

Title I

(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.

This purpose is accomplished by such efforts as

- providing an enriched and accelerated educational program;
- promoting schoolwide reform through school wide programs or through additional services that increase the amount and quality of instructional time;
- significantly upgrading the quality of instruction by providing staff in participating schools with substantial opportunities for professional development; and
- affording parents meaningful opportunities to participate in the education of their children at home and at school.

The Director 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.

The Director, or designee, will involve the parents in an annual evaluation of the content and effectiveness of the parent involvement and any barriers that need to be addressed through a yearly survey.

The plan shall address the components specified, which describe the assessments, strategies, and services the district will use to help low-achieving students meet challenging academic standards.

The Director shall use state and school wide assessment results and other available measures or indicators to annually determine whether each Title I program is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments.

Approved: June 8, 2016