

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
Instruction

TITLE I PROGRAMS

AR 6171

In order to improve academic achievement of disadvantaged students, the District shall use federal Title I funds to provide eligible students with supplementary services to assist them in attaining, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. (20 USC 6313)

School wide Programs

Any eligible school that desires to operate a Title I school wide program shall develop or amend, in accordance with law, a comprehensive plan for reforming the total instructional program in the school. (20 USC 6312, 6314)

A school wide program shall include:

1. A comprehensive needs assessment of the entire school, including migratory children, which includes the achievement of students in relation to state academic content and achievement standards.
2. School wide reform strategies that:
 - a. Provide opportunities for all students to meet the state's proficient and advanced levels of achievement;
 - b. Use effective methods and instructional strategies that are based on scientifically based research and strengthen the school's core academic program, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations;
 - c. 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 standards who are members of the target population of any program that is part of the school wide 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;
 - d. Address how the school will determine whether or not student needs have been met;
 - e. Are consistent with and designed to implement state and local improvement plans, if any.
3. Instruction by highly qualified teachers
4. 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

5. Strategies to attract high-quality, highly qualified teachers to high-need schools
6. Strategies to increase parent involvement
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs
8. 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
9. 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
10. Coordination and integration of federal, state, and local services and programs

Targeted Assistance Schools

Schools that receive Title I funds but do not operate school wide programs shall use Title I funds to serve students 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. Students in preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents/guardians, and developmentally appropriate measures. (20 USC 6315)

A targeted assistance program shall:

1. Use program resources to help participating students meet state academic achievement standards expected for all students
2. Ensure that program planning is incorporated into existing school planning
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program and that 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
4. 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. Provide opportunities for professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians
7. Provide strategies to increase parent involvement
8. Coordinate and integrate federal, state, and local services and programs

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)

The Superintendent or designee shall consult, in a meaningful and timely manner, with appropriate private school officials during the design and development of the District's Title I programs. 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:

1. How the students' needs 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 private school students and the proportion of funds that is allocated for such services
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 service 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

Meetings between District and private school officials shall continue throughout implementation and assessment of services.

The Superintendent or designee shall maintain in the District's records, and provide to the California Department of Education, a written affirmation signed by officials of each participating private school that consultation has occurred.

Teachers, other educational personnel and families of participating private school students shall participate, on an equitable basis, in parent involvement activities and professional development.

District Plan

The District shall have on file a plan developed in consultation with teachers, principals, administrators, and parents of participating children and approved by the California Department of Education that describes how the District will help low-achieving children meet challenging academic standards. This plan (or Consolidated Application for Funding Categorical Programs) shall include the following elements: (20 USC 6312)

1. Description of high-quality academic assessments and other locally-determined indicators that will provide information to teachers, parents, and students:
 - a. On the progress being made towards meeting the levels of proficiency set by California for English Language Arts and Mathematics
 - b. In the diagnosis, teaching, and learning in ways that best enable low-achieving children to meet standards and do well in the local curriculum
 - c. To determine revisions that are needed to Title I-funded projects
 - d. To identify students who may be at risk for reading failure.
2. Description of how the District will provide additional educational assistance to individual students assessed as needing help in meeting California's academic standards
3. Description of the strategy the District will use to coordinate programs under Title II to provide professional development for teachers and principals, and if appropriate, pupil services personnel, administrators, parents, and other staff
4. Description of how the District will coordinate and integrate services provided under Title I with Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for transition of Title I preschool participants to kindergarten programs, and with services for students of limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, American Indian children served under Title VII Part A, homeless children, and immigrant children in order to increase effectiveness, eliminate duplication, and reduce fragmentation of instructional programs

5. Assurance that the District will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics
6. Description of poverty criteria that will be used to select Title I school attendance areas
7. Description of how eligible students most in need of services will be identified in Targeted Assistance programs
8. Description of the nature of School wide and Targeted Assistance programs, and where appropriate, educational services outside such schools for children living in local institutions for neglected and delinquent children and for neglected and delinquent children in community day school programs
9. Description of how the District will ensure that migratory children and formerly migratory children who are eligible for Title I services are selected to receive such services on the same basis as other children
10. Description, if appropriate, of how the District will use Title I funds to support preschool programs for children, particularly those in Early Reading First, Head Start, Even Start, or other comparable public early childhood development program
11. Description of actions the District will take to assist its low-achieving schools identified as in need of improvement (Program Improvement)
12. Description of the actions the District will take to implement public school choice and supplemental services for schools identified as Program Improvement
13. Description of how the District will ensure that teachers and paraprofessionals meet the requirements of No Child Left Behind
14. Description of the services the District will provide to homeless students
15. Description of the strategy the District will use to implement effective parent involvement
16. Description, where appropriate, of how the district will use Title I funds to support after school, before school, summer school, and or school-year extension programs
17. List of assurances as specified in 20 USC 6312

The LEA (District) plan shall be submitted and approved the first year following enactment of the No Child Left Behind Act of 2001, and shall remain in effect for the duration of the agency's participation in Title I. The District shall periodically review and revise its plan.

Program Evaluation

The effectiveness of Title I schools' programs is monitored with participation in the required Adequate Yearly Progress reporting, by significant subgroup at the school and istrict levels. (20 USC 6316) Other measures of effectiveness, determined by the District, school, or department, may include:

1. Academic Performance Index growth for subgroups and similar school rankings
2. Local examples of individual merit and success
3. Local assessments of progress towards grade level English language arts and math standards, such as benchmark assessments
4. Indicators of staff, parent, and student engagement

Parent Involvement**District Policy**

Each district receiving Title I funds shall implement programs, activities, and procedures for the involvement of parents in Title I programs. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. The District's written policy shall be developed jointly with, agreed on by, and distributed to parents of participating children. The policy shall be incorporated into the Local Education Agency Plan, establish the District's expectations for parent involvement, and describe how the District will: (20 USC 6318)

1. Involve parents in the joint development of the Local Education Agency Plan and the process of school review and improvement of Title I program plans
2. Provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement
3. Build the schools' and parents' capacity for strong parental involvement
4. Coordinate and integrate these parental involvement strategies with those under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, state-run preschool programs, and other related programs such as School Readiness, Birth and Beyond, Latino Family Literacy Project, and after school programs
5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings to design strategies for more

6. effective parental involvement and to revise, if necessary, the written parental involvement policy
7. Involve parents in activities of Title I schools.

School Policy

Each school receiving Title I funds shall develop a written policy on parent involvement. The policy shall be developed jointly with and agreed upon by parents/guardians of participating students and shall describe the means by which the school shall: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, to inform parents/guardians of their school's participation in Title I, and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, childcare, and/or home visits may be provided as such services relate to parent involvement
3. Involve parents/guardians in an organized, ongoing and timely way in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parent involvement policy and the joint development of the plan for school wide programs.

The school may use an existing process for involving parents in the joint planning and design of the school's programs, provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.
5. If the school wide program plan is not satisfactory to the parents/guardians of participating students, any parent/guardian comments may be submitted when the school makes the plan available to the District.

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
 - b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and positive use of extracurricular time
 - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - (2) Frequent reports to parents/guardians on their children's progress
 - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
7. Help parents/guardians understand such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 8. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology as appropriate to foster parent involvement
 9. Educate teachers, student services personnel, principals and other staff, with the assistance of parents/guardians, in the value and utility of contributions of parents/guardians and in how to reach out to, communicate with and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
 10. Insofar as feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs, including those specified in law, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education
 11. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

12. Insofar as practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities and parents/guardians of migratory children, including providing information and school reports required under P.L. 107-110, Section 1111, in a format and language such parents understand
13. Provide other reasonable support for parent involvement activities as requested by parents/guardians.

In addition, the District and/or participating schools may use Title I funds to:

1. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
 - a. Provide necessary literacy training when the District has exhausted all other reasonably available sources of funding for this purpose
2. Pay reasonable and necessary expenses associated with local parent involvement activities, including transportation and childcare costs, to enable parents/guardians to participate in school-related meetings and training sessions
3. Train parents/guardians to enhance the involvement of other parents/guardians
4. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences at school, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students
5. Adopt and implement model approaches to improving parent involvement
6. Establish a District wide parent advisory council to provide advice on all matters related to parent involvement in Title I programs
7. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language can the parents understand.

The school's policy shall be updated periodically to meet the changing needs of parents/guardians and the school.

Comparability of Services

The District maintains a District wide salary schedule based on years of service and advanced education; and this schedule applies to staff, regardless of assignment to Title I programs. The Board annually adopts

guidelines of allocation of services and materials that are funded by other than Title I funds. Title I expenditures at sites are monitored to ensure that they supplement the general-fund supported program and that they meet the criteria for “necessary and reasonable.” Comparability is calculated every two years by the Fiscal Services Department. (20 USC 6321)

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