

**TITLE I PROGRAM IMPROVEMENT DISTRICTS**

The Governing Board shall review and analyze districtwide performance in making adequate yearly progress toward student achievement standards, in accordance with criteria established by the State Board of Education. The Board’s review shall include an evaluation of whether district improvement efforts are aligned and adequately focused on increasing achievement levels for all students. As necessary, the Board and the Superintendent shall take steps to improve district operations and programs to enable students to achieve proficiency.

(cf. [0500](#) - Accountability)

(cf. [6011](#) - Academic Standards)

(cf. [6162.51](#) - Standardized Testing and Reporting Program)

**Early Warning Program**

In the event that the district is provided notice by the California Department of Education (CDE) that it is in danger of being identified for program improvement under the federal No Child Left Behind Act within two years, the Board shall determine whether to participate in the voluntary Early Warning Program. If the Board elects to participate in the program, the Superintendent or designee shall conduct a voluntary self-assessment using research-based criteria provided by the CDE and revise the district’s Title I plan based on the results of that assessment. (Education Code [52055.57](#))

(cf. [6171](#) - Title I Programs)

**Program Improvement**

In the event that the district is identified for program improvement by the CDE, the Superintendent or designee shall administer a district self-assessment process, revise the district’s Title I plan, notify parents/guardians, and set aside funds in accordance with law and administrative regulation. (20 USC [6316](#); Education Code [52055.57](#))

The district’s Title I plan shall be approved by the Board and submitted to the CDE.

The Superintendent or designee shall utilize state and local resources available to provide technical assistance and support. He/she also shall work closely with individual school sites to raise student achievement in accordance with school plans.

(cf. [0520](#) - Intervention for Underperforming Schools)

(cf. [0520.1](#) - High Priority Schools Grant Program)

(cf. [0520.2](#) - Title I Program Improvement Schools)

The Superintendent shall regularly report to the Board regarding the implementation of the district’s Title I plan.

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Legal Reference:

EDUCATION CODE

52055.57 Districts identified or at risk of identification for program improvement

52059 Statewide system of school support

UNITED STATES CODE, TITLE 20

6301 Title I program purpose

6311 Adequate yearly progress

6312 Local educational agency plan

6316 School and district improvement

6321 Fiscal responsibilities

CODE OF FEDERAL REGULATIONS, TITLE 34

200.13-200.20 Adequate yearly progress

200.30-200.35 Identification of program improvement schools

200.36-200.38 Notification requirements

200.52-200.53 District improvement

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2005 Accountability Progress Report Information Guide, August 2005

U.S. DEPARTMENT OF EDUCATION GUIDANCE

LEA and School Improvement Non-Regulatory Guidance, January 7, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Program Improvement: <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>

U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>

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Whenever the district is notified that it is identified for program improvement under the federal No Child Left Behind Act, the district shall complete all of the following actions:

1. Promptly notify parents/guardians of each district student regarding the district's program improvement status, the reasons for the identification, and how parents/guardians can participate in upgrading the quality of the district's programs. The notification shall be in a format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC [6316](#))

(cf. [5145.6](#) - Parental Notifications)

2. Conduct a self-assessment using materials and criteria based on current research and provided by the California Department of Education (Education Code [52055.57](#))

3. No later than 90 days after the district is identified for program improvement, contract with a county office of education or another external entity after working with the County Superintendent of Schools, for all of the following purposes: (Education Code [52055.57](#))

a. Verifying the fundamental teaching and learning needs in district schools as determined by the self-assessment and identifying the specific academic problems of low-achieving students, including a determination as to why the prior district Title I plan failed to increase student academic achievement

b. Ensuring that the district receives intensive support and expertise to implement reform initiatives in the district's Title I plan

(cf. [0520.2](#) - Title I Program Improvement Schools)

(cf. [6171](#) - Title I Programs)

4. Within three months after the district's identification for program improvement, develop or revise the district's Title I plan in consultation with parents/guardians, school staff, and others. This plan shall reflect the findings of the self-assessment and shall: (20 USC [6316](#); 34 CFR [200.52](#); Education Code [52055.57](#))

a. Incorporate scientifically-based research strategies that will strengthen the core academic program in district schools

b. Identify actions that have the greatest likelihood of improving student achievement in meeting the state's academic achievement standards

c. Address the professional development needs of the instructional staff by committing to spending at least 10 percent of the district's allocation of Title I, Part A, funds for professional development

(cf. [4131](#) - Staff Development)

(cf. [4331](#) - Staff Development)

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d. Include specific measurable achievement goals and targets for each of the student subgroups identified pursuant to 20 USC [6311](#), especially those that did not make adequate yearly progress

e. Address the fundamental teaching and learning needs in the district's schools and the specific academic problems of low-achieving students, including a determination of why the district's prior plan failed to bring about increased student academic achievement

f. Incorporate, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year

(cf. [6176](#) - Weekend/Saturday Classes)

(cf. [6177](#) - Summer School)

(cf. [6179](#) - Supplemental Instruction)

g. Specify the responsibilities of the district and the state under the plan, including the district's fiscal responsibilities under 20 USC [6321](#) and the technical assistance to be provided by the state

h. Include strategies to promote effective parent/guardian involvement in district schools

(cf. [6020](#) - Parent Involvement)

5. After working with the County Superintendent of Schools or an external verifier, contract with an external provider to provide support and implement recommendations to assist the district in resolving shortcomings identified in the verified self-assessment (Education Code [52055.57](#))

6. The district shall implement the Title I plan expeditiously, but not later than the beginning of the next school year after the school year in which the district administered the assessments that resulted in its identification for program improvement. (20 USC [6316](#); 34 CFR [200.52](#); Education Code [52055.57](#))

The district shall exit program improvement status when it makes adequate yearly progress for two consecutive years. If the district fails to make adequate yearly progress by the end of the second year in program improvement, it shall be subject to corrective actions determined by the State Board of Education. (20 USC [6316](#); 34 CFR [200.53](#); Education Code [52055.57](#))