

Year 4 – Planning for Restructuring/Alternative Governance

The following requirements and recommendations apply to:

- Schools newly entering School Restructuring based on AYP results.
- Schools previously identified as Year 4 that made AYP the year following identification must continue to implement the Corrective Action Plan. These schools must continue to plan for restructuring for the next school year since they may fail to make AYP for two consecutive years.

LEA Responsibilities

LEA continues to ensure that 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 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.
- Continue to implement the Year 3 Corrective Action Plan while planning for alternative governance. The LEA should regularly (at least quarterly) monitor implementation of the revised SPSA.

It is recommended that the LEA prepare mid- and end-of-year progress reports and discuss the results with its DSLT membership. These reports should include an analysis of progress in implementing the revised SPSA, and the ongoing needs of the school.

- LEA, with input from the DSLT, must develop a plan for restructuring/alternative governance including:
 - Establish a timeline for developing the plan;
 - Allow adequate opportunity for teachers and parents to comment before taking any action; and
 - Develop the plan with participation of teachers and parents that incorporates at least one of the following alternative governance options:
 - Close the school and reopen it as a charter school
 - Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make AYP
 - Enter into a contract with an entity, such as a private management company with a demonstrated record of effectiveness, to operate the public school

- Turn the operation of the school over to the SEA, if permitted under law and agreed to by the state. **(This is not an available option in California.)**
 - Implement any other major restructuring of the school's governance arrangement that makes fundamental reforms and leads to improved student achievement
- Make other arrangements as necessary to implement the restructuring/alternative governance plan
 - Provide technical assistance in revising the SPSA based upon the selected alternative governance arrangement.

The SEA recommends the following protocol to select appropriate alternative governance option(s) and revise the SPSA:

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 who are representative of the school community. Typical composition of a DSLT 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.
- This DSLT will facilitate the LEA and school staff through a strategic process of inquiry in an effort to assist the LEA in making an informed decision regarding the appropriate alternative governance option(s) to be taken.

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

- Through an analysis using the DAS tool as well as additional tools, such as the APS, LRE, and ELSSA, the LEA will be able to gauge how effectively it is supporting its schools' improvement efforts.

With the DSLT, engage in Year 4 Alternative Governance Protocol.

- This protocol engages LEA and school staff in an honest, strategic analysis of the school's history of school improvement efforts to uncover those areas most likely to be responsible for the school's failure to meet AYP goals for the past four years. Staff makes strategic decisions as to which alternative governance option will best enable the LEA and school to successfully address the identified areas of need. The Year 4 Alternative Governance Protocol worksheets are at the end of this tab.

Once the SPSA (including alternative governance arrangement) is revised and the LEA has approved it, ensure the LEA plan is in alignment with school needs.

- When the LEA has thoughtfully chosen the appropriate alternative governance arrangement to be implemented at the PI school, the DSLT will identify areas where

the LEA should increase or modify its support to the school to ensure successful implementation of the alternative governance option.

Amend LEA plan and LEA budget to reflect changes in LEA support to its schools.

- Given that the school will require specialized, targeted support to successfully implement its revised SPSA, it is recommended the LEA use the results of the DAS and Alternative Governance Protocol to make revisions to its LEA plan and LEA budget to ensure sustained support for schools.

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

- Provide notification to the parents that the school is identified for year 4 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 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 final decision about which non-PI school a student will attend;
 - Indicate that the SPSA revision is required incorporating 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 four 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:
 - Identify 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.
 - 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.

School Responsibilities

- Implement revised SPSA incorporating corrective action option(s).
- Should 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 Program Improvement.
- School staff should take advantage of professional development opportunities offered by the LEA, which are targeted at assisting school staff in the successful implementation of the SPSA.
- In collaboration with DSLT, school staff should continue to review and revise the APS to accurately reflect the current needs of students
- Engage with the DSLT and LEA in the Alternative Governance Protocol (please see above for specifics).

COE Responsibilities

- Continue to participate on DSLTs and provide technical assistance throughout the county or region.

CDE Responsibilities

- Post student achievement data and PI designations on the Web.
- Disseminate information and provide training on state-developed tools and the PI process.
- Through the Statewide System of School Support (S4), train COEs, DSLTs, and other regional partners in the use of this protocol for assisting LEAs in making informed decisions regarding appropriate restructuring plans and aligning LEA plans and LEA budgets with revised SPSAs to ensure seamless mutual support for increased student achievement.
- 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.

Year 4 Alternative Governance Protocol

Alternative Governance Options

Generally speaking, under NCLB when a school is in *restructuring* status, the LEA must take intensive and far-reaching interventions to revamp completely the operation and governance of that school. Restructuring means a major reorganization of a school's governance structure arrangement by an LEA that:

- Makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school,
- Has substantial promise to improve student academic achievement and enable the school to make AYP as defined by the state's accountability system; and
- Is consistent with state law.

These restructuring options allow the LEA to choose one or more solutions that best address the identified needs of the school and school community.

The CDE does not endorse or recommend any particular form of restructuring option(s). It is recognized that a particular LEA's range of options may be limited by existing contractual obligations or other factors.

1. Reopen the school as public charter school.

Converting to a charter school should only be considered after gaining a thorough understanding of what a charter school is, how it differs from a traditional public school, the options it provides, and the conditions that must exist for it to be successful. Charter schools are generally founded by a group of teachers, parents, community leaders, community-based organizations, or private organizations. They operate under a written contract (charter) between the sponsoring agency (authorizer) and a charter developer for a period of one to five years. Because of its autonomy from state and LEA constraints, a charter school could be more flexible and innovative and less bureaucratic than conventional public schools and their LEAs. As a result, charter schools offer an opportunity to create new governance structures, reallocate budgets, alter schedules, redeploy staff, refocus professional development time, and make use of new technology.

Critical to the success of creating a high-quality charter school are grassroots support, a strong governing board, and a well-thought-out redesign plan. Data should be gathered to answer such questions as: What is the level of parent, LEA, teacher, and community support for a charter school? Who are the key charter developers? What is the structure and experience of the governing board? Do the board members and administration have experience in curriculum and instruction, assessment, finance, facilities, legal issues, and general management? What programs/curriculum will be offered that target improved

academic achievement founded on proven research? How will administrative, financial, personnel, and special education services be provided? How will funding be affected by conversion?

2. Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make AYP.

Replacing staff should be considered after a thorough and thoughtful analysis of the reasons for the continued failure of the school to improve. Careful consideration must be given to the identification of staff performance that is sub-standard. This option, however, requires careful consideration and consultation with the Human Resources department and local bargaining organization, as there may be contract implications. A mechanism to determine that school staff is indeed the problem should be employed. This could include classroom observation, student review of achievement by grade or by teacher, etc. Site leadership should be assessed to determine if there has been a history of student academic deficiency that has not been adequately addressed. Data should be consulted to determine if students are failing to achieve throughout the school, in a particular grade level or subject, or under the instruction of an individual teacher. Issues of adequate support and professional development should be considered to ensure that all staff have had ample opportunity to obtain needed skills. Has the LEA provided adequate support for site leadership to enable them to improve student achievement at the school site? Consider how long the principal has been at the school and the number of new teachers on site; have a number of staff recently been replaced without having a positive impact on student achievement? Many times this option leads to additional changes needed to improve the school, such as changing the curriculum, increased staff development, or the use of outside coaches.

3. Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.

For this option, an LEA turns the operation of the PI school over to an external organization. An external organization could include a private for-profit management company, a private nonprofit company, a community-based organization, or even a university. Selection of an external organization may be accomplished through many means, for example in a public “request for applications” process where organizations are encouraged to submit to the LEA their plan to manage the school. Regardless of the mechanism, the selection of an external entity should be an open process with input from as many interested stakeholders as is possible. This option may be implemented in conjunction with the reopening of the school as a charter. In this instance, the school would reopen as a charter under the direction of the external organization. Carefully review the terms offered by the external organization and the depth and breadth of the organization. Before entering into any agreement, make sure that you (the

LEA) can clearly articulate what is needed from the entity and how it will be held accountable. Explicit accountability should be built into the contract; this will form the basis of the relationship and place the focus clearly on what is most important to the success of students. Having a central point of contact at the LEA who will lead contract negotiations and eventual transition of management can ensure a smooth process. An LEA considering this option should consult with its local COE to discuss assistance in selecting an external organization.

4. Turn the operation of the school over to the SEA, if permitted under law and agreed to by the state.

This is not an available option in California.

5. Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make AYP as defined in the state plan under NCLB Section 1111(b)(2).

Close examination of the school's infrastructure can reveal ways to alter various practices and policies, decision-making strategies, and other operational procedures to enhance the instructional program. This is an opportunity to engage in comprehensive whole school reform through changes in governance that will lead to fundamental changes in teaching and learning. Major restructuring will lead to changes in a decision-making platform or structure that could then provide for expanded leadership, collaborative decision-making, and a focus on strategies to increase student achievement. Review how decisions are made at the school and who is authorized to make decisions. The use of a confidential survey of staff may be helpful in assessing ways to better organize the school to remove barriers to effective instruction. This option moves beyond curriculum to determine how the school actually functions to best meet students' needs.

Examples of major restructuring of school governance may include, but are not limited to, the following:

- Create a number of smaller learning communities or schools-within-the-school to better address the needs and interests of various groups of students and to change governance and decision-making practices by having an administrative director or assistant principal in charge of each smaller learning community.

This restructuring strategy is most relevant to middle and high schools and should not be used as a means of tracking students into higher- and lower-performing student groups. Smaller learning communities might emphasize different curriculum areas as organizing themes (such as

performing arts or mathematics and science academies), or they might focus on broad career areas (such as health sciences or information technologies).

- Replace the administrative staff of the school with an outside administrative expert, selecting an alternative governance board or a management team that focuses on different aspects of the school's operation, such as curriculum and instruction, finances and business operations, and parent and community involvement. These are some examples of major restructuring efforts.
- Change the governance structure of the school in a significant manner that either diminishes school-based management and decision-making or increases control, monitoring, and oversight of the school's operations and educational programs by the LEA as a means of enabling the school to make significant academic gains.
- Close the school and reopen it as a focus or theme school with new staff or staff skilled in the focus area (e.g. math and science, dual language, communication arts, etc).
- Dissolve the school and assign students to other schools in the district.
- Pair the school in restructuring with a higher performing school so that Kindergarten through third grades from both schools are together and the fourth through fifth grades from both schools are together, for example.

Selecting the Most Appropriate Alternative Governance Option(s) a Process of Inquiry

The following worksheets were designed to assist LEAs as they work with their schools in Year 4 of PI to determine which alternative governance option(s) are most appropriate for their situation. These tools are not intended to guide LEAs and schools toward or away from a particular option, but rather as a process of inquiry, which, if completed diligently and collaboratively, will better inform the critical decision of selecting the option(s) best matched to identified needs.

These worksheets represent the first critical step in the process of planning for alternative governance. Each sheet contains a set of guiding questions designed to assist in determining if the option is relevant to the school's current situation. The questions are designed to generate an honest, thoughtful discussion around many aspects critical to student and school success from curriculum and instruction to governance and LEA support for school reform. From these discussions should come a clearer picture of the true needs of the school. Armed with this, an informed decision regarding appropriate alternative governance options may be made.

Though NCLB mandates that the ultimate decision regarding the selection of alternative governance options lies with the LEA, the decision should be made collaboratively with individuals with a stake in the success of the school e.g., LEA representatives, teachers, parents, local community members, students (when appropriate), and any other groups with a vested interest. It is recommended that a set of "outside eyes" be used to help facilitate this process. Use of these tools will undoubtedly require those involved to address and discuss difficult topics, and a "dispassionate" third party can ameliorate situations that might threaten to derail the process. This "outside look" may come from COE staff, representatives from the RSDSS, or another entity.

In engaging in the process, it might become apparent that more than one option should be selected to fully support student and school achievement. If this is the case, embrace it as an opportunity to initiate true schoolwide reform. Many options may be interrelated. For example, the choice to reopen a school as a charter might lead to significant changes in the staffing of the school.

The mere selection of an appropriate alternative governance option, however, will not ensure student and school success. In fact, the selection process may be the simplest step. Once agreed upon, the LEA, school, and community, with support from available regional or local resources, must once again collaborate to develop a plan to put the option(s) in action. Results from these tools may serve as a critical starting point in this process and should be considered as the alternative governance plan is created. Additionally, resources in this binder may prove very helpful as you plan to implement your plan.

**Worksheet for Considering
Alternative Governance Option 1
PI Year 4 Schools**

Option 1: Close the school and reopen it as a charter school.

Instructions: Respond to the following prompts regarding the considerations to be made when deciding to become a charter school. For each question, review the necessary data and make a determination of how adequately it describes your school's situation. Data or sources you may want to consider as you complete this worksheet include, but are not limited to, the following: results of the APS or a comprehensive needs assessment tool; input from staff, teachers, parents, and the community; California *Education Code* on charter schools; student achievement data (API, AYP, etc.); and composition of the proposed governing board.

Work with the other members of your planning team to respond to each of the following prompts. Discuss your responses and come to consensus over whether or not the option would be a relevant choice for your school.

What is an identified need that could best be addressed in a charter school format?
What evidence exists to support the conclusion that the current system of school operation is not conducive to student success?
What evidence supports the conclusion that to improve the level of academic success in your environment, you need autonomy from state and LEA constraints?

What evidence exists to conclude that you have community and LEA support to become a charter school?

What skill and knowledge exist in the community to successfully close the school and reopen it as a charter school?

Other issue(s) to consider:

Concluding Question: What evidence supports the conclusion that this option **IS / IS NOT** a relevant option for this school?

**Worksheet for Considering
Alternative Governance Option 2
PI Year 4 Schools**

Option 2: Replace the school staff who are relevant to the failure to make AYP.

Instructions: Respond to the following questions regarding your school's staff, students, and current PI situation. For each question, review the necessary data and make a determination of how adequately it describes your school's situation. Data or sources you may wish to consider as you complete this worksheet include, but are not limited to, the following: results of the APS or a similar comprehensive needs assessment tool; classroom observations; discussions with teachers and students; an analysis of the master schedule; professional development schedule; student achievement data (API, AYP, curriculum-embedded assessments, etc.); and staff, community, and parent input from various sources.

Work with the other members of your planning team to respond to each of the following questions. Discuss your responses and come to consensus over whether or not this option would be a relevant choice for your school.

How many school staff members have recently been replaced and yet there is no noticeable change in student outcomes?

How long has the principal been at the school? What is the number of new teachers at the school? What is the number of veteran teachers at the school?

What data point to the fact that there is a history of student academic deficiency that has been not adequately addressed by site leadership? How have you identified the link between this identified academic deficiency and site leadership?

What data show that students are failing across the curricula and/or a specific grade level?

Based on a variety of data, can it be stated that an individual teacher or specific group of teachers has a preponderance of students failing to make their AMOs?

What has been the level of support and professional development provided for the teachers identified as relevant to the failure of students to make AYP?

What evidence supports the conclusion that the actions or lack thereof regarding site leadership is relevant to the failure of students to make AYP?

How has the LEA provided adequate support for site leadership to enable it to improve student achievement at the school site?

Other issue(s) to consider:

Concluding Question: What evidence supports the conclusion that this option **IS / IS NOT** a relevant option for this school?

**Worksheet for Considering
Alternative Governance Option 3
PI Year 4 Schools**

Option 3: Enter into a contract with an entity, such as a private management company with a demonstrated record of effectiveness, to operate the public school.

Instructions: Respond to the following questions regarding the selection of an outside entity you might ask to operate your school. For each question, review the necessary data and make a determination of how adequately it describes the entity you are considering. Data or sources you may wish to consider as you complete this worksheet include, but are not limited to, the following: Conversations with other LEAs or schools that have worked with the entities in question; achievement data for schools that have worked with the entity; and other information related to the efficacy of the entity.

Work with the other members of your planning team to respond to each of the following questions. Discuss your responses and come to consensus over whether or not the option would be a relevant choice for your school.

What knowledge and understanding does this entity possess of the issues facing schools like yours?

Have other schools or LEAs worked with this entity? How do you know? What is the evidence to show that the entity has the ability to successfully handle all aspects of operating a public school?

What expertise does this entity have or can it secure through persons with expertise in program evaluation, data analysis, utilizing data to improve instruction, monitoring innovations, building professional learning communities, and leading change?

Is the entity knowledgeable about the various SBE-adopted/standards aligned curriculum materials available in California? How do you know?

Other issue(s) to consider:

Concluding Question: What evidence supports the conclusion that this option **IS / IS NOT** a relevant option for this school?

**Worksheet for Considering
Alternative Governance Option 4
PI Year 4 Schools**

Option 4: Turn the operation of the school over to the SEA, if permitted under law and agreed to by the state.

This is not an available option in California

**Worksheet for Considering
Alternative Governance Option 5
PI Year 4 Schools**

Option 5: Implement any other major restructuring of the school’s governance arrangement that makes fundamental reforms and leads to improved student achievement

Instructions: Respond to the following questions regarding the considerations to be made when deciding to implement a restructuring option not listed. This worksheet will assist LEAs and schools in determining whether or not the restructuring option you are considering is, in fact, “major restructuring.” For each question, review the necessary data and make a determination of how adequately it describes your school’s situation. Data or sources you may wish to consider as you complete this worksheet include, but are not limited to, the following: results of the APS or a similar comprehensive needs assessment tool; classroom observations; discussions with teachers and students; an analysis of the master schedule; professional development schedule; student achievement data (API, AYP, curriculum-embedded assessments, etc.); and staff, community, and parent input from various sources.

Work with the other members of your planning team to respond to each of the following questions. Discuss your responses and come to consensus over whether or not the option would be a relevant choice for your school.

How does the proposed restructuring plan identify significant changes in school governance across at least one grade span (elementary, middle, or high)?
How will the proposed restructuring plan improve teaching and learning in multiple academic subject areas?
As a result of implementing this plan, how will students be better involved and engaged in the learning process?

How does the proposed plan align a variety of instructional strategies, tools, and academic subjects to form a cohesive, focused restructuring effort?

How will the proposed program result in a tangible restructuring and refocusing of the school's governance processes and procedures?

Other issue(s) to consider:

Concluding Question: What evidence supports the conclusion that this option **IS / IS NOT** a relevant option for this school?

Year 5 – Implementation of Restructuring Plan

The following requirements and recommendations apply to:

- Schools newly entering Year 5 based on AYP results; and
- Schools identified for Year 5 that made AYP the year after identification must continue to implement the Restructuring Plan since they may fail to make AYP for two consecutive years.

LEA Responsibilities

- LEA continues to ensure that 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 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.
- LEA must implement a restructuring plan by implementing at least one of the following alternative governance options:
 - Close the school and reopen it as a charter school;
 - Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make AYP;
 - Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school;
 - Turn the operation of the school over to the SEA, if permitted under law and agreed to by the state (**This is not an available option in California**); and
 - Implement any other major restructuring of the school's governance arrangement that makes fundamental reforms and leads to improved student achievement.
- Make other arrangements as necessary to implement the restructuring/alternative governance plan.
 - It is recommended that the LEA prepare mid- and end-of-year progress reports and discuss the results with its DSLT membership. These reports should include an analysis of progress in implementing the revised SPSA, and the ongoing needs of the school.

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

- Provide notification to the parents that the school is identified for year five 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 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 final decision about which non-PI school a student will transfer to;
 - Indicate that the SPSA revision is required incorporating 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 five 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:
 - Identify 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.

School Responsibilities

- Implement SPSA incorporating restructuring plan.
- Should 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 Program Improvement.
- School staff should take advantage of professional development opportunities offered by the LEA, which are targeted at assisting school staff in the successful implementation of the school plan.
- In collaboration with DSLT, school staff should review and revise APS to accurately reflect the needs of students.
- Engage with the DSLT and LEA in implementing the plan for alternative governance.

COE Responsibilities

- Continue to participate on DSLTs and provide technical assistance throughout the county or region.

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.
- Through the S4, train COEs, DSLTs, and other regional partners in the use of this protocol for assisting LEAs in making informed decisions regarding appropriate corrective action(s) and aligning LEA plans and LEA budgets with SPSAs to ensure seamless support for increased student achievement.
- Implement California State Title 5 Regulations that pertain to SES.
- Review 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.

Special Note for schools that remain in PI beyond Year 5:

CDE recommends that LEAs with these schools continue to review, revise, and implement previously developed Alternative Governance Plans. This should be done in consultation with the DSLT and may include a re-examination of the circumstances surrounding the continued failure of these schools to achieve AYP and significantly improve the academic achievement of students.