

Year 5 – Implementation of Restructuring Plan

The following requirements and recommendations apply to:

- Schools newly entering Year 5 based on 2004-2005 AYP results.
- Schools identified for Year 5 in 2003-2004 that made AYP in 2004-2005; these schools must continue to implement the Restructuring Plan in 2005-2006.

LEA Responsibilities:

- LEA continues to ensure that technical assistance is provided by the LEA or other entity with experience in helping schools improve academic achievement as the school develops and implements its improvement plan.
- LEA must implement a restructuring plan by implementing at least one of the following alternative governance options:
 - Close the school and reopen it as a charter school
 - Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make AYP
 - Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school
 - Turn the operation of the school over to the SEA, if permitted under law and agreed to by the state **(This is not an available option in California)**
 - Implement any other major restructuring of the school's governance arrangement that makes fundamental reforms and leads to improved student achievement
- Make other arrangements as necessary to implement the alternative governance restructuring plan.

Notify Public/Parents.

- Provide notification to the public that the school is identified for implementation of the restructuring plan.
- Describe what the school is doing to address the problem of low academic achievement.
- Describe what the LEA, county, and state are doing to help the school and the LEA address the achievement problem.
- Send out all notifications in a timely fashion in an understandable and uniform format.
- Provide the letter directly to the parent(s) of each student by the beginning of the school year.
- Write the letter, to the extent practicable, in a language or languages that the parent(s) of each student enrolled in the school can understand.
- The letter must contain:
 - What the identification for implementation of the restructuring plan means
 - Comparison of the school, in terms of academic achievement, to other schools in the LEA and state

- The reason(s) for the identification
- A description of what the school is doing to address the problem of low academic achievement
- A description of what the LEA, county, and state are doing to help the school address the achievement problem
- Information about how the parents can become involved in addressing the academic issues that caused the school to be identified for implementation of the restructuring plan
- Specific details about the parents' right to transfer their student to another public school, including:
 - A list of available school(s) not identified for improvement
 - Notice that transportation will be provided subject to certain cost limitations
 - Other information to help parents decide which school(s) would be best for their student(s)

Continue Transfer Option.

- Notify the parents of all students enrolled in the school of the option to transfer to another school not identified in PI.
- If possible, parent(s) should be provided a choice of more than one school to transfer their student(s).
- If all schools served by the LEA to which a student may transfer are identified in PI, the LEA shall attempt to establish a cooperative transfer agreement with other LEAs in the area. Documentation (e.g., letters and/or meeting minutes) must be maintained to verify such efforts.
- Provide transportation, to the limit of resources as determined by NCLB requirements.
- Give priority for transportation to lowest-achieving students from low-income families.
- Students may remain in that school of choice until the student has completed the highest grade in the school.
- The LEA must continue to provide transportation for students electing to transfer until the student's original school has exited PI.

Continue to provide SES.

- Notify parents of eligible students that SES are available in an understandable and uniform format.
- Provide notice directly to the parent(s) of each eligible student.
- Write the notice, to the extent practicable, in a language or languages the parent(s) of each student enrolled in the school can understand.
- The notice must contain:
 - Identification of each approved provider within the LEA's geographic location or reasonable accessibility
 - A brief description of the services, qualifications, and evidence of effectiveness of each provider

- A description of the procedures and timelines that parents must follow in selecting a provider
- Information on how the LEA will set priorities in order to determine which eligible students will receive services, if the LEA anticipates it will not have sufficient funds to serve all eligible students
- If requested, help parents select an SES provider.
- LEA enters into an agreement with SES providers.
The agreement must contain:
 - Specific achievement goals for the student to develop in consultation with the student's parents
 - Description of how the student's progress will be measured
 - Description of how the student's parents and teachers will be regularly informed of the student's progress
 - Timetable for improving achievement
 - Provision for termination for the agreements if provider is unable to meet the goals and timetables
 - Method of payment for the services
 - Provision to protect the identity of any student eligible for, or receiving, SES
 - Assurance that SES will be provided consistent with applicable health, safety, and civil rights laws
- Provisions of the agreement must be consistent with individualized education program under IDEA or Section 504 of the Rehabilitation Act of 1973.
- Ensure that eligible English learner students receive appropriate SES and language assistance in the provision of those services.

Set-Aside Funds.

- Set-aside an amount equal to 20 percent of the LEA's Title I, Part A, allocation for transportation costs associated with the transfer option and for SES.
- Set aside may come from the Title I, Part A, allocation or other funds.
- Upon meeting all demands for transportation and/or SES, the LEA may reallocate any remaining set-aside funds.

School Responsibilities:

- Implement SPSA incorporating restructuring plan.
- Continue to allocate 10 percent of the school's Title I, Part A, funds to provide high-quality professional development to address the reasons the school is identified for improvement.
- School staff should take advantage of professional development opportunities offered by the LEA, which are targeted at assisting school staff in the successful implementation of the school plan.
- In collaboration with DSLT, school staff should review and revise APS to accurately reflect the needs of students.

- Engage with the DSLT and LEA in the Year 5 implementing alternative governance.

COE Responsibilities:

- Continue to participate on DSLTs and provide technical assistance throughout the county or region.

CDE Responsibilities:

- 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.
- Through the S4, train COEs, DSLTs, and other regional partners in the use of this protocol for assisting LEAs in making informed decisions regarding appropriate corrective action(s) and aligning LEA plans and LEA budgets with SPSAs to ensure seamless support for increased student achievement.

Special Note for schools that remain in PI beyond Year 5:

Although NCLB does not provide specific requirements for schools in PI beyond Year 5, CDE recommends that LEAs with these schools continue to review, revise, and implement previously developed Alternative Governance Plans. This should be done in consultation with the DSLT and may include a reexamination of the circumstances surrounding the continued failure of these schools to achieve AYP and significantly improve the academic achievement of students.