders in the district self-assessment is important. Older students, parents, teachers, administrators, board members, and key community leaders should be consulted to inform DAS results. Use of a representative district group will help build ownership and facilitate needed district changes.

District Assistance Survey¹ An Analysis of Support to Schools

The District Assistance Survey is a tool designed to assess the level of district support for schools, especially schools where students are underperforming in the areas of reading/language arts and mathematics. In order to complete the survey, it is helpful to have summary data from school responses to the Academic Program Survey (APS) (See below). The California Department of Education recommends that the APS be completed by PI schools in the district and schools with a schoolwide API of less than 620. The APS assesses a given school's implementation of nine Essential Program Components (EPCs) which contribute to an effective instructional program.

Once the summary data from the APS are available, a broadly representative district team will use the APS summary data and other pertinent data (e.g., academic, fiscal, demographic, credential, etc.) to complete all items on the District Assistance Survey (DAS).

Instructions

1. Compile summary data from the APS as completed by all PI schools in the district and schools with a schoolwide API of less than 620. Copies of the grade-span APS are available at www.cde.ca.gov/ta/lp/vl/.
2. Compose a representative district team to complete the District Assistance Survey. After careful consideration of each item on the District Assistance Survey, circle the number for the level of implementation described in the item as *minimally*, *partially*, *substantially*, or *fully*² implemented. Remember to take into account summary data from the schools' APS responses as well as data from other sources.
3. Consult with an external entity (county office of education or another group or agency) for verification of each survey item and recommendations for system-level reform. (PI districts and districts at risk of PI which elected to accept state funds must work with an external entity to verify the responses on the District Assistance Survey.)
4. In consultation with district stakeholders, review the recommendations of the external entity regarding items and areas of partial and minimal implementation as the starting point for revision of the LEA plan.
5. In consultation with the external entity, revise applicable portions of the LEA plan based on the recommendations. Recommendations that impact the scope of the local collective bargaining agreement shall be negotiated with the exclusive representative of the classroom teachers.

¹ The District Assistance Survey is required for Program Improvement (PI) districts. It is a voluntary tool for use by other districts.

² Explanation of terms – If the survey item is never or rarely true, mark minimally; if sometimes true, mark partially; if frequently true, mark substantially; if always or almost always true, mark fully

Standards-based Curriculum, Instruction and Assessment	Minimally	Partially	Substantially	Fully
1. The district provides the most recent K-8 standards-based State Board-adopted or high school standards-aligned textbooks for all students in:				
a. Reading/language arts	1	2	3	4
b. Reading interventions for all students who are more than two grade levels behind (K-8) and who are unable to demonstrate proficiency in 6th grade reading/language arts standards (9-12)	1	2	3	4
c. Mathematics and Algebra I for grades K-8 or remedial mathematics ³ and Algebra I at the high school level	1	2	3	4
d. Mathematics interventions for all students who are more than two grade levels behind (K-8) and high school students who are unable to demonstrate proficiency in 7th grade mathematics standards (9-12)	1	2	3	4
2. The district supports the <i>full implementation</i> of the most recent K-8 standards-based State Board-adopted or high school standards-aligned textbooks for all students in:				
a. Reading/language arts	1	2	3	4
b. Reading interventions for all students who are more than two grade levels behind (K-8) and who are unable to demonstrate proficiency in 6th grade reading/language arts standards (9-12)	1	2	3	4
c. Mathematics and Algebra I for grades K-8 or remedial mathematics and Algebra I at the high school level	1	2	3	4
d. Mathematics interventions for all students who are more than two grade levels behind (K-8) and high school students who are unable to demonstrate proficiency in 7th grade mathematics standards (9-12)	1	2	3	4
3. The district ensures that the expectations for implementing an academic program with aligned curriculum, instruction, and assessment using standards-based SBE-adopted and standards-aligned instructional materials are communicated through publications, professional development sessions, etc. to:				
a. Teachers	1	2	3	4
b. Students	1	2	3	4
c. Parents	1	2	3	4
d. Site administrators	1	2	3	4
e. District administrators	1	2	3	4
f. Local board members	1	2	3	4

³ High school remedial mathematics is defined as any course that teaches mathematics standards at or below the seventh grade level

Standards-based Curriculum, Instruction and Assessment	Minimally	Partially	Substantially	Fully
4. The district ensures the aligned use of instructional materials and embedded assessments by supporting school site personnel to effectively interpret data to modify classroom instruction (e.g., use of content specialists to support instructional decisions around identifying prerequisite skills and knowledge, re-teaching, etc.)	1	2	3	4
5. The district clearly communicates with all stakeholders, especially teachers, students, and parents, (e.g., by means of publications, parent information nights, internet, mail, etc.) regarding:				
a. Standards-based grade-level expectations	1	2	3	4
b. Standards-based course-level expectations	1	2	3	4
c. Available interventions for K-8 students more than two grade levels behind in reading/language arts and math and high school students unable to demonstrate 6 th grade proficiency in reading/language arts standards and 7 th grade proficiency in mathematics (9-12)	1	2	3	4
6. The district provides clear explanations of accountability requirements regarding student achievement to all stakeholders, including teachers, administrators, parents, students, and the community	1	2	3	4
7. The district ensures the use of an assessment system, including ongoing diagnostic assessment, to appropriately place students in:				
a. Intensive ⁴ interventions in reading/language arts (i.e., use of published intervention placement tests)	1	2	3	4
b. Strategic ⁵ interventions in reading/language arts (e.g., use of core text published placement tests)	1	2	3	4
c. Intensive ⁴ interventions in mathematics	1	2	3	4
d. Strategic ⁵ interventions in mathematics	1	2	3	4
e. Specialized instructional settings (special day, RSP)	1	2	3	4
f. Leveled instruction (e.g., CELDT)	1	2	3	4
8. The district optimizes students' opportunities to access grade-level core instruction by ensuring the use of:				
a. K-8 school schedules which adhere to instructional time recommendations in reading/language arts and	1	2	3	4

⁴ Intensive interventions are intended for K-8 students who are functioning two or more grades below grade level in reading/language arts and/or mathematics and for high school students who are unable to demonstrate proficiency at the sixth grade standards in reading/language arts and/or demonstrate proficiency at the seventh grade standards in mathematics.

⁵ Strategic interventions are intended for K-8 students who are functioning less than two years below grade level and high school students who are at or above sixth grade standards in reading/language arts but are not able to pass the CAHSEE and/or students who are unable to demonstrate proficiency in Algebra I and/or at risk of failing the mathematics portion of the CAHSEE.

Standards-based Curriculum, Instruction and Assessment	Minimally	Partially	Substantially	Fully
mathematics and the use of pacing guides				
b. High school master schedules that accommodate varied student mastery levels in English/language arts and mathematics (e.g., 2-3 periods a day of reading/language arts instruction is recommended for students in intensive intervention.)	1	2	3	4
c. Learning opportunities outside of the instructional day (e.g., before or after school programs, summer school, Saturday Academy, summer academic camps, etc.)	1	2	3	4

Professional Development	Minimally	Partially	Substantially	Fully
1. The district:				
a. Promotes and facilitates the acquisition of AB 75 training on the SBE-adopted core instructional materials in reading/language arts and mathematics and reading intervention materials offered by State Board-authorized providers for all its K-8 site administrators, with priority given to PI schools	1	2	3	4
b. Promotes and facilitates the acquisition of AB 75 training in Algebra I, remedial mathematics, and reading intervention programs for high school administrators, with priority given to PI schools	1	2	3	4
2. The district:				
a. Promotes and facilitates the acquisition of AB 466 training on the SBE-adopted core instructional materials in reading/language arts and mathematics and reading intervention materials offered by State Board-authorized providers for all its K-8 teachers, with priority given to PI schools	1	2	3	4
b. Promotes and facilitates, for 9 th and 10 th grade high school teachers, the acquisition of AB 466 training in Algebra I, remedial mathematics, and reading intervention programs, with priority given to PI schools	1	2	3	4
3. The district provides comprehensive and ongoing professional development opportunities that focus on instruction in the content areas and across the curriculum for reading/language arts and mathematics.	1	2	3	4
4. The district provides professional development focused on the analysis of student achievement data from state and district assessments and curriculum-embedded assessments	1	2	3	4
5. The district plans professional development based on additional factors influencing or impacting student achievement, including, but not limited to:				
a. Individual school needs, as determined by school and district data	1	2	3	4
b. Teacher needs, as determined by data and teacher feedback	1	2	3	4
c. Student needs	1	2	3	4
6. The district plans systematic professional development based on:				
a. A focus on standards-based content knowledge	1	2	3	4
b. Ease of application in classroom activities	1	2	3	4
c. Contact hours, including follow-up sessions, that extend over a period of time (i.e. contact is based on evidence of need and includes classroom support)	1	2	3	4
d. The collective participation of teachers from the same grade, department, or school	1	2	3	4
e. Active engagement of participants	1	2	3	4
f. Coherence with other professional development activities and educational activities	1	2	3	4
g. A review of research-based strategies associated with improved student achievement for sub-groups of students who are not achieving as well as their peers	1	2	3	4

Human Resources	Minimally	Partially	Substantially	Fully
1. The LEA recruits, selects, places, supports, monitors, and evaluates principals such that:				
a. Schools in need of the best leadership get the best principals	1	2	3	4
b. Students in greatest need of academic support receive the best teachers	1	2	3	4
2. The LEA works with the teachers' association to implement strategies to ensure that:				
a. All teachers are highly qualified by the commencement of the 2006-07 school year	1	2	3	4
b. Underperforming schools are staffed with a stable and highly qualified teacher staff (e.g., there are incentives, a support system, opportunities for collaboration, adequate State Board-adopted or standards-aligned instructional materials, State Board-approved interventions, smaller class size, attention to facility/safety concerns, etc., for teachers in underperforming schools)	1	2	3	4
c. Evaluations for all staff are linked to the standards-based curriculum, instruction and assessment; student achievement; and standards for the teaching profession, if appropriate; with steps to support teachers and administrators	1	2	3	4
d. Creatively-structured time is available for effective and efficient use of teaching and learning opportunities	1	2	3	4
3. The LEA has a support system for new teachers including:				
a. Beginning Teacher Support and Assessment (BTSA) and similar training geared toward understanding changes in expectations as required	1	2	3	4
b. Mentoring and coaching for reading, math, and instruction of English learners	1	2	3	4
c. Frequent and clear communication on expectations for standards-based curriculum and instruction	1	2	3	4
4. Salaries, wages, and benefits are competitive, in order to:				
a. Attract and retain highly qualified staff in all core academic subjects, with an emphasis on highly qualified staff for reading, language arts, math, and teaching English learners	1	2	3	4
b. Attract and retain teachers in leadership roles such as department chairs and mentor leaders	1	2	3	4
c. Attract and retain administrators with effective leadership skills necessary to implement the nine EPCs	1	2	3	4
5. The LEA trains, supports with professional development, and appropriately deploys paraprofessionals based upon their credentials.	1	2	3	4

Data System/Data Analysis/Ongoing Monitoring	Minimally	Partially	Substantially	Fully
1. The district has an information infrastructure and technology that supports and facilitates:				
a. Accurate data collection, entry, and storage	1	2	3	4
b. All staff receiving specific data in an easy-to-read format to make decisions regarding student achievement (e.g., district administrators and staff, school administrators, and teachers receive relevant data needed to make decisions)	1	2	3	4
c. All staff receive the data they need to make decisions in a timely manner (e.g., teachers and site administrators receive SBE/local board-adopted curriculum-embedded assessment results within a few days after the assessment is completed, high schools receive middle school achievement and placement exams in time to inform the master schedule, results of diagnostic tests for student interventions are provided in time to inform the master schedule, etc.)	1	2	3	4
d. Flexible entry and retrieval of a wide range of information (e.g., teachers are able to enter and obtain assessment and demographic information regarding their students easily and in an understandable format)	1	2	3	4
2. The district supports school-level systems for implementing a curriculum-embedded assessment system that monitors student achievement every 6 to 8 weeks (e.g., there are agreed-upon common assessments and a timetable; there are common cut points for the proficiency levels, staff are provided with adequate time to review data, schools are provided with software to assist in the data analysis of curriculum-embedded assessments, schools are provided data entry assistance, etc.)	1	2	3	4
3. The district supports the use of a data management system that includes:				
a. Curriculum-embedded assessments (e.g., 6 to 8 week assessments based on SBE/local board adopted texts, end of course assessments, exit and entry exams, etc.)	1	2	3	4
b. State-level testing data (e.g., CST proficiency levels, CAT/6 results, CAHSEE results, CELDT results etc.)	1	2	3	4
c. Demographic and other data (e.g., poverty, ethnicity, feeder school patterns, attendance data, etc.)	1	2	3	4
d. Data at the student level	1	2	3	4
e. Disaggregation of data (e.g., data is disaggregated by student groups, their proficiency and quintile levels, by AYP achievement; disaggregated by classroom level, grade level, school level; and by programs such as interventions to support change in the district, school sites, and classroom practice)	1	2	3	4
f. The ability to review longitudinal data				
4. The district has a system in place that ensures district staff, site administrators, and teachers receive the appropriate professional development and ongoing support on the district data system (e.g., teachers know how to access, retrieve, interpret, and use data to inform classroom instruction)	1	2	3	4
5. The district has a system in place for communicating student achievement data in a comprehensible way to teachers, parents, community members, and other stakeholders	1	2	3	4

Parent and Community	Minimally	Partially	Substantially	Fully
1. The district and schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis:				
a. Communications (e.g., newsletters, brochures, mail-outs, press releases, phone calls, web pages, etc.) are provided to all parents and community members in a language they understand	1	2	3	4
b. Communications to all parents are provided in a timely manner (e.g., parents are notified of meetings and policy changes well in advance, parents with children in Program Improvement schools are notified of their right to school choice and/or supplemental services, phone calls are returned promptly, etc.)	1	2	3	4
c. All parents are informed about and understand the standards-based system (e.g., grade-level expectations for proficiency, high school exit exam requirements, data reporting for STAR and local assessments, and available interventions in reading, language arts, and mathematics for students needing assistance, etc.)	1	2	3	4
d. All parents are informed on a regular basis of their students' academic progress (e.g., parents receive 6-9 week progress reports; have the opportunity to participate in parent/teacher conferences; are informed in a timely manner if students are at risk of not being promoted to the next grade, failing a subject course, or failing the high school exit exam, etc.)	1	2	3	4
2. The district ensures that all schools have family/parent involvement programs that provide:				
a. Multiple opportunities for all parents (i.e., representatives from all economic and ethnic backgrounds) to actively and knowledgeably participate in district and school level decision-making processes (e.g., participation in the development of the LEA and school site plans and on school site councils)	1	2	3	4
b. Training for parents to successfully participate in curricular and budgetary decision-making	1	2	3	4
3. The district ensures that all schools provide resources and opportunities to parents to support their children's academic success (e.g., family literacy programs, family math/science events, workshops and materials for parents on how to support learning at home, access to daily/weekly homework assignments, and viable parent/family resource centers, etc.)	1	2	3	4

Fiscal Operations	Minimally	Partially	Substantially	Fully
1. The LEA has board-approved fiscal policies that give priority to LEA and school expenditures for full support of implementation of the nine EPCs through:				
a. Adequate coaches and specialists, particularly in reading/language arts, mathematics, and the instruction of English learners	1	2	3	4
b. Additional classes for strategic and intensive intervention for students below grade level in reading/language arts and mathematics, as well as English learners	1	2	3	4
c. Appropriate standards-based professional development for administrators and teachers, i.e., AB 75 and AB 466 training	1	2	3	4
d. Full and timely provision of State Board-adopted instructional materials in reading/language arts, mathematics, and all intervention materials	1	2	3	4
e. Additional support for students not meeting grade-level standards (e.g., extended school days, summer school, etc.)	1	2	3	4
2. The LEA ensures alignment of:				
a. Categorical expenditures to achieve instructional goals in the Single School Plan for Student Achievement, such as Title I and High Priority funding	1	2	3	4
b. Expenditures and purchases toward achievement of the nine EPCs (e.g. through review of professional development plans and purchase orders)	1	2	3	4
3. The LEA has an efficient system to ensure that:				
a. LEA resources are directly linked to the LEA plan in all five goals of the plan	1	2	3	4
b. The LEA plan regularly informs financial decisions in approving expenditures and allocations	1	2	3	4
c. Budgets are expended as approved	1	2	3	4
d. The LEA develops long-range plans so that one-time funds are not expended to cover ongoing costs	1	2	3	4
4. The LEA has an efficient system to assist schools in reallocating their fiscal resources to support student achievement via the nine EPCs.	1	2	3	4
5. Categorical fund expenditure plans include:				
a. Active participation of teachers and parents in decision-making	1	2	3	4
b. Disclosure of information to teachers and parents about expenditures, goals, and changes based on assessments	1	2	3	4

Governance/Leadership	Minimally	Partially	Substantially	Fully
1. The vision, mission statement, core values and beliefs of the LEA are:				
a. In alignment with the nine EPCs and reflect a commitment through measurable goals to improving the achievement of all students (required for PI districts, recommended for all)	1	2	3	4
b. Reflected in written district goals which are both measurable and achievable	1	2	3	4
2. The LEA plan and its implementation have a strong, coherent focus on:				
a. Improving achievement for all student groups	1	2	3	4
b. Closing the achievement gap for all student groups (e.g., specific research-based strategies are identified to assist schools in improving student achievement)	1	2	3	4
c. Providing data to assess objectives of LEA plan implementation	1	2	3	4
d. Linking each LEA objective with an associated budget source and amount	1	2	3	4
3. The local governing board and LEA have policies and evidence of implementation regarding the following:				
a. The instructional program, including State Board-adopted materials, textbook adoption cycles, local assessments, and graduation requirements	1	2	3	4
b. Intensive intervention programs for students	1	2	3	4
c. Strategic intervention programs for students	1	2	3	4
d. Instructional time for appropriate grade levels and subjects	1	2	3	4
e. Alignment of all categorical programs and instructional support programs (such as extended day, summer school, etc.) with the standards-based instructional core	1	2	3	4
f. Alignment of fiscal commitments to district objectives for implementing EPCs	1	2	3	4

Governance/Leadership	Minimally	Partially	Substantially	Fully
4. District and site administrators support the implementation of the Essential Program Components (EPCs) through:				
a. Clear expectations in writing provided to administrators and teachers, with accountability for implementation	1	2	3	4
b. Clear and frequent communication with the local governing board regarding the implementation of the Essential Program Components	1	2	3	4
c. Frequent school visits by district staff and classroom visits by site administrators to monitor implementation of the EPCs and to provide feedback on levels of implementation	1	2	3	4
5. The LEA collects, analyzes, and uses data to:				
a. Set instructional priorities based on needs indicated by patterns in the data (e.g., strategies to close the achievement gap for all student groups)	1	2	3	4
b. Allocate resources based on greatest academic needs, with priority given to Program Improvement schools, in order to accelerate achievement through targeted instruction, frequent assessment, and support	1	2	3	4
c. Provide support for district personnel to enhance student performance	1	2	3	4
d. Hold district personnel accountable for student performance through performance evaluations	1	2	3	4
e. Strengthen community knowledge, trust, and participation through sharing student data with parents and the community and providing accurate and objective interpretations	1	2	3	4
6. The LEA has support systems in place to promote effective implementation of EPCs through:				
a. LEA specialists, such as reading specialists, mathematics specialists, and English learner specialists, and coaches/content experts who work inside the classroom to support teachers	1	2	3	4
b. A pacing calendar for delivering mathematics and reading/language arts instruction, observed and monitored for implementation	1	2	3	4
c. A curriculum-embedded assessment schedule (e.g., there are agreed-upon common assessments provided in the adopted textbooks and a timetable for administration of the assessments; there are common cut points for the proficiency levels used to monitor student progress and to make instructional decisions)	1	2	3	4

GRANT AWARD NOTIFICATION

AO-400 (Rev. 10/01/05)

GRANTEE NAME AND ADDRESS «First_Name» «Last_Name», «Job_Title» «Local_Educational_Agency» «Address» «City»,«State» «ZIP_Code»				GRANT NUMBER				
				FY	PCA	Vendor Number	Suffix	
				06	14581	«Vendor_Number»	00	
Attention Jane Doe, Superintendent			COUNTY	STANDARDIZED ACCOUNT CODE STRUCTURE				
Program Office Curriculum and Instructional Services: Categorical Programs				Resource	Revenue Object			
Telephone				3175	8290			
Name of Grant Program NCLB: Title 1, Part A, Program Improvement District								
GRANT AMOUNT	Original/Prior Amendments	Amendment Number	Amendment Amount	Total		Index	Federal Catalog Number	
	«Grant_Amount»			«Grant_Amount»		0630	84010	
AWARD DATES	Starting		Ending					
	(Date)		(Date)					
Dear:«Job_Title» «Last_Name»: This grant award is to support the costs of activities required for local educational agencies (LEAs) identified in Program Improvement (PI) in (Date), in order to implement provisions of the No Child Left Behind (NCLB) Act of 2001, Section 1116(c)(7) and California <i>Education Code (EC)</i> Section 52055.57(b). This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly. The use of the funds is detailed in the next section(s), and Attachments A, B, and C.								
California Department of Education Contact Irene Nabeta-Yee				Title Analyst				
E-mail Address inabetayee@cde.ca.gov					Telephone (916) 319-0237			
Signature of the State Superintendent of Public Instruction ▶					Date			
CERTIFICATION OF ACCEPTANCE OF GRANT CONDITIONS AND ASSURANCES								
On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions; and I agree to comply with all requirements as a condition of funding.								
Printed Name of Authorized Agent				Title				
E-mail Address					Telephone ()			
Signature ▶					Date			

Please inform appropriate individuals, including your county superintendent, county treasurer, auditors, principals, teachers, accounting, and program staff of all pertinent information regarding this grant. The following **conditions** apply:

1. The purpose of this grant award is to support a contract for a district self-assessment, assistance in the revision of the LEA plan and initiation of activities required by that revision.
2. Funds are calculated on the basis of *EC* Section 52055.57(b)(2)(A) that an LEA in PI receives \$50,000 plus \$10,000 for each school that is supported by federal funds pursuant to Title 1 of the federal NCLB Act of 2001 (20 *United States Code* Sec.6301 et seq.).
3. *EC* Section 52055.57(b)(2)(C) stipulates that LEAs in PI may receive funding to support this work for no more than two years.
4. A revised LEA plan addendum must be submitted online to the California Department of Education (CDE), NCLB Implementation Office to LEAP@cde.ca.gov by (*Date*).
5. The Certification of Acceptance of Grant Conditions and Assurances (page 1), the Intervention Assistance Office Grant Program, Program Improvement General Assurances (Attachment A), the Certification Regarding State and Federal Drug-Free Workplace Requirements (Attachment B), forms must be signed by the district superintendent or his/her designee and return the forms within ten days after receipt of this Grant Award Notification (AO-400).
6. Expenditures shall comply with all applicable provisions of federal, state and local rules, regulations, and policies relating to the administration, use and accounting of public school funds, including but not limited to the *California School Accounting Manual* and the *EC*.
7. At the end of the reporting period, the district shall submit 2006-07 Financial Expenditure Report (Attachment C) specifying how the grant award was expended. All funds must be expended by (***date***). The report must be post marked no later than (***date***), to CDE, Intervention Assistance Office.
8. Failure to comply with these conditions may result in suspension of payments under the grant award or termination of the grant award or both. The grantee may be ineligible for award of any future state grant awards, if the CDE determines that the grantee violated the certification by failing to carry out the conditions as specified. In addition, failure to comply with the conditions of this grant may result in a billing from the CDE for the entire amount of any grant award funds advanced.

If you agree with the conditions, you or your designee must sign the above three forms and return the original copies within ten days after receipt of this AO-400 to:

Irene Nabeta-Yee, Analyst
Intervention Assistance Office
California Department of Education
1430 N Street, Suite 4401
Sacramento, CA 95814-5901
(916) 319-0237

Program Improvement General Assurances

The grantee, by signature of its authorized representative on this application, hereby assures the California Department of Education (CDE) that the grantee will adhere to the following:

<ol style="list-style-type: none"> 1. Conduct a district self-assessment using materials and criteria based on current research provided by the CDE, including a District Assistance Survey (DAS), and other tools (as needed). The self-assessment shall identify deficiencies within the operations of the Local Educational Agency (LEA), programs and services of the LEA. The DAS is available on the CDE Web site at www.cde.ca.gov/ta/lp/vl/. 2. No later than 90 days after a LEA becomes identified for Program Improvement (PI), contract with a county office of education or another external entity after working with the county superintendent of schools to: (i) verify the fundamental teaching and learning needs in the schools of that LEA, and identify the specific academic problems of low-achieving pupils, including a determination of why the prior plan failed to increase pupil academic achievement, (ii) Ensure that the LEA receives intensive support and expertise to implement LEA reform initiatives in the revised plan as required by the federal No Child Left Behind (NCLB) Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and California <i>Education Code</i> Section 52055.57(b) 3. Revise and expeditiously implement the LEA plan to reflect the findings of the verified self-assessment. Submit a copy of the revised LEA plan online no later than <i>(date)</i>, to the CDE, NCLB Implementation Office to LEAP@cde.ca.gov. 4. After working with the external entity to revise the LEA plan, provide support to implement the recommendations of the revised LEA plan. 	<ol style="list-style-type: none"> 5. Provide parents with notice of PI status; the reason(s) for LEA identification as in PI; and how parents can participate in upgrading the quality of the LEA. Include strategies to promote effective parent involvement in the school. 6. Reserve ten percent of the LEA's 2006-07 Title I allocation to provide professional development to all teachers and administrators. This requirement is in addition to the five percent reservation required under the NCLB Section 1119(l) for teachers and paraprofessionals. 7. Approved funds shall be administered in accordance with the provisions of <i>EC</i> Section 52055.57(b)(2)(A) and the Budget Act of 2006. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations, and policies relating to the administration, use, and accounting for public school funds. 8. The grantee shall provide free and unencumbered access to fiscal records and other information upon request of the CDE. The grantee shall maintain such records for five years after the completion of the activities for which the funds are used. 9. Indirect costs are allowable using the J-380 Annual Program Cost Data. 10. The Standardized Account Code Structure (SACS) funds shall be recorded in Resource Code 3175 and Revenue Code 8290.
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Printed Name of Authorized Agent

Title

Date
Fiscal Expenditure Report

Signature of Authorized Agent

«Local Educational Agency»
Name of District

Summary of Education Code Requirements for Program Improvement Districts in Corrective Action

Education Code (EC) Section 52055.57(c) identifies the following sanctions from which the state must select at least one for each Program Improvement district in corrective action:

- (c) (1) A local educational agency that has been identified for corrective action under the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.), shall be subject to one or more of the following sanctions as recommended by the Superintendent and approved by the state board:
 - (A) Replacing local educational agency personnel who are relevant to the failure to make adequate yearly progress.
 - (B) Removing schools from the jurisdiction of the local educational agency and establishing alternative arrangements for the governance and supervision of those schools.
 - (C) Appointing, by the state board, a receiver or trustee, to administer the affairs of the local educational agency in place of the county superintendent of schools and the governing board.
 - (D) Abolishing or restructuring the local educational agency.
 - (E) Authorizing pupils to transfer from a school operated by the local educational agency to a higher performing school operated by another local educational agency, and providing those pupils with transportation to those schools, in conjunction with carrying out not less than one additional action described under this paragraph.
 - (F) Instituting and fully implementing a new curriculum that is based on state academic content and achievement standards, including providing appropriate professional development based on scientifically based research for all relevant staff that offers substantial promise of improving educational achievement for high-priority pupils.
 - (G) Deferring programmatic funds or reducing administrative funds.
- (2) In addition to the sanctions prescribed by paragraph (1), the Superintendent may recommend, and the state board may approve, the requirement that a local educational agency contract with a district assistance and intervention team to aid a local educational agency.