

Instruction

TITLE I PROGRAMS

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. (P.L. 107-110, Section 1114)

A schoolwide program shall include: (P.L. 107-110, Section 1114)

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.

(cf. 6011 – Academic Standards)

(cf. 6162.5 – Student Assessment)

(cf. 6162.51 – Standardized Testing and Reporting Program)

(cf. 6175 – Migrant Education Program)

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 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.

(cf. 5149 – At-Risk Students)

(cf. 6030 – Integrated Academic and Vocational Instruction)

(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.

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TITLE I PROGRAMS (continued)

3. Instruction by highly qualified teachers.
(cf. 4112.24 – Teacher Qualifications Under the No Child Left Behind Act)
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.
(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)
5. Strategies to attract high-quality, highly qualified teachers to high-need schools.
(cf. 4111 – Recruitment and Selection)
6. Strategies to increase parent/guardian 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. (P.L. 107-110, section 1115)

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TITLE I PROGRAMS (continued)

A targeted assistance program shall: (P.L. 107-110, Section 1115)

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: (1) are based on scientifically based research that strengthens the core academic program; (2) give primary consideration to providing extended learning time; (3) help provide an accelerated, high-quality curriculum; and (4) 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/guardian involvement.
8. Coordinate and integrate federal, state, and local services and programs.

The role of the School Site Council will be to provide input into the structure of the school's Title I program. In addition, the School Site Council will review the student progress and instructional strategies that are being implemented to help low-performing students.

The Chula Vista Elementary School District holds regular meetings of the District Advisory Committee. This group, composed of parents/guardians and District personnel, reviews parent/guardian involvement in Title I programs and students' academic progress and instructional programs designed to help low-performing students.

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TITLE I PROGRAMS (continued)

Participation of Private School Students

The Superintendent or designee shall provide or contract to provide Title I benefits to eligible private school students residing in a participating attendance area. Such services and benefits shall be provided on an equitable basis with participating public school students. (P.L. 107-110, Sections 1120, 9501)

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: (P.L. 107-110, Section 1120)

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.

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TITLE I PROGRAMS (continued)

Parent/Guardian Involvement

Meetings between District and private school officials shall continue throughout implementation and assessment of services. (P.L. 107-110, Section 1120)

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. (P.L. 107-110, Section 1120)

(cf. 3580 – District Records)

Teachers, other educational personnel, and families of participating private school students shall participate, on an equitable basis, in parent/guardian involvement activities and professional development pursuant to P.L. 107-110, Sections 1118 and 1119. (P.L. 107-110, Sections 1120, 9501)

Each school receiving Title I funds shall develop a written policy on parent/guardian 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: (P.L. 107-110, Section 1118)

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, child care, and/or home visits may be provided as such services relate to parent/guardian 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/guardian involvement policy and the joint development of the plan for schoolwide programs.

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

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TITLE I PROGRAMS (continued)

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.
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, the school shall 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.

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning 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.

(cf. 1240 – Volunteer Assistance)

(cf. 5020 – Parent Rights and Responsibilities)

(cf. 6020 – Parent Involvement)

- 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.

(cf. 5124 – Communication with Parents/Guardians)

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TITLE I PROGRAMS (continued)

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/guardian 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/guardian 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 language the parents/guardians can understand.

(cf. 5145.6 – Parental Notifications)

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/guardian involvement activities as requested by parents/guardians.

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TITLE I PROGRAMS (continued)

Each school's parent/guardian 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. (P.L. 107-110, Section 1118)

The school's policy shall be updated periodically to meet the changing needs of parents/guardians and the school. (P.L. 107-110, Section 1118)