

TITLE I PROGRAMS

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: (20USC 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.

A targeted assistance program shall: (20 USC 6315)

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, 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.
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 who work with participating students.
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/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 activities and professional development pursuant to 20 USC 6318, 6319, 6320, 7881.

The Superintendent/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: (20 USC 6320, 7881; 34 CFR 200.63)

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 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. (20 USC 6320) The Superintendent/designee shall maintain, and shall provide to the California Department of Education upon request, a written affirmation signed by officials of each participating private school that consultation has occurred. (20 USC 6320)

Parental Involvement

To ensure that parents/guardians are consulted and participate in the planning, design, implementation and evaluation of Title I programs, each school receiving Title I assistance shall: (20 USC 6319)

1. Invite all parents/guardians of eligible children to attend an annual meeting in order to inform them about the school's participation in Title I and their right to be involved.
2. Offer additional meetings for parents/guardians at convenient times, for which related transportation, child care and/or home visits may be provided.
3. Involve parents/guardians in an organized, ongoing and timely way in the planning, review and improvement of Title I programs and parental involvement policies.
4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. School performance profiles and individual student assessment results, with an interpretation of these results
 - c. A description and explanation of the school curriculum, forms of assessment used to measure student progress, and expected proficiency levels
 - d. Opportunities to meet regularly with other parents/guardians to formulate suggestions, share experiences and participate in decisions related to their children's education
 - e. Timely responses to the suggestions of parents/guardians

(cf. 5145.6 - Parental Notifications)

5. Submit to the Superintendent or designee any negative comments by parents/guardians related to the schoolwide program plan.
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, staff and students will work as partners and share responsibility for improved student achievement. This compact shall describe:
 - a. The school's responsibility for high-quality curriculum, instruction and learning environment
 - b. Parental responsibilities for supporting their children's learning, such as monitoring attendance and homework completion, volunteering in the classroom and participating in decisions related to their children's education and use of extracurricular time

- c. Channels of ongoing communication between teachers and parents/guardians, including parent-teacher conferences, progress reports, reasonable access to staff, and opportunities to volunteer and observe classroom activities
- 7. Help parents/guardians understand the national education goals, state content standards, state student performance standards, and related state responsibilities. Also help them understand how to participate in decisions related to their children's education, monitor student progress, and work with educators to improve their children's performance.
- 8. Provide materials and training that will help parents work with their children to improve their achievement.
- 9. Educate teachers, principals and other staff in the value of parental involvement and ways to reach and work with parents/guardians as equal partners.

(cf. 6020 - Parent Involvement)

- 10. Insofar as feasible, coordinate and integrate parental involvement programs and activities with other programs.
- 11. Encourage community-based organizations and businesses to participate in parent involvement activities and work with parents/guardians and the schools.

(cf. 1700 - Relations between Private Industry and the Schools)

- 12. Conduct other activities as feasible to help parents/guardians learn about child development and child rearing issues.
- 13. Insofar as possible, provide full opportunities for the participation of parents with limited English proficiency or with disabilities, and provide program-related information and school profiles in the language used in the home.
- 14. Provide other reasonable support for parental involvement activities as requested by parents/guardians.

At least one percent of the Title I funds received by the district shall be used for parental involvement activities. The parents/guardians of children receiving Title I services shall be involved in deciding how these funds are allotted. (20 USC 6319)

In addition to the required activities above, Title I funds may be used to support any of the activities listed below: (20 USC 6319)

- 1. Involve parents/guardians in the development of training for teachers, principals and other staff

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2. Provide necessary literacy training when other reasonable available sources of funding for this purpose are exhausted
3. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
4. Train and support parents/guardians to enhance the involvement of other parents/guardians
5. Arrange meetings at a variety of times to maximize opportunities for parental participation
6. Arrange for teachers and other educators who work directly with participating children to conduct in-home conferences with parents/guardians who are unable to attend conferences at school
7. Adopt and implement model approaches to improving parental involvement