

Salinas City Elementary School District

Instruction

Policy #6171

TITLE I PROGRAMS

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

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.

In any school receiving Title I funds that does not operate an schoolwide program, the district shall use Title I funds only for targeted assistance programs for eligible students.

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 Superintendent or designee shall ensure the coordination of Title I activities with other programs as appropriate.

District Plan

The district shall submit to the California Department of Education a plan containing 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 district shall periodically review and, as necessary, revise the district plan.

Parent Involvement

Title I programs, activities and procedures shall be developed and agreed upon with parents/guardians of participating students.

The Superintendent or designee shall:

1. Involve parents/guardians in the joint development of the district's Title I plan pursuant to 20 USC 6312, and the process of school review and improvement pursuant to 20 USC 6316
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance
3. Build the capacity of schools and parents/guardians for strong parent involvement
4. Coordinate and integrate Title I parent involvement strategies with parent involvement strategies under other programs specified in 20 USC 6318
5. Conduct, with parent/guardian involvement, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I, including:

Salinas City Elementary School District

- a. Identifying barriers to greater participation by parents/guardians in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - b. Using evaluation findings to design strategies for more effective parent involvement
 - c. If necessary, revising the district and school parent involvement policies
6. Involve parents/guardians in the activities of schools served by Title I

This policy shall be distributed to parents/guardians of participating students and incorporated into the district's Title I plan.

Comparability of Services

State and local funds used in schools receiving Title I funds shall 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.

The Governing Board shall adopt a districtwide salary schedule and the Superintendent or designee shall establish procedures which ensure that all district schools are provided with the same level of base funding, per student, for staff services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers and other staff shall vary as little as possible from school to school. The Superintendent or designee shall maintain records of the quantity and quality of books and equipment at each school.

The Superintendent or designee shall develop procedures for ensuring comparability of services and shall biennially update records documenting the district's compliance.

Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually review the progress of each participating school and determine whether the school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments.

Schoolwide Programs

Any eligible school that desires to operate a Title I schoolwide program shall develop or amend, in accordance with law, a comprehensive plan for reforming the total instructional program in the school.

A schoolwide 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. Schoolwide 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

Salinas City Elementary School District

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 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.
 - 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
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 schoolwide 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.

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

Salinas City Elementary School District

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.

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

Salinas City Elementary School District

Instruction

Policy #6171

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 pursuant to 20 USC 6318 and 6319.

Parent Involvement

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:

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 schoolwide 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 schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments 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.

Salinas City Elementary School District

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 20 USC 6311, 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:

Salinas City Elementary School District

1. Involve parents/guardians in the development of training for teachers, principals and other educators to improve the effectiveness of such training
2. Provide necessary literacy training when the district has exhausted all other reasonably available sources of funding for this purpose
3. 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
4. Train parents/guardians to enhance the involvement of other parents/guardians
5. 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
6. Adopt and implement model approaches to improving parent involvement
7. Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs
8. 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 the parents/guardians can understand.

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

Parents/guardians of participating students shall be involved in deciding how Title I funds reserved for parent involvement activities will be allotted.