

Title I Programs

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.

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)

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

Local Educational Agency Plan

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

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)

To demonstrate comparability of services among district schools:

1. The Board shall adopt and implement a districtwide 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 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)

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 noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Schoolwide Program vs Targeted Assistance School

A Title I school may operate as a schoolwide program or as a targeted assistance school.

Schoolwide Program (SWP)

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all Students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Section 1114 of Title I authorizes a school with a concentration of poverty of at least 40 percent to use funds under Title I, Part A, along with other Federal, State and local funds, to operate a schoolwide program and upgrade the entire educational program.

Targeted Assistance School (TAS)

This is in contrast to a Title I targeted assistance program (TAS), in which Part A funds may be used only for supplementary educational services for eligible children identified as being most at risk of not meeting State standards.

Under section 1115 of Title I, targeted assistance schools will identify the eligible children most at need of services. Long Beach Unified School District presents the student eligibility criteria for a TAS school using the following multiple measures to ensure that the most academically needy students are selected to receive services:

Grades K-2: Eligibility criteria is based on teacher judgment, interviews with parents, and:

1. Foundational Reading Skills Assessment: Note Met (Level 1) or Nearly Met (Level 2)
2. Math End of Course Exam: Not Proficient or Partially Proficient

Grades 3-5: The following multiple measures will be used to determine eligibility:

1. Smarter Balanced- Achievement Levels: Level 1 (lowest) or Level 2 for ELA and/or Math
2. Benchmark Book Assessment – using grade level retention criteria
3. Math Facts- using grade level retention criteria

For Middle School grades: The following multiple measures will be used to determine eligibility:

1. Smarter Balanced- Achievement Levels: Level 1 (lowest) or Level 2 for ELA and/or Math
2. Trimester/Semester Grades: F or D in English course and/or Math course
3. PSAT Results(Grade 8): Below Benchmark in ELA and/or Math

For High School grades: The following multiple measures will be used to determine eligibility:

1. Smarter Balanced (Grade 11 results)- Achievement Levels: Level 1 (lowest) or Level 2 for ELA and/or Math
2. Trimester/Semester Grades: F or D in English course and/or Math course
3. PSAT Results (Grades 9-11) and/or SAT Results (Grades 11-12): Below Benchmark in ELA and/or Math

To address multiple measures to comply with the ESEA Equitable Services to Private School requirements for Title I, if a private school student has fewer than two results from the aforementioned data sources as listed above, eligibility for private school students can be assessed using any of the following sources, with the results equivalent to “at-risk of meeting grade level standards”:

1. STAR or other standardized test given through the private school
2. San Diego Quick
3. Mann-Suiter

4. CAP5
5. Qualitative Reading Assessment
6. Rewards
7. CBM: Timed Fluency
8. Power Words
9. GORT
10. LBUSD Benchmarks, Literacy Screen, Concepts in Print

Program Evaluation

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)

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
ELEMENTARY & SECONDARY EDUCATION ACT OF 1965
Title I, Part A, Section 1114 and 1115

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

Fiscal Changes and Equitable Services Requirements under The Elementary & Secondary Education Act of 1965

(ESEA), as amended by The Every Student Succeeds Act (ESSA), November 21, 2016
Title I Fiscal Issues, May 26, 2006
Designing Schoolwide Programs, March 22, 2006
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>
U.S. Department of Education: <http://www.ed.gov>

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LONG BEACH UNIFIED SCHOOL DISTRICT