

TITLE I PROGRAMS

In order to improve the academic achievement of students from economically disadvantaged families, the district shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities.

The Governing Board desires to provide a high-quality education that enables all students to meet challenging state academic standards. In schools with a large number or percentage of economically disadvantaged families, the district shall use Title I funds to provide services that strengthen the academic program and provide support to students at risk of failing to achieve academic standards.

Title I funds shall be used to supplement, not supplant, funds available from state and local sources for the education of students participating in Title I programs.

Descriptions of how the district will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within the district's control and accountability plan (LCAP), the LCAP Federal Addendum, or another document. School-level strategies shall be aligned with the district's plan and be tailored to the specific needs of the students at the school.

In addition, the district and each school receiving Title I funds shall develop a written parent/guardian and family engagement involvement policy in accordance with 20 USC 6318.

Local Educational Agency Plan

The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the Governing Board for approval.

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the district will use to help low achieving students meet challenging academic standards.

The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the district.

Comparability of Services

State and local funds used in schools receiving Title I funds, *state and local funds* shall *be used to* provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span.

To demonstrate comparability of services among district schools, *the district shall:*

1. ~~The Board shall~~ *Adopt* and implement a district-wide salary schedule.
2. *Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:*
 - a. The ratio of students to ~~teachers, administrators, and other~~ *instructional* staff at each Title I school *within a grade span, which* shall not exceed 110 percent of the average ratio across non-Title I *district* schools *within that grade span.*
 - ~~3.~~ *b. Salary expenditures for instructional staff* at each Title I school, *which* shall be no

TITLE I PROGRAMS

- less than 90 percent of the average salary expenditure across non-Title I *district* schools.
- ~~4.~~ ~~3.~~ All district schools shall be provided with the same level of base funding per student for curriculum and instructional materials. *Ensure equivalence in the provision of curriculum materials and instructional supplies, by determining whether the per-student expenditure of state and local funds for curriculum materials and instructional supplies in Title I schools is between 90 and 110 percent of the districtwide average*
- ~~5.~~ ~~4.~~ The Superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school. *Determine whether the amount of state and local funds allocated per student for each grade span is between 90 and 110 percent of the per student average for each grade span in non-Title I schools*

In determining comparability, the district shall not include staff salary differentials for years of employment. The district also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to ~~disabled~~ students *with disabilities*, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I.

~~At the beginning of each school year,~~ The Superintendent or designee shall ~~measure~~ *annually assess* comparability in accordance with the above criteria and maintain records documenting the district's compliance. If any instances of non-comparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Participation of Private School Students

The district shall provide or contract to provide special educational services, instructional services (including evaluations to determine the progress being made in meeting students' academic needs), counseling, mentoring, one-on-one tutoring, or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis in comparison to services and other benefits for public school students.

Program Evaluation

The Board shall ~~use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments.~~ *regularly monitor the progress of economically disadvantaged and low-achieving students in Title I schools. During the annual evaluation of the district's progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the Board shall review disaggregated data on academic achievement, school attendance, and other outcomes for such students and shall ensure that strategies are revised as necessary to support continuous improvement.*

TITLE I PROGRAMS

Legal Reference:

EDUCATION CODE

11503	Parent involvement programs in Title I schools
52055.57	Districts identified or at risk of identification for program improvement
52060-52077	Local control and accountability plan
54020-54028	Economic Impact Aid
54420-54425	State Compensatory Education
64001	Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301	Program purpose
6311-6322	Improving basic programs for disadvantaged students, including:
6312	Local educational agency plan
6313	Eligibility of schools and school attendance areas; funding allocation
6314	Title I school-wide programs
6315	Targeted assistance school
6316	School improvement
6318	Parent involvement and family engagement
6320	Participation of private school students
6321	Comparability of services
6333-6335	Grants to local educational agencies
6391-6399	Education for migrant students
7881	Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.79	Improving basic programs for disadvantaged students
--------------	---

Management Resources:

CSBA PUBLICATIONS

~~Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~LEA Plan, rev. May 17, 2006~~

~~Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005~~

~~Frequently Asked Questions About Title I School-wide Programs~~

~~Local Control and Accountability Plan Federal Addendum Template~~

~~Meeting Title I, Part A Comparability Requirements, October 2017~~

U.S. DEPARTMENT OF EDUCATION GUIDANCE

~~Title I Fiscal Issues, May 26, 2006~~

~~Designing Schoolwide Programs, March 22, 2006~~

~~Supplemental Educational Services, June 13, 2005~~

~~The Impact of the New Title I Requirements on Charter Schools, July 2004~~

~~Parental Involvement: Title I, Part A, April 23, 2004~~

~~Serving Preschool Children Under Title I, March 4, 2004~~

~~Fiscal Changes and Equitable Services Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the Every Student Succeeds Act, Non-Regulatory Guidance, November 21, 2016~~

~~Title I Fiscal Issues, Non-Regulatory Guidance, February 2008~~

~~Designing School-wide Programs, Non-Regulatory Guidance, March 22, 2006~~

~~Title I Services to Eligible Private School Students, October 17, 2003~~

~~Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003~~

TITLE I PROGRAMS

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov/iasa/titleone>

~~No Child Left Behind~~: <http://www.ed.gov/nclb>

U.S. Department of Education: <http://www.ed.gov>

Adopted: 08-09-93
Revised: 11-13-95, 7-15-02, 4-7-03, 5-8-07
Revised: _____