

Accountability

Title I Program Improvement Schools

Definitions

Program improvement school is a school receiving federal Title I funds that has failed to make adequate yearly progress for two or more consecutive school years.

Adequate yearly progress (AYP) is the minimum percentage of students at each school who must perform at or above the "proficient" level each year in reading-language arts and mathematics. The minimum percentage rises each year, so that by 2014 all students in all schools must achieve at the proficient level or higher in both content areas. The minimum percentage also applies to each numerically significant subgroup of students, unless the percentage of students in the group who did not meet or exceed the target decreased by at least 10 percent from the preceding year and the group progressed on one or more academic indicators.

At or above the "proficient" level, for students in grades 2-8, means the percentage of students scoring at the proficient or advanced level on the California Standards Tests. For special education students proficient is limited to the performance on the California Performance Assessment (CAPA).

(cf. 6162.51 - Standardized Testing and Reporting Program)

Numerically significant subgroups include economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and students with limited English proficiency. For purposes of determining AYP, a significant subgroup is at least 100 students, or 50 students who represent at least 15 percent of the students to be tested.

Program Improvement School is a school receiving federal Title I funds that has failed to make AYP for two or more consecutive school years on the same indicator (i.e., AMOs for ELA and Mathematics participation rate).

When any district school is identified for program improvement: (20 USC 6316)

(cf. 0420 - School Plans/Site Councils)

(cf. 6171 - Title I Programs)

1. The Superintendent or designee shall provide students enrolled in the school the option of transferring to another district school or charter school that has not been identified for program improvement, as described below under "Student Transfers."

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(cf. 5118 - Transfers)

2. The school shall develop or revise a two-year improvement plan in accordance with 20 USC 6316, for approval by the Board of Trustees.

Within 45 days of receiving the plan, the Board shall establish a peer review process to assist with the review of the plan, work with the school as necessary, and approve the plan if it meets the requirements of law. (20 USC 6316)

The school shall implement the improvement plan no later than the beginning of the next full school year following the school's identification for program improvement, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan. (20 USC 6316)

As the school develops and implements the school plan, the Superintendent or designee may facilitate that the school receives technical assistance either from the district, the California Department of Education, an institution of higher education, a private organization, an educational service agency or another entity with experience in helping schools improve academic achievement including assistance in: (20 USC 6316)

1. Analyzing state assessment data and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school's Title I plan
2. Identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement
3. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and to remove the school from program improvement status

For any school that fails to make AYP by the end of the first full school year after being identified for program improvement, the Superintendent or designee shall: (20 USC 6316)

1. Continue to provide all students enrolled in the school with the option to transfer to another district school that has not been identified for program improvement

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2. Arrange for the provision of supplemental educational services to eligible students from low-income families by a provider with a demonstrated record of effectiveness, as described below under "Supplemental Educational Services"
3. Continue to provide for technical assistance

When a school identified for program improvement, corrective action or restructuring makes AYP for two consecutive school years, it shall no longer be subject to the requirements described above. (20 USC 6316)

Notifications

Whenever a school is identified for program improvement, corrective action or restructuring, the Superintendent or designee shall promptly notify parents/guardians of students enrolled in that school. The notification shall include: (20 USC 6316)

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools in the district and state
2. The reasons for the identification
3. An explanation of what the school is doing to address the problem of low achievement
4. An explanation of what the district or state is doing to help the school address the achievement problem
5. An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for program improvement
6. An explanation of the option to transfer to another district school or charter school or to obtain supplemental educational services

All notifications pertaining to program improvement shall be written in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316)

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Student Transfers

All students enrolled in a Title I school that is identified for program improvement, corrective action or restructuring shall be provided an option to transfer to another district school that: (20 USC 6316; 34 CFR 200.44)

1. Has not been identified for program improvement, corrective action or restructuring
2. Has not been identified by the California Department of Education as a "persistently dangerous" school pursuant to 20 USC 7912

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5116.1 - Intradistrict Open Enrollment)

Among these students, priority shall be given to the lowest achieving students from low-income families, as defined by the district for purposes of allocating Title I funds. (20 USC 6316)

If two or more district schools are eligible to accept transfers based on criteria listed in items #1-2 above, the district shall provide a choice of more than one such school and shall take into account parent/guardian preferences among the choices offered. (34 CFR 200.44)

An explanation of the option to transfer to another public school shall be promptly provided to parents/guardians of each student enrolled in an identified school. Such notice shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parents/guardians can understand. (20 USC 6316)

The notice may include other information about the school(s) to which the student may transfer, such as a description of any special academic programs or facilities, the availability of before- and after-school programs, the professional qualifications of teachers in the core academic subjects, and a description of parent involvement opportunities. (34 CFR 200.37)

In addition to mailing notices directly to parents/guardians, the Superintendent or designee may provide information about transfer options through broader means, such as the Internet, the media, and public agencies serving students and their families. (34 CFR 200.36)

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The Superintendent or designee may establish reasonable timelines for parents/guardians to indicate their intent to transfer their child and for the district to notify parents/guardians of the school assignment. Parent/guardians may decline their assigned school and remain in the school of origin.

(cf. 3540 - Transportation)

Any student who transfers to another school may remain in that school until he/she has completed the highest grade in that school. (20 USC 6316)

If all district schools are identified for program improvement, corrective action or restructuring, the Board shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for an interdistrict transfer. (20 USC 6316)

(cf. 5117 - Interdistrict Attendance)

(cf. 5117.1 - Interdistrict Attendance Agreements)

(cf. 6011 - Academic Standards)

Supplemental Educational Services

When required by law, supplemental educational services shall be provided outside the regular school day and shall be specifically designed to increase achievement of eligible students from low-income families on state academic assessments and to assist them in attaining state academic standards. (20 USC 6316)

The Superintendent or designee shall ensure that eligible students with disabilities, students covered under Section 504 and students with limited English proficiency receive appropriate supplemental educational services with any necessary accommodations or language assistance. (34 CFR 200.46)

If available funds are insufficient to provide supplemental educational services to each eligible student whose parents/guardians request those services, priority shall be given to the lowest-achieving eligible students. (20 USC 6316)

Regulation Approved: March 23, 1987

Regulation Revised: September 26, 2005;