

**EL DORADO UNION HIGH SCHOOL DISTRICT
BOARD POLICY**

**Philosophy, Goals, Objectives,
and Comprehensive Plans**

**TITLE I PROGRAM
IMPROVEMENT DISTRICTS
BP 0520.3**

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 (SBE). 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 or designee 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 (PI) within 2 years under the federal *No Child Left Behind Act*, 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 may revise the district's Title I local educational agency (LEA) plan based on the results of that assessment. *(Education Code 52055.57)*

(cf. 6171 - Title I Program)

YEAR 1-2 PI: REVISION AND IMPLEMENTATION OF LEA PLAN

In the event that the district is identified for PI by the CDE, the Superintendent or designee shall, in accordance with law and administrative regulation, notify parents/guardians, administer a district self-assessment process, and revise the LEA plan.

The revised LEA plan or plan addendum shall be approved by the Board and submitted to the CDE. The Superintendent or designee shall regularly report to the Board regarding the implementation of the plan during Years 1 and 2 of the program. *(20 USC 6316; Education Code 52055.57)*

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

(cf. 0520.1 - High Priority School Grant Program)

(continued)

(cf. 0520.2 - Title I Program Improvement Schools)

YEAR 3 PI: CORRECTIVE ACTION

If the district does not make AYP after 2 years of receiving program funding, the Board shall cooperate with the Superintendent of Public Instruction and the SBE in the identification and implementation of appropriate corrective actions.

The Board shall enter into a contract with a district assistance and intervention team (DAIT) whenever the Superintendent of Public Instruction and SBE determine this to be the most appropriate corrective action. Upon receiving a report of recommendations from the DAIT: *(Education Code 52055.57, 52059)*

1. The Board may, not later than 30 days after completion of the report, appeal to the Superintendent of Public Instruction to be exempted from implementing one or more of the report's recommendations.
2. Not later than 60 days after completion of the report, the Board shall, at a regularly scheduled meeting, adopt the report recommendations, as modified by any exemptions granted by the Superintendent of Public Instruction.

The Superintendent or designee shall establish a district leadership team to collaborate with the DAIT in the development and implementation of an action plan to address high-priority needs. This team may include site and district administrators, teacher leaders, special education teachers, English learner experts, fiscal officers, and other key personnel, as appropriate.

The Board and the Superintendent or designee shall monitor the district's progress in implementing the DAIT's recommendations and shall continually use student performance data to determine whether additional district or school site changes are necessary to improve student achievement.

Legal References

EDUCATION CODE

52055.57-52055.59 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 Adequately 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

CDE PUBLICATIONS

Blueprint for District Assistance and Intervention, 2008

2007 Adequate Yearly Progress Report Information Guide, August 2007

A Training Guide for Local Educational Agencies and Schools: Program Improvement, September 2006

U.S. DEPARTMENT OF EDUCATION GUIDANCE

LEA and School Improvement Non-Regulatory Guidance, rev. July 21, 2006

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>