Annual Title I at Back to School Night

August 27, 2026

Santa Maria-Bonita School District

CULTIVATING BRIGHT FUTURES

Agenda

- What is Title I?
- Purpose of Title I
- Who Receives Title I Services?
- Schoolwide Program
- Title I Funds
- What are Supplemental Funds?
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- What is Parent and Family Engagement?
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- Our School Performance Data
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- Our Site's SPSA
- School Plan for Student Achievement (SPSA)
- Components of the SPSA
- The Continuous Improvement in the Development of the SPSA
- Where Can You Find Our Site's SPSA?
- What Does the Title I Program Look Like at Our Site?

What is Title I?

Title I is a K-12 program that provides additional financial support and learning opportunities for students at schools with high numbers or percentages of children from low-income families to ensure that all children meet challenging state academic standards.

Purpose of Title I

"... is to provide all children significant opportunity to receive a fair, equitable, and high quality education and to close educational achievement gaps."

~ Every Student Succeeds Act (ESSA), Title I, Part A, Section 1001

Who Receives Title I Services?

All schools in our district are Title I schools and deliver supplemental services through a comprehensive school wide plan (the SPSA) under the Schoolwide Program (SWP) model.

The selection process for Title I Services to students is based entirely on academic achievement.

Schoolwide Program

Schoolwide Program (SWP) schools write a comprehensive school plan to **upgrade the core academic program** in a high-poverty school without distinguishing between eligible and ineligible students.

All students may benefit from the additional services based upon the identified needs described in the plan, but the services must help students most at risk.

Title I Funds (Federal Funds)

- Allocated on basis of number of students eligible for free/reduced lunch. Schools receive Title I funds if 40% or more of students are eligible for free/reduced lunch.
- Approximately one percent of a school's total Title I budget is for parent involvement activities.
- Funds must supplement, not supplant, district funds.

What are Supplemental Funds?

Federal Title I, Part A funds are **supplemental (or in addition)** to:

- State funds (Local Control Funding Formula (LCFF)/General funds) that the school receives for providing an educational program for all students; and
- Services that are required by law for English learners and children with disabilities.

Parent Engagement Opportunities

What is Parent and Family Engagement?

Under ESSA ~

The term parent and family engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities.

~ Title Vlll, Part A Section 8101(39)

Parent Rights

- Ask for Meetings and Trainings
- Review the school's achievement data
- Review the parent involvement plan in the School Plan for Student Achievement (SPSA)
- Review and modify the site Title I Parent and Family Engagement Policy and School Parent Compact

Parent Involvement

The School Site Council (SSC) provides parents with an opportunity to be involved in the academic program of the school. The SSC develops, monitors, and evaluates the School Plan for Student Achievement (SPSA) to implement programs and services that support students.

Parent and Family Engagement Policy & School Parent Compact

Every Title I school, in **collaboration** with parents, **must** prepare and distribute a site level Title I Parent and Family Engagement Policy and School Parent Compact.

Parent and Family Engagement Policy & School Parent Compact

- The site Title I Parent and Family Engagement Policy describes **HOW** the school will involve the parents in an organized, ongoing, and timely way as well as the planning, review, and improvement of the Title I program at their school.
- The School Parent Compact component describes the responsibilities of the school, the parent, and the student for improved student achievement.

Where Can I Find Our Site's Family Engagement Policy and School Parent Compact?

Tunnell Elementary's Website

Practice with Parents!

Our School Performance Data

School Achievement Data

- Schools use data to align curriculum to state and district academic standards.
- Schools adjust instructional practices based on the findings of the assessment data.

Our Site's SPSA

School Plan for Student Achievement (SPSA)

- The SSC is responsible for developing, reviewing, and approving the SPSA.
- Plan is used to address students' needs in learning and how to best use Title I funding to support the students.
- The SPSA must be evaluated annually.

Components of the SPSA

The SPSA includes:

- Comprehensive Needs Assessment
  - Data Analysis
  - Surveys
  - Classroom Observations
  - Analysis of Current Instructional Program
- Educational Partner Involvement
- Resource Inequities
- School and Student Performance Data
- Goals, Strategies, and Proposed Expenditures
  - Includes evidence based, effective methods and instructional strategies that address student needs
- Budget Summary
  - Allocations by funding source

The Cycle of Continuous Improvement in the Development of the SPSA



Where Can You Find Our Site's SPSA?

Tunnell Elementary's SPSA

Tunnell Elementary's SPSA (Spanish version)

What Does the Title I Program Look Like at Our Site?

- Structures are in place to support students and monitor student learning.
  - *Instructional Staffing*
  - *Professional Learning*
  - *Standards-aligned academic experiences*
  - *Formative and Summative Assessments*
  - *Designated and Integrated ELD*
  - *COST/MTSS/SST processes (explain)*
- Title I funds support improved student academic achievement by:
  - *Teacher Tutor*
  - *Professional Learning: Conferences, Webinars, Materials, and Books*
  - *Student Field Trips, On-site experiences aligned with CDE content standards*
  - *EL Professional Learning/Conferences when supporting ELD Standards*

For additional questions regarding the school's Title I program, please contact the school principal.

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