

Year 1 – Identified for Improvement

The following requirements and recommendations apply to:

- Schools newly entering Year 1 based on 2006 AYP determinations using 2005-2006 assessment data.
- Schools identified for Year 1 at the beginning of 2004-2005 that made AYP in 2005-2006; these schools must continue to implement the Year 1 requirements in 2006-2007.

LEA Responsibilities

LEA ensures that the following technical assistance is provided by the LEA or other entity with experience in helping schools improve academic achievement as the school develops and implements its improvement plan.

- Provide timely and varied school and student data to site(s).
- Inform school site(s) of Program Improvement (PI) requirements and NCLB updates.
- Provide public notification regarding schools identified for improvement including:
 - What the school is doing to address the problem of low achievement; and
 - What the LEA or the SEA is doing to help the school address this problem.
- Notification can be disseminated through broader means of communication, such as the Internet, the media, and through public agencies serving students and their families.
- Define scope of technical assistance so that all stakeholders are operating with a common definition.
- Analyze assessment data to identify and address problems in:
 - Instruction,
 - Parent Involvement, and
 - Professional Development.
- Identify and implement professional development, school improvement strategies, and methods of instruction that are research-based and address the reasons a school is identified for improvement.
- Determine the technical assistance resources available in the region and make initial contact.
- Develop pathways for effective and timely communication to staff, students, parents, LEA personnel, and others (e.g. newsletter, e-mail blasts, local media).
- Assist with analysis and revision of the school budget so resources are allocated to activities most likely to increase student achievement.
- Develop the mechanism to train schools in the APS or a similar needs assessment tool to measure gaps in service.
- Receive results of a school's APS or from a similar tool and use these to guide decision-making.

- Complete the DAS or a comparable LEA-level needs assessment.
- Complete and analyze information from other comprehensive needs assessment tools, such as Least Restrictive Environment (LRE) Survey, and the English Learner Subgroup Self Assessment (ELSSA).

Create a District/School Liaison Team (DSLTL). In California, many of the roles outlined in NCLB regarding School Support Teams are accomplished by the DSLTL.

- A DSLTL should be composed of a wide variety of individuals with expertise in school reform strategies that are representative of the school community.
- Typical composition of a DSLTL may include supervisor of the principal, curriculum and instruction administrator, district grade span administrator, classroom teachers, the chair of the school's advisory council, parents, and other informed individuals.

With the DSLTL, complete a comprehensive needs assessment and revise the LEA plan, if necessary.

- Use available tools (such as the APS, DAS, LRE, ELSSA, etc.) to conduct a needs assessment to determine the gaps in services.
- Summarize all data and discuss possible changes to support the school with the School Site Council and/or any other stakeholders.
- Based upon the results generated by the tools, develop a proposed revision to the LEA plan and budget to mutually support the changes at the school site(s).
- Secure local board approval of the revised LEA plan.
- Once approved, begin the implementation of the revised LEA plan immediately.

Notify Parents Regarding Public School Choice with Paid Transportation.

- Provide notification to parents that the school is identified for Program Improvement.
- Provide the parent notification letter directly to the parent(s) of each student before the beginning of the traditional school year.
- Write the letter in an understandable and uniform format, and to the extent practicable, in a language or languages that the parent(s) can understand.
- The letter must:
 - Explain school PI status;
 - Describe what the school is doing to address the problem of low academic achievement;
 - Describe what the state, county, and the LEA are doing to help the school address the achievement problems;
 - Offer option to all enrolled students to transfer to non-PI school with paid transportation; if possible, parents should be provided a choice of more than one school to transfer their student;

- Include a list of available non-PI schools and descriptions of their academic achievement. Include at least two academic indicators, such as percent of students proficient in English language arts and mathematics, and the school's Academic Performance Index (API) score. Put these indicators in the context of the state targets;
- Explain that priority goes to lowest achieving students from low-income families, if request exceeds funds available from the 20 percent set aside;
- Explain that transfer students may remain in the non-PI school until completing the highest grade; transportation is paid until school of residence exits PI;
- Include the deadline and procedures for parents to respond (three to four weeks);
- Explain that the LEA takes into consideration parent preference as it makes the final decision about which non-PI school a student will attend;
- Suggest how parents can assist the school to improve;
- Indicate that transportation will be provided subject to certain cost limitations; and
- Provide other information to help parents decide which school(s) would be best for their student(s).

Implementation of Public School Choice with Paid Transportation.

- If all schools served by the LEA to which a student may transfer are identified as PI, the LEA shall attempt to establish a cooperative transfer agreement with other LEAs in the area. Documentation (e.g., letters and/or meeting minutes) must be maintained to verify such efforts.

Set Aside Funds.

- Set aside an amount equal to 20 percent of the LEA's Title I, Part A, allocation for transportation costs associated with the transfer option.
- Set aside funds may come from the Title I, Part A, or other sources.
- Upon meeting all demands for paid transportation, the LEA may reallocate any remaining set aside funds.

Within 45 days of receiving the revised SPSA, the LEA will:

- Establish a peer review process to evaluate the plan's quality and the likelihood of its successful implementation, and make suggestions for revisions of the SPSA. Peer reviewers should be teachers and administrators from schools or districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students who have recognized expertise in school improvement; and
- Recommend the revised SPSA if it meets the requirements of NCLB to the local board for approval.

School Responsibilities

Complete the APS.

- Consult with the LEA to receive training in the usage of the APS.
- Discuss the overall purpose of the APS with key stakeholders
- Complete the APS.
- Review the results of the APS to determine critical needs.
- Review budget and expenditures to determine if they align to identified need(s) and actions.
- Report results of the APS to the LEA.

Revise the SPSA to incorporate the NCLB-required School Improvement Plan components.

- Using the results of the APS, LRE, and ELSSA, consult parents, school staff, LEA staff, and outside experts on what changes need to be made at the school to improve student achievement.
- Incorporate research-based strategies to strengthen core academic areas.
- Address specific academic issues that caused the school to be identified.
- Adopt policies and practices concerning core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the state's proficient level of achievement.
- Allocate 10 percent of the school's Title I funds to provide high quality professional development to address the reasons a school is identified for improvement.
- Describe how the school will provide parents written notice about the identification.
- Specify the responsibilities of the school, the LEA, and/or the state under the plan, including the technical assistance to be provided by the LEA as well as the LEA's responsibilities under NCLB.
- Establish specific, measurable, annual objectives for continuous and substantial progress by each group of students.

- Include strategies for effective parental involvement.
- Incorporate, as appropriate, opportunities for extended day and extended year activities.
- Incorporate plans to support teacher mentoring.
- Implement the revised SPSA by the beginning of the school year or immediately upon the approval of the revised SPSA if approved after the beginning of the school year.

CDE Responsibilities

- Post student achievement data and PI designations on the CDE Web site.
- Disseminate information and provide training on state-developed tools and the PI process.
- In partnership with county offices of education (COEs), offer effective technical assistance regarding the PI process.

Year 2 – Continuing Improvement

The following requirements and recommendations apply to:

- Schools newly entering Year 2 based on 2006 AYP determinations using 2005-2006 assessment data; and
- Schools identified for Year 2 at the beginning of 2004-2005 that made AYP based on 2005-2006 must continue to implement the Year 2 requirements in 2006-2007.

LEA Responsibilities

LEA continues to ensure that the following technical assistance is provided by the LEA or other entity with experience in helping schools improve academic achievement as the school revises and implements the SPSA.

- Provide timely and varied school and student data to site(s).
- Inform school site(s) of Program Improvement requirements and NCLB updates.
- Provide public notification regarding schools identified for improvement including:
 - What the school is doing to address the problem of low achievement; and
 - What the LEA or the SEA is doing to help the school address this problem.
- Notification can be disseminated through broader means of communication, such as the Internet, the media, and through public agencies serving students and their families.
- Analyze assessment data to address what problems contributed to why the school progressed to the next year in program improvement in:
 - Instruction,
 - Parent Involvement, and
 - Professional Development.
- Identify and implement professional development, school improvement strategies, and methods of instruction that are research-based and address the reasons the school progressed to year two of program improvement.
- Assist with analysis and revision of the school budget so resources are allocated to activities most likely to increase student achievement.

Continue to Notify Parents about Public School Choice with Paid Transportation.

- Provide notification to the parents that the school is identified for year two of Program Improvement.
- Provide the parent notification letter directly to the parent(s) of each student before the beginning of the traditional school year.
- Write the letter in an understandable and uniform format, and to the extent practicable, in a language or languages that the parent(s) can understand.
- The letter must:

- Explain school PI status;
- Describe what the school is doing to address the problem of low academic achievement;
- Describe what the state, county, and the LEA are doing to help the school address the achievement problems;
- Offer options to all enrolled students to transfer to non-PI school with paid transportation and if possible, parents should be provided a choice of more than one school to transfer their student;
- Include a list of available non-PI schools and descriptions of their academic achievement. Include at least two academic indicators, such as percent of students proficient in English language arts and mathematics, and the school's Academic Performance Index (API) score. Put these indicators in the context of the state targets;
- Explain that priority goes to lowest achieving students from low-income families, if request exceeds the 20 percent set aside;
- Explain that transfer students may remain in the non-PI school until completing the highest grade transportation will be paid until school of residence exits PI;
- Include the deadline and procedures for parents to respond;
- Explain that the LEA takes into consideration parent preference as it makes the final decision about which non-PI school a student will transfer attend;
- Indicate that the SPSA revision is required and must incorporate the NCLB requirements under Title I, Part A, Section 1116(b)(3)(A);
- Suggest how parents can assist their school to improve;
- Indicate that transportation will be provided subject to certain cost limitations; and
- Provide other information to help parents decide which school(s) would be best for their student(s).

Continue Implementation of Public School Choice with Paid Transportation.

- If all schools served by the LEA to which a student may transfer are identified in PI, the LEA shall attempt to establish a cooperative transfer agreement with other LEAs in the area. Documentation (e.g., letters and/or meeting minutes) must be maintained to verify such efforts.

Notification and implementation of supplemental educational services (SES).

- Provide notification to the parents that the school is identified for year two of program improvement.
- Provide the parent notification letter directly to the parent(s) of each student as soon as possible after the first day of school.
- Write the letter in an understandable and uniform format, and to the extent practicable, in a language or languages that the parent(s) can understand.

- Notice must:
 - Identity each approved SES provider who is willing to work with the LEA;
 - A brief description of the services, qualifications, and evidence of effectiveness of each provider;
 - A description of the procedures and timelines that parents must follow in selecting a provider (three to four weeks);
 - If the LEA anticipates it will not have sufficient funds to serve all eligible students, inform parents that the LEA will prioritize requests to serve low-achieving students from low-income families first; and
 - If requested, help parents select a SES provider.
- LEA enters into an agreement with SES providers which must contain:
 - Specific achievement goals for the student and the timeframe for completion developed in consultation with the student's parents and the provider;
 - Description of how the student's progress will be measured;
 - Description of how the student's parents and teachers will be regularly informed of the student's progress;
 - Provision for termination of the agreements;
 - Method of payment for the services;
 - Provision to protect the identity of any student eligible for, or receiving SES; and
 - Assurance that SES will be provided consistent with applicable health, safety, and civil rights laws.
- Provisions of the agreement must be consistent with an individualized education program under Individuals with Disabilities Education Act (IDEA) or Section 504.

Continue to Set Aside Funds.

- Set aside an amount equal to 20 percent of the LEA's Title I, Part A for costs associated with the transfer option and SES.
- Set aside funds may come from Title I or other sources.
- These funds are to be used as follows:
 - 5 percent for Choice Paid Transportation;
 - 5 percent for SES; and
 - 10 percent for either or both.
- Upon meeting **all** requests for choice transportation and SES, the LEA may then reallocate any remaining set aside funds.

Create a DSLT, if not previously done. In California, many of the roles outlined in NCLB regarding School Support Teams are accomplished by the DSLT.

- A DSLT should be composed of a wide variety of individuals with expertise in school reform strategies that are representative of the school community. Typical composition of a DSLT may include the supervisor of the principal, curriculum and instruction administrator, district grade span administrator, classroom

teachers, the chair of the school's advisory council, parents, and other informed individuals.

- This DSLT will facilitate the LEA and school staff through a strategic process inquiry in an effort to assist the LEA in making an informed decision to be taken.

With the DSLT, utilize the DAS in analyzing LEA support to the school.

- Using the APS, DAS, LRE and ELSSA tools, re-analyze how effectively the LEA is supporting its schools' improvement efforts.
- Based upon the results generated by the tools, develop a proposed revision to the LEA plan and budget to mutually support the changes at the school site(s).
- Secure local board approval of the revised LEA plan.
- Implement the revised LEA plan immediately once approval is received from local board.

School Responsibilities

- Review and monitor SPSA using results from the APS, DAS, LRE, ELSSA and current data as needed.
- Revise the SPSA (if needed) based on the outcomes from the previous year.
- Continue to collaborate with LEA to improve student achievement.
- Continue to implement the approved two-year plan.
- Continue to allocate 10 percent of the school's Title I, Part A, funds to provide high-quality professional development to address the reasons the school is identified for improvement.

CDE Responsibilities

- Post student achievement data and PI designations on the CDE Web site.
- Disseminate information and provide training on state-developed tools and the PI process.
- In partnership with COEs, offer effective technical assistance regarding the PI process.
- Implement California State Title 5 Regulations that pertain to SES.
- Review SES provider applications and recommend eligible applicants for approval to the State Board of Education.
- Maintain approved SES providers' database and post approved SES provider list on CDE Web site.
- Monitor and evaluate approved SES providers.

Worksheet:

Determining Maximum Supplemental Education Services (SES) Per Student

1. District Title I Allocation.....	_____	A
2. District Title I Census Poverty Count or Equated Census Poverty Count for PSAs	_____	A
<i>Reference CDE website, Title I Part A Allocations (lookup)</i>		
3. Per Student Maximum Amount for SES.....	$A \div a$	_____ b
4. Total SES Set Aside.....	_____	c
<i>From page 1: C + F</i>		
5. Estimated Number of Students Served by Set Aside Amount...	$c \div b$	_____ d*

* Letter to describe availability of supplemental services should be sent to low income families. If the number of students exceeds the estimated number "d", the lowest performing students are given preference over the higher performing students.