



Regional System of District and School Support
Region 5
<http://rsdss5.sccoe.org>

District

Program Improvement Process At a Glance







DISTRICT PROGRAM IMPROVEMENT PROCESS AT A GLANCE

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DISTRICT PROGRAM IMPROVEMENT PROCESS AT A GLANCE

Overview







DISTRICT PROGRAM IMPROVEMENT PROCESS

PROGRAM IMPROVEMENT OVERVIEW

Under the Elementary and Secondary Education Act (ESEA), an escalating series of interventions and consequences occurs if a Local Education Agency (LEA) does not meet the Adequate Yearly Progress (AYP) target each year. Program Improvement (PI) is a formal designation for Title I funded LEAs that do not make AYP for two consecutive years on the same indicator (English/language arts, mathematics, Academic Performance Index or graduation rate) *districtwide or for any numerically significant subgroup*, or on the same indicator (Academic Performance Index (API) or high school graduation rate) districtwide. A district is eligible to exit PI status once it makes AYP for two consecutive years which includes making Safe Harbor schoolwide and in all numerically significant subgroups.

Districts also have accountability requirements relative to Title II and Title III. Specifics of the relationship and how the responsibilities and actions align can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ti/leapireq.asp>. An alignment document is also included as part of this overview. Throughout the booklet, related responsibilities and actions will be noted but are not comprehensive for each year and each level of Titles I, II, and III.

Title I schools must implement required services and/or interventions each year they are in PI as shown in the chart on the next page. Directing the work of PI requires specialized knowledge and action on the part of the site administrator and district. Technical assistance in this endeavor can be obtained through the **Regional System of District and School Support (RSDSS)**. To contact the **Regional Director for your area check out the website at <http://rsdss5.sccoe.org>**. To learn more about support from Santa Clara County Office of Education for **LEAs that have been assigned a corrective action in their third year of Program Improvement go to <http://www.sccoe.org/depts/dsss/dait.asp>**.

Using this Booklet

The booklet illustrates the federal requirements and recommended activities for all levels of PI status for districts.

Notations appearing in bold are mandated requirements of Elementary and Secondary Education Act (ESEA). Other notations are recommended by the California Department of Education (CDE) and/or the Santa Clara County Office of Education (SCCOE), based upon work with PI schools and districts.



NCLB Program Improvement (PI) LEA Requirements

Number of Years LEA Did Not Make Adequate Yearly Progress (AYP) and Did Not Meet AYP Criteria for each Grade Span			
One	Two	Planning	Plan Implementation
Did not make AYP and did not meet AYP criteria in each grade span.	Did not make AYP and did not meet AYP criteria in each grade span.	<p>PI Year 1</p> <p>State Educational Agency (SEA)</p> <ul style="list-style-type: none"> Disseminate PI results with assistance of LEA to general public. Provide or arrange for technical assistance to LEA. <p>LEA</p> <ul style="list-style-type: none"> Parent notification to include: <ul style="list-style-type: none"> The identification of LEA as PI Reasons for PI identification How parents can get involved in improving LEA Actions that will be taken to improve the LEA Revise/develop LEA Plan or Addendum within three months of identification. Consult with parents, school staff and others in development of LEA Plan or Addendum. Implement plan immediately in current school year following plan development and monitor progress. Reserve not less than 10 percent of its Title I, Part A funds for high-quality professional development. 	<p>PI Year 2</p> <p>SEA</p> <p>Continue:</p> <ul style="list-style-type: none"> Technical assistance to LEA. <p>LEA</p> <p>Continue:</p> <ul style="list-style-type: none"> Analysis of districtwide data to make revisions, if needed, to the LEA Plan or Addendum Implement LEA Plan or Addendum and monitor progress.
			<p>PI Year 3</p> <p>SEA</p> <p>Continue:</p> <ul style="list-style-type: none"> Technical assistance to LEA. Notify parents/public of corrective action taken by SEA. <p>Add:</p> <ul style="list-style-type: none"> Provide public hearing to LEA within 45 days following notice of corrective action. May take corrective action at any time during improvement process, if necessary, but must take action during Year Three. Take at least one corrective action: <ul style="list-style-type: none"> Defer programmatic funds or reduce administrative funds. Institute new curriculum and professional development for staff. Replace LEA staff. Remove individual schools from jurisdiction of LEA and arrange for governance. Appoint trustee in place of superintendent and school board. Abolish or restructure LEA. <p>In conjunction with one of the above, SEA may authorize student transfers to a school not in PI in another LEA, with paid transportation.</p>



Santa Clara COE Title I, Title II, and Title III Accountability Alignment Document

	Goal	Requirements
Title I	<p>All students reach proficiency in Reading/Language Arts (RLA) and mathematics. For more info see: http://www.cde.ca.gov/ta/ac/ti/leapireq.asp</p>	<p>Year 1: Write LEA Plan Addendum (two years) and implement plan. Year 2: Continue Implementation Year 3: Revise LEA Plan or Plan Addendum to document implementation of State Board of Education (SBE) assigned corrective action and any District Assistance and Intervention Team (DAIT)</p>
Title II	<p>All students, including poor and minority students in hard to staff schools, are provided with equal access to highly qualified, experienced, and effective teachers. For more info see: http://www.cde.ca.gov/nclb/sr/tq/</p>	<p>Level A: Complete a Non-Compliant Teacher Action Plan (Less than 100% of teachers meet highly qualified requirements for one year) Level B: Complete an Equitable Distribution Plan (Less than 100% of teachers meet highly qualified requirements for two consecutive years) Level C: Complete a fiscal agreement with the CDE regarding Title II funding. Complete Equitable Distribution Monitoring Tables 1, 2, and 3. (Less than 100% of teachers meet highly qualified requirements for three consecutive years and the LEA did not meet AYP for three consecutive years)</p>
Title III	<p>All English Learners become proficient in English and reach proficiency in RLA and mathematics. For more info see: http://www.cde.ca.gov/ta/ac/t3/</p>	<p>Year 1: None Year 2: Write Improvement Plan Addendum (IPA) Also aligned with the Goal 2 of the LEA Plan and Item 6 of the LEA Addendum. Year 3: Continue Implementation of IPA Year 4: Complete Title III Year 4 Online Action Plan</p>



**DISTRICT PROGRAM IMPROVEMENT PROCESS
AT A GLANCE**

Pre-Program Improvement

At Risk of Being PI Year 1





PRE-PROGRAM IMPROVEMENT

At Risk of Being PI Year 1

- LEA:** In collaboration with schools and other district stakeholders conduct a needs assessment
- Analyze student achievement data and identify potential area(s) causing PI identification.
 - Complete the District Assistance Survey (DAS) and other needs assessment tools to determine areas of need.
 - Analyze district and school governance (organization, systems, policies, procedures, practices, personnel) to determine where it meets or fails to meet identified areas(s) of need.
 - Develop actions for identified needs.
 - Review budget and expenditures to determine if they align to identified needs and actions.
 - Provide timely and varied school and student data to site.
 - Inform school site of Program Improvement requirements and ESEA dates.
 - Identify potential "choice" schools.
 - Develop potential parent notifications to meet ESEA requirements (See Resources).

Title II Accountability: For LEAs in Levels A, B, or C for having not met accountability requirements for retention and distribution of highly qualified teachers, the LEA must:

- Complete a Non-Compliant Teacher Action Plan (Level A),
- An Equitable Distribution Plan (Level B), and/or
- A fiscal agreement with the CDE regarding Title II funding (Level C).

These plans should be aligned with Performance Goal 3 in the LEA Plan regarding Highly Qualified Teachers in the LEA Plan or Item 5 of the LEA Plan Addendum regarding professional development.

See Resources for Parent Notification templates (pgs.26).

Title III Accountability: LEAs in Years 2 and beyond of Title III accountability for failure to meet AMAOs with English learners need to:

- Inform parents,
- Complete a needs assessment, and
- Complete a Title III Improvement Plan Addendum (IPA).

The IPA must be aligned with Performance Goal 2 of the LEA Plan and can be used in its entirety for Item 6 in the LEA Plan Addendum. See Resources for Parent Notification templates (pgs.26).



-
- School:**
- Complete the Academic Program Survey (APS) for the site and provide input to the district needs assessment.
 - Develop actions for identified needs.
 - Review budget and expenditures to determine if they align to identified needs and actions.
-

- SCCOE:**
- Provide professional development on ESEA and PI requirements and updates.
 - Provide technical support for districts and schools specific to PI needs.
-

- CDE:**
- Post student achievement data and PI designations on the Web.
 - Provide model LEA Plan and Guide.
-



DISTRICT PROGRAM IMPROVEMENT PROCESS AT A GLANCE

Year 1





Year 1 District Improvement Phase

- LEA:**
- Notify parents of PI status (including reasons for identification and steps being taken) within 30 days of identification. See Resources for Parent Notification templates (pgs.26)
 - Convene a District Leadership Team (DLT) of teachers, parents, and school and district administrators.
 - With the DLT, analyze achievement data for all students including English Learners and students with disabilities.
 - Use District Assistance Survey (DAS), with assistance of the DLT, to analyze LEA policies and practices across seven broad areas of educational practice and policies.
 - Complete and analyze other comprehensive needs assessment tools at the district and site levels such as the Inventory of Services and Supports (ISS) for Students with Disabilities, the English Language Subgroup Self Assessment (ELSSA), and the Academic Program Survey (APS).
 - Verify the results of the needs assessments and identify the specific academic problems of low-achieving students including a determination of why the prior LEA Plan failed to bring about increased student achievement.
 - In consultation with the DLT, parents, and staff, write an addendum to the LEA Plan.
 - Review budget and expenditures to determine if they align to identified needs and actions.
 - Following Board approval of the LEA Plan/Addendum and submit to CDE.
 - Implement the LEA Plan/Addendum and monitor effectiveness in addressing identified needs.
 - Ensure that each School Improvement Plan is aligned with the revised LEA Plan/Addendum and budget.
 - Set aside at least 10 percent of the LEA's Title I allocation for professional development.
 - For each school in PI, continue to review effectiveness of school's plan and their actions to address identified needs, including parental involvement and professional development activities.

An LEA in PI status that successfully meets all Adequate Yearly Progress targets for one year maintains its PI status and remains subject to Title I accountability requirements. Should the LEA make AYP for two consecutive years, it will exit PI status.

**LEA:**

Title II Accountability: For LEAs in Levels A, B, or C for having not met accountability requirements for retention and distribution of highly qualified teachers, the LEA must:

- Complete a Non-Compliant Teacher Action Plan (Level A),
- An Equitable Distribution Plan (Level B), and/or
- A fiscal agreement with the CDE regarding Title II funding (Level C).

These plans should be aligned with Performance Goal 3 in the LEA Plan regarding Highly Qualified Teachers in the LEA Plan or Item 5 of the LEA Plan Addendum regarding professional development.

See Resources for Parent Notification templates (pgs.26).

Title III Accountability: LEAs in Years 2 and beyond of Title III accountability for failure to meet AMAOs with English learners need to:

- Inform parents,
- Complete a needs assessment, and
- Complete a Title III Improvement Plan Addendum (IPA).

The IPA must be aligned with Performance Goal 2 of the LEA Plan and can be used in its entirety for Item 6 in the LEA Plan Addendum. See Resources for Parent Notification templates (pgs.26).

School:

- Complete Academic Program Survey (APS) and/or any other appropriate comprehensive needs assessment tools for the purpose of determining deficits within the school or district program that are resulting in academic failure for students.
- Align the Single Plan for Student Achievement (from here on referred to as the School Improvement Plan) with the LEA Plan based upon the results of needs assessments.
- Review budget and expenditures to determine if they align to identified needs and actions.
- Implement School Improvement Plan promptly after approval is received from LEA. Establish a system to continuously monitor school progress towards achieving the School Improvement Plan goals.
- Collaborate with LEA to improve student achievement.

SCCOE:

- Provide professional development on ESEA and PI requirements and updates.
- Provide technical support for schools and districts specific to PI needs.
- Provide technical support for districts specific to Title II and Title III accountability and the interaction with Title I accountability.
- Provide LEA Plan and School Improvement Plan consultation and support.
- Provide Administrator Instructional Leadership Training Program and teacher Instructional Materials Professional Development (Formerly AB 430 and SB 472, respectively).

CDE:

- 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.
- Disseminate information and provide training on the accountability measures and state developed tools for Title II and Title III.
- In partnership with county offices of education (COEs), offer effective technical assistance regarding the PI process.



DISTRICT PROGRAM IMPROVEMENT PROCESS AT A GLANCE

Year 2





Year 2 District Improvement Phase

- LEA:**
- Notify parents of PI status (including reasons for identification and steps being taken) within 30 days of identification. See Resources for Parent Notification templates (pgs.26).
 - Inform school site(s) of PI requirements and ESEA updates.
 - Amend LEA Plan/Addendum and LEA budget, if necessary, to reflect changes in student needs districtwide or in its school(s). Use the DAS and/or any other appropriate comprehensive needs assessment tool for the purpose of determining deficits within the educational program that are resulting in academic failure for students.
 - Continue to Implement the LEA Plan/Addendum and monitor effectiveness in addressing identified needs.
 - Provide technical assistance to school sites for the implementation of LEA Plan/Addendum.
 - Ensure that each School Improvement Plan is aligned with the revised LEA Plan/Addendum and budget.
 - Set aside at least 10 percent of the Title I allocation for professional development.
- An LEA in PI status that successfully meets all Adequate Yearly Progress targets for one year maintains its PI status and remains subject to Title I accountability requirements. Should the LEA make AYP for two consecutive years, it will exit PI status.*

Title II Accountability: For LEAs in Levels A, B, or C for having not met accountability requirements for retention and distribution of highly qualified teachers, the LEA must:

- Complete a Non-Compliant Teacher Action Plan (Level A),
- An Equitable Distribution Plan (Level B), and/or
- A fiscal agreement with the CDE regarding Title II funding (Level C).

These plans should be aligned with Performance Goal 3 in the LEA Plan regarding Highly Qualified Teachers in the LEA Plan or Item 5 of the LEA Plan Addendum regarding professional development.

See Resources for Parent Notification templates (pgs.26).

Title III Accountability: LEAs in Years 2 and beyond of Title III accountability for failure to meet AMAOs with English learners need to:

- Inform parents,
- Complete a needs assessment, and
- Complete a Title III Improvement Plan Addendum (IPA).

The IPA must be aligned with Performance Goal 2 of the LEA Plan and can be used in its entirety for Item 6 in the LEA Plan Addendum. See Resources for Parent Notification templates (pgs.26).



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- School:**
- Align the School Improvement Plan with the LEA plan based upon the results of needs assessments.
 - Review budget and expenditures to determine if they align to identified needs and actions.
 - Implement School Improvement Plan promptly after approval is received from LEA.
 - Establish a system to continuously monitor school progress towards achieving the School Improvement Plan goals.
 - Collaborate with LEA to improve student achievement.
-

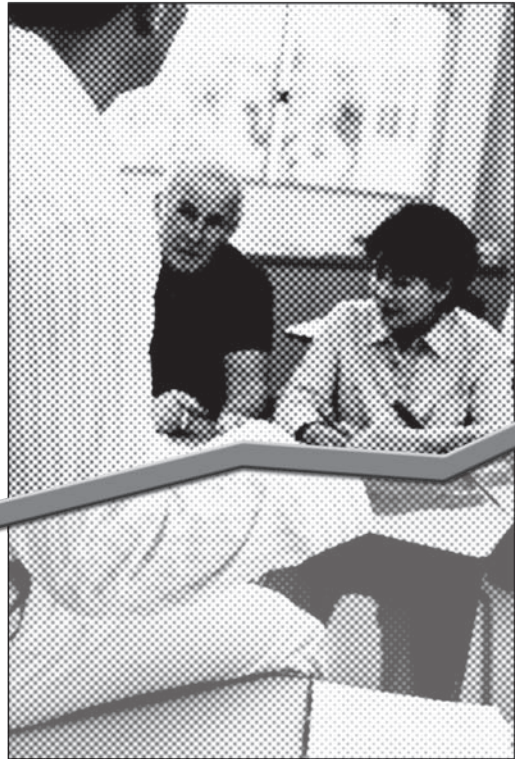
- SCCOE:**
- Provide professional development on ESEA and PI requirements and updates.
 - Provide technical support for schools and districts specific to PI needs.
 - Provide technical support for districts specific to Title II and Title III accountability and the interaction with Title I accountability.
 - Provide LEA Plan/Addendum and School Improvement Plan consultation and support.
 - Provide Administrator Instructional Leadership Training Program and teacher Instructional Materials Professional Development (Formerly AB 430 and SB 472, respectively).
-

- CDE:**
- 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.
 - Disseminate information and provide training on the accountability measures and state developed tools for Title II and Title III.
 - In partnership with county offices of education (COEs), offer effective technical assistance regarding the PI process.
-



DISTRICT PROGRAM IMPROVEMENT PROCESS AT A GLANCE

Year 3





YEAR 3 and YEAR 3+ Corrective Action Phase

LEA:

- Notify parents of PI status of the district and schools, and the corrective action assigned by the State Board of Education (SBE) within 30 days of identification. See Resources for Parent Notification templates (pgs.26).

Depending on the nature of the assigned corrective action, with the assistance of an assigned or selected technical assistance provider, complete and analyze needs assessment tools at the district and site levels including:

- District Assistance Survey (DAS),
- The Inventory of Services and Supports (ISS) for Students with Disabilities,
- The English Language Subgroup Self Assessment (ELSSA), and
- The Academic Program Survey (APS).
- Revise the LEA Plan to document implementation of the SBE-assigned corrective action and the results of the needs assessment.
- Review budget and expenditures to determine if they align to identified needs and actions.
- Following approval by the local board, implement the LEA Plan and monitor effectiveness in addressing identified needs. Satisfy any additional technical assistance requirements as assigned by the SBE.
- Provide technical assistance to school sites for the implementation of LEA Plan
- Ensure that each School Improvement Plan is aligned with the revised LEA Plan and budget.
- Continue to reserve at least 10 percent of the Title I allocation for professional development.
- Inform school site(s) of PI requirements and ESEA updates.

An LEA that advanced to PI Year 3 maintains its PI Year 3 status until It makes Adequate Yearly Progress for two consecutive years. For each year that It remains In PI Year 3 status, it is subject to the Title I accountability requirements, identified below.

- Notify parents that the LEA remains in PI status and provide them with a district contact if they wish to discuss how they can be involved in district efforts to remove barriers to student achievement.
 - Continue to implement the revised LEA Plan, which was developed by the LEA in its first year of Corrective Action.
 - Reserve at least ten percent of the LEA Title I allocation for professional development.
-



LEA continues:

Title II Accountability: For LEAs in Levels A, B, or C for having not met accountability requirements for retention and distribution of highly qualified teachers, the LEA must:

- Complete a Non-Compliant Teacher Action Plan (Level A),
- An Equitable Distribution Plan (Level B), and/or
- A fiscal agreement with the CDE regarding Title II funding (Level C).

These plans should be aligned with Performance Goal 3 in the LEA Plan regarding Highly Qualified Teachers in the LEA Plan or Item 5 of the LEA Plan Addendum regarding professional development.

See Resources for Parent Notification templates (pgs.26).

Title III Accountability: LEAs in Years 2 and beyond of Title III accountability for failure to meet AMAOs with English learners need to:

- Inform parents,
- Complete a needs assessment, and
- Complete a Title III Improvement Plan Addendum (IPA).

The IPA must be aligned with Performance Goal 2 of the LEA Plan and can be used in its entirety for Item 6 in the LEA Plan Addendum. See Resources for Parent Notification templates (pgs.26).

School:

- Complete Academic Program Survey (APS) and/or any other appropriate comprehensive needs assessment tools for the purpose of determining deficits within the school or district program that are resulting in academic failure for students.
- Align the School Improvement Plan with the LEA Plan based upon the results of needs assessments.**
- Expediently implement revised School Improvement Plan,
- Collaborate with LEA to improve student achievement.**

SCCOE:

- As a member of DLT or as a technical assistance provider, assist LEA in their needs assessment, the development of LEA Plan incorporating corrective action(s), and the subsequent monitoring and evaluation of implementation.
- Provide/coordinate professional development on ESEA and PI requirements and updates.
- Provide/coordinate technical support for districts and schools specific to PI needs.
- Provide technical support for districts specific to Title II and Title III accountability and the interaction with Title I accountability.
- Provide Administrator Instructional Leadership Training Program and teacher Instructional Materials Professional Development (Formerly AB 430 and SB 472, respectively).



**DISTRICT PROGRAM IMPROVEMENT PROCESS
AT A GLANCE**

Resources & Contacts





RESOURCES AND CONTACTS

Santa Clara County Office of Education

Administrator Training Program	Tish Nilsen, Ed.D.	tish_nilsen@sccoe.org (408) 453-6974
Assessment and Accountability	Bill Conrad, Ed.D.	bill_conrad@sccoe.org (408) 453-4332
AVID	Andrea Lichter	andrea_lichter@sccoe.org (408) 453-6899
Categorical Programs	Mary Ann Burke, Ed.D.	maryann_burke@sccoe.org (408) 453-4322
Curriculum and Instruction	Edy Mourtos	edith_mourtos@sccoe.org (408) 453-6632
District and School Support Services	Martha Martinez	martha_martinez@sccoe.org (408) 453-6753
English Learner Programs	Yee Wan, Ed.D.	yee_wan@sccoe.org (408) 453-6825
Migrant Services	Deborah Abello	deborah_abello@sccoe.org (408) 453-6759
Regional System of District and School Support (RSDSS) (Program Improvement)	Martha Martinez	martha_martinez@sccoe.org (408) 453-6753
Response to Instruction and Intervention (RtI ²) and Positive Behavioral Interventions and Supports (PBIS)	Lisa Pruitt	lisa_pruitt@sccoe.org (408) 453-6634

California State Department of Education

To Access the Following Tools the first four tools:

<http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>

To Access the Parent Notification Sample Letters:

<http://www.cde.ca.gov/ta/ac/ti/parnotpi.asp>

Tool	Use
Academic Program Survey (APS), Rating Scales and Guiding Questions	Analyze the extent to which the school is providing a coherent instructional program to support improved student achievement using the Essential Program Components
District Assistance Survey (DAS)	Assess the nature and alignment of district operations and the district's capacity to support a rigorous and multi-tiered instructional system at all schools and for all students. Organized around seven broad areas of district work
Inventory of Services and Supports (ISS) for Students with Disabilities	Examine district policies, procedures, and practices to gain a deeper understanding of students with disabilities learning needs
English Learner Subgroup Self Assessment (ELSSA)	A district level tool for LEAs to analyze outcomes and program services for English learners (ELs)
Parent Notification Letters	Templates to inform parents of their rights relative to different levels of school and district PI



CDE Contacts

Administrator Training Program (Formerly AB 430)	Professional Development Office	(916) 323-5846 www.cde.ca.gov/pd/ai/tg/
Beginning Teacher Support and Assessment (BTSA)	Professional Development Office	(916) 323-6440 www.btsa.ca.gov/
Categorical Program Monitoring (CPM)	Categorical Program Monitoring Office	(916) 319-0935 www.cde.ca.gov/ta/cr/cc/
Charter School	Charter Schools Division	(916) 322-6029 charters@cde.ca.gov www.cde.ca.gov/sp/cs
Highly Qualified Teachers and Paraprofessionals	Title II Leadership Office	(916) 445-7331 or (916) 323-5822 www.cde.ca.gov/nclb/sr/tq/
Mathematics	Mathematics and Science Leadership Office	(916) 323-6189 www.cde.ca.gov/pd/ca/ma/
Migrant Education Information	Migrant, Indian, International Education Office	(916) 319-0851 www.cde.ca.gov/sp/me/mt/
Parent and Family Involvement	Title I Policy & Partnership Office	(916) 319-0382 or (916) 319-0917 parentalinvolvement@cde.ca.gov www.cde.ca.gov/sp/sw/t1/titlelpf.asp
Program Improvement – LEAs	District Improvement Office	(916) 319-0836 www.cde.ca.gov/ta/ac/ti/leapireq.asp
Program Improvement – Schools	School Support and Title I Basic Office	(916) 319-0854 www.cde.ca.gov/ta/ac/ti/schoolpireq.asp
Quality Education Investment Act (QEIA)	Regional Coordination and Support Office	(916) 319-0226 www.cde.ca.gov/ta/lp/qe/
Reading/Language Arts	Reading/Language Arts Leadership Office	(916) 323-4630 www.cde.ca.gov/pd/ca/rl/
School Choice Information	Title I Policy & Accountability Office	(916) 319-0733 www.cde.ca.gov/ta/ac/ti/schoolchoice.asp
Schoolwide Programs Information	District and School Program Coordination Office	(916) 319-0256 www.cde.ca.gov/sp/sw/rt/
Single Plan for Student Achievement (SPSA)	District and School Improvement Division	(916) 319-0303 www.cde.ca.gov/nclb/sr/le/singleplan.asp
Special Education Information	Special Education Division	(916) 445-4613 www.cde.ca.gov/sp/se/
Supplemental Educational Services (SES) Information	Title I Policy & Accountability Office	(916) 319-0948 www.cde.ca.gov/ta/ac/ti/supplemental.asp
Technical Assistance for LEAs with Program Improvement Schools	District and School Program Coordination Office	(916) 319-0248 www.cde.ca.gov/sp/sw/ss
Title III Accountability	Title III Accountability Team	916-319-0863 amao@cde.ca.gov www.cde.ca.gov/ta/ac/t3/



**DISTRICT PROGRAM IMPROVEMENT PROCESS
AT A GLANCE**

DISTRICT ASSISTANCE SURVEY





District Assistance Survey (DAS)

Introduction

The DAS is one of four self assessment tools developed by the California Department of Education (CDE). All four tools – the DAS, the Academic Program Survey (APS), the English Learner Subgroup Self Assessment (ELSSA), and the Inventory of Services and Supports (ISS) for Students with Disabilities – are based upon the nine Essential Program Components (EPCs) for Instructional Success and provide different perspectives on building a coherent instructional system for all students. A description of the EPCs follows in the next section.

Purpose of the DAS

Underperforming schools and districts need policy and programmatic clarity and coherence to effectively address their students' diverse needs. The DAS is designed to guide local educational agencies (LEAs) and their technical assistance providers in assessing the nature and alignment of district operations and the district's capacity to support a rigorous and multi-tiered instructional system at all schools and for all students. The DAS is organized around seven broad areas of district work codified in California Education Code (EC) Section 52059(e)(1).

- A. Governance
- B. Alignment of Curriculum, Instruction, and Assessments to State Standards
- C. Fiscal Operations
- D. Parent and Community Involvement
- E. Human Resources
- F. Data Systems/Data Analysis/Ongoing Monitoring
- G. Professional Development

The DAS can be retrieved from: www.cde.ca.gov/ta/ac/ti/documents/das09.doc.

A. Governance

This section of the DAS assesses the degree to which the district has policies, processes, an organizational culture, and communication protocols to support educational practice and programs that improve student achievement for all students. There are specific standards considering vision and mission, policies, organizational norms, infrastructure, and communication.

B. Alignment of Curriculum, Instruction, and Assessments to State Standards

Aligned with the EPCs, the standards in this area help districts ensure that they optimize all students' opportunities to access appropriate standards-based instruction. Availability and use of adopted materials for necessary time and with required pacing are assessed. Attention is paid to the specific needs of English Learners and students with disabilities.

C. Fiscal Operations

Districts are asked to ensure that they have aligned general and categorical expenditures with improvement activities that support prioritized needs. The budget development process and fiscal solvency are also considered.



D. Parent and Community Involvement

The standards assess the degree to which the district has implemented two-way communication policies and procedures to actively engage parents, families, and community members in support of students' academic success.

E. Human Resources

The district should recruit, select, and support strong site leadership and highly qualified teachers. Support and evaluation are tied to the California professional standards for teachers and administrators.

F. Data Systems and Achievement Monitoring

The district reflects on whether they provide, support, and help staff effectively use student information systems to improve student learning and monitor achievement progress. A variety of data points from multiple sources should be readily available to staff. The data should be used for placement/exit purposes, instructional planning, and program and progress monitoring.

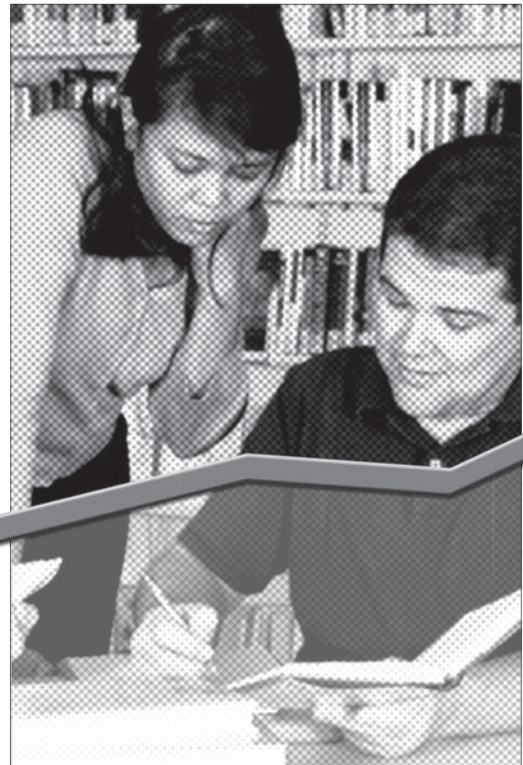
G. Professional Development

This is another section that draws heavily on the EPCs. Districts assess whether they provide coherent professional development for administrators and teachers that reflects research-based strategies and standards-based materials for improved student outcomes. Ongoing support should be provided including coaching and opportunities for collaborative discussion and learning.



LEA PROGRAM IMPROVEMENT PROCESS AT A GLANCE

Essential Program Components





Essential Program Components

Introduction

The Essential Program Components (EPC) support academic student achievement in English/reading/language arts and mathematics as measured through grade-span Academic Program Survey (APS). The EPCs are designed to meet the needs of all students, including English learners and students with disabilities through State Board of Education (SBE)-adopted standards-based and/or standards-aligned (grades nine through twelve) instructional materials including interventions and English Language Development materials, appropriate instructional time and pacing schedules, professional development for teachers and administrators, assignment of fully credentialed highly qualified teachers, ongoing instructional support use of data obtained from a student achievement monitoring system, teacher collaboration, and fiscal support.

The APS can be retrieved from: <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

1. Use State Board of Education (SBE) adopted (K-8) or standards-aligned (9-12) English-language arts and mathematics instructional materials, including intervention materials.
 - Use Universal Access Materials
 - English Language Development: Depending on the grade level and year of adoption, school/district may also use ELD materials found on the SBE approved supplementary materials list (includes Assembly Bill 1802 materials) to provide ELD instruction to English Learners.
2. As evidenced in the daily schedule (elementary) or the master schedule (middle and high school), the school/district complies with and monitors the daily implementation of instructional time for the adopted RLA and mathematics basic core programs, the intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.
3. The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level for the SBE-adopted (K-8) or standards-aligned (9-10) basic core, strategic support, and intensive intervention programs in RLA/ELD and mathematics.
4. Implementation of School Administrator Instructional Leadership Training Program - Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. All classrooms are staffed with fully credentialed, **highly qualified teachers** per the requirements of the ESEA. And, the school/district provides teachers of RLA/ELD (K-10) and mathematics K-8 through Algebra I (in all grade levels and programs, including special education and ELD) with a 40-hour **instructional materials professional development program** provided by a knowledgeable and experienced provider.
6. Implementation of ongoing instructional assistance and support for RLA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.



8. The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for all teachers of reading and language arts and mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted RLA/ELD and mathematics programs.
9. The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, mathematics, and the Single Plan for Student Achievement (SPSA)

Academic Program Survey

Essential Program Components by Grade Span

EPC	Elementary Level	Middle School Level	High School Level
1	SBE-adopted Instructional Program	SBE-adopted Instructional Program	Standards-aligned Instructional Program
2	Instructional Time	Instructional Time	Instructional time – 9th/10th grades
3	Lesson Pacing Schedule – core, strategic & intensive	Lesson Pacing Schedule – core, strategic & intensive	Lesson Pacing Schedule – core, strategic & intensive for 9th/10th grades
4	Principals' Instructional Leadership Training	Principals' Instructional Leadership Training	Principals' Instructional Leadership Training
5	Credentialed Teachers and Teacher Professional Development Opportunity	Credentialed Teachers and Teacher Professional Development Opportunity	Credentialed Teachers (math and English) and Teacher Professional Development Opportunity
6	Ongoing Instructional Assistance and Support for Teacher	Ongoing Instructional Assistance and Support for Teacher	Ongoing Instructional Assistance and Support for Teacher
7	Student Achievement Monitoring System	Student Achievement Monitoring System	Student Achievement Monitoring System
8	Monthly Collaboration by Grade Level for Teachers Facilitated by Principal	Monthly Collaboration by Grade Level or Program for Teachers Facilitated by Principal	Monthly Collaboration by Department or Program for Teachers Facilitated by Principal
9	Fiscal Support	Fiscal Support	Fiscal Support

For more information, contact:

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