

In order to improve the academic achievement of students from economically disadvantaged families, the Anaheim Union High School District shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

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 the Single Plan for Student Achievement. (20 USC 6312)

#### Parent Involvement Policy

The District and each school receiving Title I funds shall develop a written parent involvement policy in accordance with 20 USC 6318.

#### District's Local Educational Agency Plan

Districts receiving Title I funds are required to develop a Local Educational Agency (LEA) Plan with specific components that are specified in 20 USC 6312.

The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a Local Educational Agency (LEA) Plan. The plan and any revisions shall be submitted to the Governing Board for approval. (20 USC 6312)

The plan shall address 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 initial plan shall be submitted to the California Department of Education and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file at the District.

#### Comparability of Services

Pursuant to 20 USC 6321(c)(3)(A), any district receiving Title I funds must develop procedures to ensure compliance with legal requirements regarding the 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. If all of the District's schools are receiving Title I funds that are substantially comparable in each school, then comparability will be determined on a school-by-school basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among the District's schools:

1. The Board of Trustees shall adopt and implement a district-wide salary schedule.

2. The ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio across non-Title I schools.
3. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure across non-Title I schools.
4. All District schools shall be provided with the same level of base funding per student for curriculum and instructional materials.
5. The Superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.

In determining comparability, the District shall not include staff salary differentials for years of employment. The District may also exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

At the beginning of each school year, the Superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting the District's compliance. If any instances of non-comparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

#### Program Evaluation

The Board of Trustees shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316)

#### **Legal References:**

Education Code:           11503 Parent Involvement Programs in Title I Schools  
                                  52055.57 Districts Identified or At Risk of Identification for  
                                  Program Improvement  
                                  54020-54028 Economic Impact Aid  
                                  54420-54425 State Compensatory Education  
                                  64001 Single Plan for Student Achievement, Consolidated  
                                  Application Programs

United States

- Code, Title 20:
- 6301 Program Purpose
  - 6311-6322 Improving Basic Programs for Disadvantaged Students
  - 6312 Local Educational Agency Plan
  - 6313 Eligibility of Schools and School Attendance Areas; Funding Allocation
  - 6314 Title I Schoolwide Programs
  - 6315 Targeted Assistance Schools
  - 6316 School Improvement
  - 6318 Parent Involvement
  - 6320 Participation of Private School Students
  - 6321 Comparability of Services
  - 7881 Participation of Private School Students

Code of Federal

- Regulations, Title 34: 200.1-200.79 Improving Basic Programs for Disadvantaged Students

Board of Trustees: August 21, 2014

### Parent Involvement Policy

The district-level and school-level parent involvement policies shall be reviewed and/or updated annually by the appropriate stakeholder committees, such as the School Site Council for school-level parent involvement policies, and the District Advisory Council and the District English Learner Advisory Committee for the district-level parent involvement policy.

### Schoolwide Programs

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. (20 USC 6312, 6314)

Any participating school shall develop, annually review, and update a single plan for student achievement, which incorporates the plan required by 20 USC 6314 for reforming the school's total instructional program, and plans required by other categorical programs included in the state's consolidated application. (Education Code 64001; 20 USC 6314)

A schoolwide program shall include: (20 USC 6314)

1. A comprehensive needs assessment of the entire school, including the needs of migrant students, 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, based on scientifically-based research, which strengthen the school's core academic program, increase the amount and quality of learning time, help to 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, and particularly the needs of low-achieving students and those at risk of not meeting state achievement standards, and 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. Measures to include teachers in decisions regarding the use of academic assessments to provide information and to improve the achievement of individual students and the overall instructional program.
  8. 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.
  9. Coordination and integration of federal, state, and local services and 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: (20 USC 6315)

1. Students in grades 7-12 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.

A targeted assistance program shall: (20 USC 6315)

1. Use program resources to help participating students meet the 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, which strengthen the core academic program, give primary consideration to providing extended learning time, help to provide an accelerated, high-quality curriculum, and minimize removing students from the regular classroom during regular school hours for supplemental instruction provided by the Title I Program.
4. Provide instruction by highly qualified teachers.
5. 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.
6. Provide strategies to increase parent involvement.
7. 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's 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 and 6319. (20 USC 6320, 7881)

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: (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 are 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 or 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)

If the private school officials do not provide such affirmation within a reasonable period of time, the Superintendent or designee shall maintain records of the consultation or the offer of consultation.

The Superintendent or designee also shall maintain records documenting that:

1. The needs of private school teachers and/or private school students were identified.
2. The funds made available were equitable to those allocated for public school teachers and/or students.
3. The District's program met the needs of the private school teachers and/or private school students.
4. The District made efforts to resolve any complaints made by private school officials.