

ESEA Alert

April 6, 2005

California Teachers Association- Negotiations and Organizational Development Department

2005 School Districts in Program Improvement

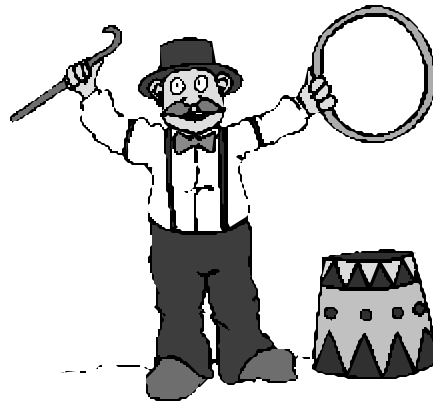
(Source: CA Dept. of Ed., March 11, 2005)

Listed below are some of the largest of the California school districts, serving over 1.1 million CA students and 61,000 teachers, that failed to meet federal testing standards.

Alvord Unified- Riverside County
Anaheim Elementary- Orange County
Antelope Valley Union High- L.A. County
Bakersfield City Elementary- Kern County
Los Angeles Unified- L.A. County
Montebello Unified- L.A. County
Oakland Unified- Alameda County
Ontario-Montclair Elementary- S.B. County
Palm Springs Unified- Riverside County
Pomona Unified- L.A. County
Rialto Unified- San Bernardino County
San Bernardino City Unified- S.B. County
Santa Ana Unified- Orange County
Sweetwater Union High- San Diego County
Vallejo City Unified- Solano County
Visalia Unified- Tulare County
West Contra Costa Unified- Contra Costa

150 California School Districts Designated for Program Improvement Status Under NCLB

Months of negotiations between state and federal education officials have resulted in a compromise requiring a re-calculation of California's Adequate Yearly Progress (AYP). As a result, there has been a ten-fold increase in the number of California school districts designated as Program Improvement (PI). The CA Department of Education has now identified 150 school districts as PI Year 1.



As such, they must notify parents of the reasons for PI identification. Within 90 days, they must revise the District's LEA plan and submit it to CDE for review. They must also set aside at least 10% of its Title I, Part A funds for professional development.

In addition, beginning in 2005-06, these districts will no longer be able to provide supplemental educational services.

Application of NCLB standards in CA continues to produce testing absurdities. Take Hesperia Unified where all schools met AYP this year. Yet, the district was still marked as a "failing district" because one of its significant subgroups, students with disabilities, failed to meet federal scoring targets.

AB 2066

This new state law establishes a federally required assessment and intervention process to assist school districts, county offices, and charter schools that have not made AYP for two years. Identified LEAs must do the following:

- Conduct a District self -assessment involving all education stakeholders;
- Within 30 days, enter into a contract with a COE or other external entity;
- Reserve at least 10% of Title I allocation to provide professional development to teachers & administrators
- Revise and implement an improvement plan to improve student achievement;
- Or, hold a public meeting to discuss the reasons for non -participation by an LEA.

District Assistance Survey Measures "Essential Components for Instructional Success"

The DAS was created by the CA Dept. of Education to help a district analyze the extent to which its instructional program supports student achievement in reading/language arts and mathematics. It is designed to be completed by key district stakeholders, including teachers and parents. The CDE states, "Use of a representative district group will help build ownership and facilitate needed district changes."

The survey is designed to reveal how the district supports schools in seven categories that directly impact student achievement and to make recommendations for improvement:

- Standards-based Curriculum, Instruction and Assessment
- Professional Development
- Human Resources
- Data Systems/Data Analysis/Ongoing Monitoring
- Parent and Community Involvement
- Fiscal Operations
- Governance and Leadership

The CDE notes that "recommendations that impact the scope of the local collective bargaining agreement shall be negotiated with the exclusive representative of the classroom teachers."

Download the DAS @ <http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc>

California Teachers Association

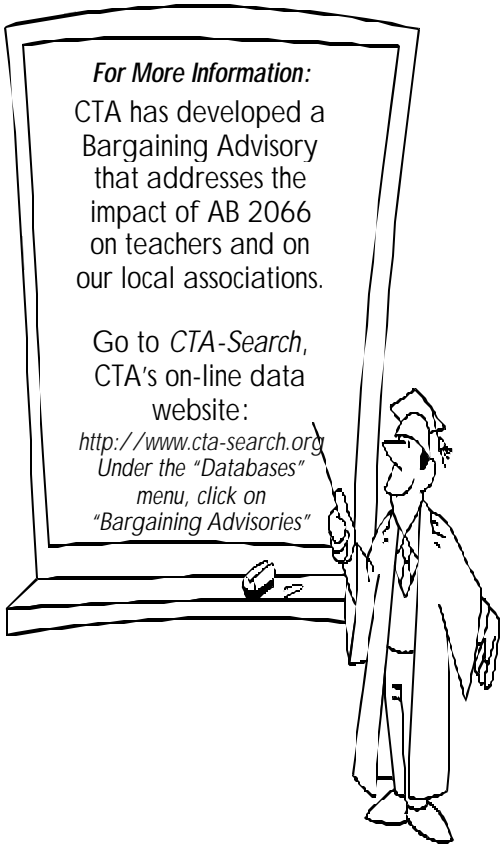
(www.cta.org)

For More Information:

CTA has developed a Bargaining Advisory that addresses the impact of AB 2066 on teachers and on our local associations.

Go to *CTA-Search*, CTA's on-line data website:

<http://www.cta-search.org>
Under the "Databases" menu, click on "Bargaining Advisories"



District Program Improvement– A Primer

District Program Improvement is a new designation brought about as a result of NCLB requirements. Districts that fail to make adequate yearly progress (**AYP**) for two consecutive years and have an Academic Performance Index (**API**) of less than 560 for the socioeconomically disadvantaged student group are identified as Program Improvement (**PI**) districts.

According to the CA Dept. of Education, the purpose of identifying a district for Program Improvement is to "better enable the local education agency (**LEA**) to develop and implement an LEA plan and to work with schools needing improvement."

AB 2066, the new state law passed to implement these requirements, allocates additional funding to these PI districts. A basic grant of \$50,000 plus \$10,000 per school is used to assist districts to revise and implement changes in their LEA plans. PI districts may apply for a supplemental grant of up to \$2 million. Funding requests are based on findings from the District Assistance Survey (**DAS**) and the revisions to the LEA Plan.

The DAS is a tool designed to assess the level of district support for its schools, especially the underperforming schools. The survey contains items across seven categories that support school-level student achievement (see other side).

Districts must convene a district-level team of teachers, parents and school district administrators. Their job is to gather data from a variety of sources and to work with an external entity to identify why the original LEA Plan failed.

The district team will also summarize the results of the Academic Program Survey (**APS**) used to determine the schools' implementation of nine Essential Program Components (**EPCs**) considered key for an effective academic program. Go to CDE's website for the grade-span specific EPCs.

Associations Should Support Teachers in PI Schools

There are a number of activities in which Association leaders can engage to assist their teachers in Program Improvement schools and school districts.

- First, request copies of the district's Con. App. and their LEA plan. Work with the District to ensure significant teacher involvement in the development of any revisions to the plan.
- Second, demand to bargain or consult on the impact of any LEA plan revisions. Refer negotiators to the *ESEA Bargaining Guide*.
(go to www.cta-search.org)
- Third, insist on Association involvement and consultation with any visiting external entity.
- Fourth, review any report and recommendations for compliance with the local collective bargaining agreement or for relevance to local conditions.
- Fifth, identify access points (PAR Panel, School Site Council, DAC, Leadership Teams) for teacher input on planning professional development.
- Finally, meet with the staff at the PI schools to share as much information as possible, to hear their concerns and to answer questions. Then, set aside time on the Rep. Council agenda to review and discuss.

