

CSBA Sample Board Policy

Instruction

BP 6171(a)

TITLE I PROGRAMS

Note: The following policy is for use by districts that receive funding through Title I, Part A, of the federal Elementary and Secondary Education Act, which supports basic programs designed to improve the academic achievement of disadvantaged students. The No Child Left Behind Act of 2001 (20 USC 6313) establishes school eligibility criteria and priorities for funding. Title I funds received by the district must be allocated to eligible schools or school attendance areas, in rank order, on the basis of the number of students from low-income families. 20 USC 6313 further provides that districts may continue to serve a school or school attendance area for one additional year after it loses its eligibility. Pursuant to 20 USC 6314 and 6321, Title I funds must be used only to supplement, not supplant, funds that would be available from nonfederal sources for the education of students participating in Title I.

In order to improve the academic achievement of students from economically disadvantaged families, the 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.

(cf. 5149 - At-Risk Students)
(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

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. (20 USC 6312)

(cf. 0420 - School Plans/Site Councils)

Note: 20 USC 6318 mandates each district and each school receiving Title I funds to have a written parent involvement policy developed jointly with and agreed upon by parents/guardians of participating students; see BP/AR 6020 - Parent Involvement for language fulfilling this mandate.

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

(cf. 6020 - Parent Involvement)

Local Educational Agency Plan

Note: 20 USC 6312 requires that districts receiving Title I funds develop a local educational agency (LEA) plan with specified components. Pursuant to 20 USC 6312, any LEA plan submitted to the California Department of Education (CDE) following enactment of the No Child Left Behind Act of 2001 will remain in effect for the duration of the district's participation in Title I, with periodic revisions. Guidance and a template are available on the CDE's web site to assist in the development and revision of the LEA plan.

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20 USC 6312 requires that the LEA plan be developed in consultation with specified stakeholders, as provided below. The CDE guidance clarifies that all subsequent amendments also must be developed in consultation with these stakeholders and that both the initial plan and subsequent revisions must be approved by the Governing Board. Revisions of the plan must be kept on file in the district.

The CDE guidance suggests that the LEA plan be reviewed and updated at least once each year. The following paragraph may be revised to reflect the frequency of review desired by the Board.

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 (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the district.

Comparability of Services

Note: 20 USC 6321(c)(3)(A) **mandates** any district receiving Title I funds to develop procedures to ensure compliance with legal requirements regarding comparability of services. Pursuant to 20 USC 6321, requirements regarding comparability do not apply to districts that do not have more than one building for each grade span.

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. (20 USC 6321)

Note: Items #1-5 below should be revised to reflect district practice. Pursuant to 20 USC 6321, a district will be considered to have met the legal requirement for comparability if it provides the CDE with written assurances that it has established and implemented (1) a districtwide salary schedule; (2) a policy ensuring equivalence among schools in teachers, administrators, and other staff; and (3) a policy ensuring equivalence among schools in the provision of curriculum materials and instructional supplies. U.S. Department of Education nonregulatory guidance, [Title I Fiscal Issues](#), and the CDE clarify that these written assurances alone would be insufficient to establish comparability. The district must keep records documenting that the salary schedule and policies were actually implemented and that they resulted in equivalence among schools in staffing, materials, and supplies.

To demonstrate comparability of services among district schools:

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1. The Board shall adopt and implement a districtwide salary schedule.

Note: U.S. Department of Education nonregulatory guidance, Title I Fiscal Issues, presents examples of various methods that may be used to determine comparability on the basis of student-staff ratios. Item #2 below reflects the method used by the CDE to annually calculate and compare the district's student-staff ratios based on data collected through the California Basic Educational Data System (CBEDS). If the ratios are found to be noncomparable, the CDE will notify the district and review other indicators to determine whether corrective actions are needed. The district may revise item #2 to establish additional or alternative methods for determining comparability of student-staff ratios.

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.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

In determining comparability, the district shall not include staff salary differentials for years of employment. The district also may 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)

Note: Although 20 USC 6321 requires records of compliance to be updated biennially, U.S. Department of Education nonregulatory guidance, Title I Fiscal Issues, clarifies that because Title I allocations are made annually, demonstrating comparability is an annual requirement. The CDE monitors comparability data annually per an agreement with the U.S. Department of Education.

The following paragraph may be modified to reflect district practice. U.S. Department of Education guidance, Title I Fiscal Issues, suggests that the timeline for evaluating comparability be set early enough in the school year to allow corrective actions to be taken as needed in a manner that minimizes disruption to school operations.

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

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district's compliance. If any instances of noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Program Evaluation

Note: 20 USC 6316 contains requirements for schools receiving Title I funds that fail to make "adequate yearly progress" for two or more consecutive school years; see BP/AR 0520.2 - Title I Program Improvement Schools.
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The Board 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)

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference: (see next page)

TITLE I PROGRAMS (continued)

Legal Reference:

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, including:*
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*

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

LEA Plan, rev. May 17, 2006

Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Title I Fiscal Issues, May 26, 2006

Designing Schoolwide Programs, March 22, 2006

Supplemental Educational Services, June 13, 2005

The Impact of the New Title I Requirements on Charter Schools, July 2004

Parental Involvement: Title I, Part A, April 23, 2004

Serving Preschool Children Under Title I, March 4, 2004

Title I Services to Eligible Private School Students, October 17, 2003

Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov/iasa/titleone>

No Child Left Behind: <http://www.ed.gov/nclb>

U.S. Department of Education: <http://www.ed.gov>

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Policy Reference UPDATE Service

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