

TITLE I PROGRAMS

Schoolwide Programs

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. ~~The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes.~~ (20 USC 6312, 6314; 34 CFR 200.25)

A school that does not meet these criteria may operate a Title I schoolwide program if it receives a waiver from the California Department of Education. (20 USC 6312, 6314)

Any school operating a schoolwide program shall develop a comprehensive plan with the involvement of parents/guardians, other members of the community to be served, and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of other federal education programs), the district, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, secondary school students as applicable, and other individuals determined by the school. (20 USC 6314)

(cf. 0400 - Comprehensive Plans)
(cf. 6020 - Parent Involvement)

~~Any participating school shall develop, annually review, and update a single plan for student achievement which incorporates the plan required by 20 USC 6314 for reforming the school's total instructional program and~~ **The schoolwide program plan shall be based on a comprehensive needs assessment of the entire school and shall be incorporated into a single plan for student achievement which also incorporates the plans required by** other categorical programs included in the state's consolidated application. (Education Code 64001; 20 USC 6314)

(cf. 0420 - School Plans/Site Councils)

~~A schoolwide program shall include:~~ **The plan shall describe the strategies that the school will implement to address school needs, including a description of how such strategies will:** (20 USC 6314)

- ~~1. A comprehensive needs assessment of the entire school, including the needs of migrant students, which includes the achievement of students in relation to state academic content and achievement standards~~

~~*(cf. 6162.5 - Student Assessment)*~~
~~*(cf. 6162.51 - State Academic Achievement Tests)*~~

TITLE I PROGRAMS (continued)

~~(cf. 6162.52—High School Exit Examination)
(cf. 6175—Migrant Education Program)~~

2. Schoolwide reform strategies that:

- a-1. Provide opportunities for all students, including economically disadvantaged students, ethnic subgroups, students with disabilities, and English learners, to meet the state's proficient and advanced levels of achievement state academic standards**

~~(cf. 6011 - Academic Standards)~~

- b. 2. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the school's core academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and include strategies for meeting the educational needs of historically underserved populations**

~~(cf. 5148.2 - Before/After School Programs)~~

~~(cf. 6111 - School Calendar)~~

~~(cf. 6112 - School Day)~~

~~(cf. 6141 - Curriculum Development and Evaluation)~~

~~(cf. 6177 - Summer School Learning Programs)~~

- e. 3. Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting state achievement academic standards, through activities which may include the following: who are members of the target population of any program that is part of the schoolwide program**

Such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education programs.

~~(cf. 6164.2—Guidance/Counseling Services)~~

~~(cf. 6164.5—Student Success Teams)~~

d. Address how the school will determine if student needs have been met

e. Are consistent with and designed to implement state and local improvement plans, if any

~~(cf. 0520.2—Title I Program Improvement Schools)~~

~~(cf. 0520.3—Title I Program Improvement Districts)~~

TITLE I PROGRAMS (continued)

- a. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas**

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

- b. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school**

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

(cf. 6178 - Career Technical Education)

- c. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act**

- d. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments and to recruit and retain effective teachers, particularly in high-need subjects**

- ~~3. High quality and ongoing professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians to enable all students in the school to meet state academic achievement standards~~

(cf. 4111/4211/4311 - Recruitment and Selection)

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

- ~~4. Strategies to attract high quality, highly qualified teachers to high need schools~~

- ~~5. Strategies to increase parent involvement~~

TITLE I PROGRAMS (continued)

- 6. e.** **Plans Strategies** for assisting preschool children in the transition from early childhood **education** programs to **local** elementary school programs

(cf. 5148.3 - Preschool/Early Childhood Education)

~~7. — Measures to include teachers in decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program~~

~~8. — Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance~~

~~*(cf. 6179—Supplemental Instruction)*~~

~~9. — Coordination and integration of federal, state, and local services and programs~~

The plan shall also include a description of any applicable federal, state, and local programs that will be consolidated in the schoolwide program. (20 USC 6314; 34 CFR 200.27)

The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet state academic standards. (20 USC 6314)

Targeted Assistance Programs

Any school that receives Title I funds but does not operate a schoolwide program shall use Title I funds to provide services to: **eligible students who are failing, or most at risk of failing, to meet state academic standards. Students shall be identified on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school. (20 USC 6315)**

~~1. — Students in grades 3–12 identified by the school as failing, or most at risk of failing, to meet the state's academic achievement standards on the basis of criteria established by the district and supplemented by the school~~

~~2. — Students in preschool through grade 2 selected solely on the basis of such criteria as teacher judgment, interviews with parents/guardians, and developmentally appropriate measures~~

TITLE I PROGRAMS (continued)

Eligible students include those who are economically disadvantaged; students with disabilities; migrant students, including those who participated in a migrant education program pursuant to 20 USC 6391-6399 in the preceding two years; English learners; students who participated in a Head Start or state preschool program in the preceding two years; students in a local institution for neglected or delinquent children and youth or attending a community day program for such students; and homeless students. (20 USC 6315)

A Any targeted assistance program shall: (20 USC 6315)

1. Use program resources to help participating students meet state academic achievement standards, **which may include programs, activities, and academic courses necessary to provide a well-rounded education expected for all students**
- ~~2. — Ensure that program planning is incorporated into existing school planning~~
- ~~3.~~ **2.** Use **effective** methods and instructional strategies, ~~based on scientifically based research,~~ that strengthen the **core** academic program, ~~give primary consideration to providing extended learning time, help provide an accelerated, high-quality curriculum, and minimize removing students from the regular classroom during regular school hours for instruction provided by Title I through activities which may include:~~
 - a. Expanded learning time, before- and after-school programs, and summer programs and opportunities**
 - b. A schoolwide tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act**
- ~~4.~~ **3.** Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs
- ~~5. — Provide instruction by highly qualified teachers~~
- ~~6.~~ **4.** Provide **opportunities for** professional development **to for** teachers, principals, **other school leaders,** paraprofessionals, and, if appropriate, ~~student services personnel specialized instructional support personnel , other staff, and parents/guardians and other school personnel~~ who work with **participating eligible** students **in Title I programs or in the regular education program. The professional development shall be provided using funds from Title I and, to the extent practicable, other sources.**

TITLE I PROGRAMS (continued)

- 7.5. Provide Implement** strategies to increase **parent the** involvement **of parents/guardians of participating students**
- 8.6. If appropriate and applicable, c**oordinate and integrate federal, state, and local services and programs, **such as programs supported by the Elementary and Secondary Education Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career technical education programs, and comprehensive or targeted support and improvement activities under 20 USC 6311**
- 7. Provide assurances to the Superintendent or designee that the program will:**
- a. Help provide an accelerated, high-quality curriculum**
 - b. Minimize the removal of students from the regular classroom during regular school hours for instruction supported by Title I funds**
 - c. On an ongoing basis, review the progress of participating students and revise the targeted assistance program, if necessary, to provide additional assistance to enable such students to meet state academic standards**

Participation of Private School Students

~~The Superintendent or designee shall provide or contract to provide special educational services 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 with participating public school students. (20 USC 6320, 7881)~~

Teachers, **other educational personnel,** and families of participating private school students shall have an opportunity to participate, on an equitable basis, in **parent involvement parent/guardian and family engagement** activities and professional development pursuant to 20 USC 6318 **and 6319.** (20 USC 6320, 7881)

Each year the Superintendent or designee shall contact officials of private schools with students who reside within district boundaries, regardless of whether the private school they attend is located within the district or whether or not those officials have previously indicated any interest in program participation, **and invite them to a meeting to discuss the intent of Title I and the roles of public and private school officials.**

The Superintendent or designee shall consult, ~~in a meaningful and timely manner,~~ with appropriate private school officials, **in a meaningful and timely manner,** during the design

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and development of the district's Title I programs, **with the goal of reaching agreement on how to provide equitable and effective programs for eligible private school students.** Such consultation shall occur before the district makes any decision that affects the opportunities of eligible private school students to participate in Title I programs and shall include **a discussion of consultation on issues such as the following:** (20 USC 6320, 7881; 34 CFR ~~200.63~~ **200.56**)

1. How the needs of private school students will be identified
2. What services will be offered
3. How, where, and by whom the services will be provided
4. How the services will be academically assessed and how assessment results will be used to improve those services
5. The size and scope of the equitable services to be provided to **eligible** private school students, **and** the proportion of funds **that is to be** allocated for such services, **and how that proportion of funds is determined**
6. The method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools
7. How and when the district will make decisions about the delivery of services to such students, including a thorough consideration and analysis of the views of private school officials on the provision of services through a third-party provider
8. How, if the district disagrees with the views of private school officials on the provision of services through a third-party provider, the district will provide to private school officials a written analysis of the reasons that the district has chosen not to use a contractor
- 9. Whether the district will provide services directly or through a separate government agency, consortium, entity, or third-party contractor**
- 10. Whether to provide services to eligible private school students by pooling funds or on a school-by-school basis**
- 11. When services will be provided, including the approximate time of day**
- 12. Whether to consolidate and use funds provided under Title I with other funds available for services to private school students**

TITLE I PROGRAMS (continued)

If the district disagrees with the views of private school officials with respect to any of the above issues, the district shall provide the officials, in writing, the reasons that the district disagrees. (20 USC 6320)

Meetings between district and private school officials shall continue throughout implementation and assessment of services. (20 USC 6320)

The district shall maintain, and shall provide to the ~~California Department of Education upon request~~ **CDE**, a written affirmation signed by officials of each participating private school that consultation has occurred. **The affirmation shall provide the option for private school officials to indicate their belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to private school students. If private school officials do not provide the affirmation within a reasonable period of time, the district shall send documentation to the CDE demonstrating that the consultation has, or attempts at such consultation have, taken place. (20 USC 6320)**

~~If the private school officials do not provide such affirmation within a reasonable period of time, the Superintendent or designee shall maintain records of the consultation or the offer of consultation.~~

(cf. 3580 - District Records)

~~The Superintendent or designee also shall maintain records documenting that:~~

- ~~1. The needs of private school teachers and/or private school students were identified.~~
- ~~2. The funds made available were equitable to those allocated for public school students and teachers.~~
- ~~3. The district's program met the needs of the private school teachers and/or private school students.~~
- ~~4. The district made efforts to resolve any complaints made by private school representatives.~~

The Superintendent or designee shall also maintain copies of program descriptions, notices, funding allocations, and other communications and records pertaining to the provision of services to private school students.

Policy
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Perris Union High School District
Perris, California