

# TITLE I ANNUAL MEETING

2022-2023 TITLE I PROGRAM OVERVIEW FOR:

SCHOOLWIDE PROGRAM (SWP) SCHOOLS  
TARGET ASSISTANCE SCHOOLS

AUGUST 23, 2022

## PURPOSE OF THE OVERVIEW

- TO INFORM PARENTS ABOUT THE TITLE I PROGRAM AND ITS REQUIREMENTS
- SCHOOL PARENT INVOLVEMENT POLICY AND SCHOOL COMPACT
- SCHOOL COMMUNICATION WITH PARENTS
- PARENT VOTE TO OVERSEE TITLE 1



# WHAT IS TITLE I?

*“...IS TO PROVIDE ALL CHILDREN SIGNIFICANT OPPORTUNITY TO RECEIVE A FAIR, EQUITABLE, AND HIGH QUALITY EDUCATION, AND TO CLOSE EDUCATIONAL ACHIEVEMENT GAPS.” EVERY STUDENT SUCCEEDS ACT (ESSA)*

TITLE I, PART A PROVIDES SUPPLEMENTAL FEDERAL FUNDS TO HELP MEET THE EDUCATIONAL NEEDS OF LOW-ACHIEVING STUDENTS IN THE HIGHEST-POVERTY SCHOOLS.

IN ORDER TO ACCESS TITLE I FUNDS, LUHSD SCHOOLS MUST HAVE A QUALIFYING POVERTY THRESHOLD OF STUDENTS BASED ON FREE- OR REDUCED-PRICE MEAL APPLICATIONS AND/OR CALWORKS OR FEEDER SCHOOL PATTERNS (I.E. FEEDER MIDDLE SCHOOLS THAT QUALIFY FOR TITLE 1) FOR 2021-22 SCHOOL YEAR, THAT THRESHOLD IS 28.99%.

# TITLE 1 FUNDS ARE SUPPLEMENTAL FUNDS

- Federal Title I, Part A funds are supplemental to the other state resources (general funds) that the school receives for providing an educational program for students and services that are required by law for English Learners and children with disabilities.




# **The Two Title I Models for Serving Students**

**(Who Receives Title I Services?)**

**Schoolwide  
Program  
(SWP)**

Supplemental  
Funds



May serve All Students at the School  
based on the needs assessment and  
must address the needs of students  
most at risk.

**Targeted  
Assistance  
Program  
(TAS)**

Supplemental  
Services



Serve Identified Title I Students  
based on multiple objective  
criteria, but mostly based on below  
grade level academic achievement.

# Schoolwide Programs (SWP)

Schools write a comprehensive school plan to upgrade the core academic program in a high-poverty school, without distinguishing between eligible and ineligible students.

All students may benefit from the additional services in a school operating under a schoolwide program based upon the identified needs described in the plan.



## Target Assistance School Programs (TAS)

Schools write a comprehensive school plan to upgrade the core academic program in a high-poverty school, targeting eligible and students.

Only eligible students may benefit from the additional services in a school operating under a targeted assistance program based upon the identified needs described in the plan.

# **Target Assistance School Programs (TAS)**

Which students receive Targeted Assistance

- Students with Special Needs
- English Language Learners
- Students in Support Classes (Tutorial Support, Math/English Support)



## TITLE 1 FUNDS AT LIBERTY HS

- REDUCE CLASS SIZE IN SUPPORT CLASSES
- SCHOOL SUPPLIES FOR SUPPORT CLASSES
- LAPTOPS AND WIFI HOTSPOTS FOR TITLE 1 STUDENTS AS NEEDED

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

California Education Code 64001 requires that districts receiving state, federal and other applicable funding through the Consolidated Application (ConApp) process ensure that participating schools write a SPSA.

California Education Code 52852 requires these schools to establish a School Site Council (SSC) as the decision-making council for all programs funded through the ConApp.

The School Site Council (SSC) is responsible for developing, reviewing, and approving the SPSA with written advice from appropriate school advisory committees.

Expenses described in the SPSA must be aligned to data that will address specific needs and must be annually evaluated.



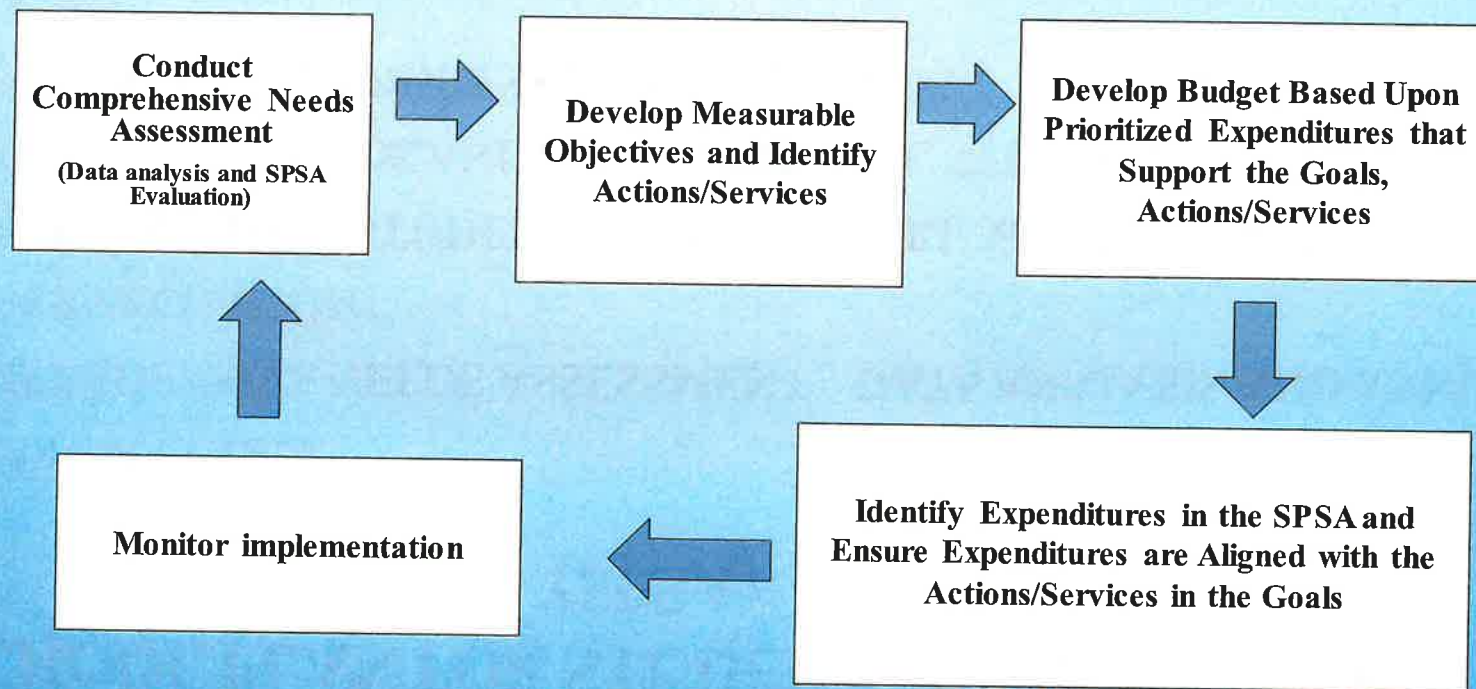
# SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

## THE SPSA\* INCLUDES:

- COMPREHENSIVE NEEDS ASSESSMENT – DATA ANALYSIS AND ANNUAL SPSA EVALUATION
- GOALS, BASED ON STUDENT DATA, THAT ARE MEASURABLE
- EFFECTIVE METHODS AND INSTRUCTIONAL STRATEGIES BASED ON RESEARCH THAT ADDRESS STUDENT NEEDS
- BUDGET
- PROCESS OF MONITORING THE IMPLEMENTATION OF THE PLANNED ACTIONS

\*GOALS OF THE LCAP ARE EMBEDDED IN THE SPSA

## **The Cycle of Continuous Improvement in the Development of the SPSA**





# TITLE I AND PARENT ENGAGEMENT

- WHAT IS PARENT AND FAMILY ENGAGEMENT?

- **MEANING UNDER ESSA:**

THE TERM, PARENT AND FAMILY ENGAGEMENT, MEANS THE PARTICIPATION OF PARENTS AND FAMILY MEMBERS IN REGULAR, TWO-WAY AND MEANINGFUL COMMUNICATION INVOLVING STUDENT ACADEMIC LEARNING AND OTHER SCHOOL ACTIVITIES.

# SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

EACH TITLE I SCHOOL MUST DEVELOP, JOINTLY WITH PARENTS AND FAMILY MEMBERS OF CHILDREN RECEIVING TITLE I SERVICES, A WRITTEN SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY THAT DESCRIBES HOW THE SCHOOL WILL CARRY OUT THE PARENTAL AND FAMILY INVOLVEMENT REQUIREMENTS IN *EVERY STUDENT SUCCEEDS ACT*, SECTION 1116.



# SCHOOL, PARENT, AND FAMILY ENGAGEMENT POLICY

PLEASE REFERENCE THE HARD COPIES OF THE SCHOOL-LEVEL PARENT AND  
FAMILY ENGAGEMENT POLICY DISTRIBUTED AT MEETING

# LIBERTY HIGH SCHOOL'S PARENT AND FAMILY ENGAGEMENT ACTIVITIES

- ACTIVITIES
  - BACK TO SCHOOL NIGHT
  - PARENT UNIVERSITY (ENGLISH AND SPANISH)
  - SCHOOL SITE COUNCIL
  - PRINCIPAL COFFEE
  - ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)



# PARENTS' RIGHT TO KNOW

- *ESSA* REQUIRES TITLE I, PART A SCHOOLS TO NOTIFY PARENTS AT THE BEGINNING OF EACH SCHOOL YEAR THAT THEY MAY REQUEST INFORMATION ABOUT THE QUALIFICATIONS OF THEIR CHILDREN'S TEACHERS AND PARAPROFESSIONALS WHO PROVIDE EDUCATIONAL ASSISTANCE TO THEIR CHILDREN.
- TEACHERS SHOULD MEET APPLICABLE STATE CERTIFICATION AND LICENSURE REQUIREMENTS AT THE TIME OF EMPLOYMENT.
- PARAPROFESSIONALS SHOULD HAVE A HIGH SCHOOL DIPLOMA/GED  
AND
  - Have 60 semester or 90 quarter units from a recognized college or university OR
  - Have an associate (or higher) degree from a recognized college or university OR
  - Pass the Instructional Assistance Test

# ACCOUNTABILITY

- ACADEMIC ACHIEVEMENT
- ENGLISH LEARNER PROGRESS
- SUSPENSIONS
- GRADUATION
- COLLEGE/CAREER READINESS



# STATE ACCOUNTABILITY SYSTEM

- EVERY STUDENT SUCCEEDS ACT (ESSA) IS A FEDERAL LAW THAT WENT INTO EFFECT BEGINNING IN 2017-18.
- THE STATE PLAN WILL INCLUDE MANY COMPONENTS, INCLUDING THE DESCRIPTION OF THE ACCOUNTABILITY SYSTEM, WHICH WILL INCLUDE:
  - NEW DATA POINTS FOR ACCOUNTABILITY BASED ON THE CALIFORNIA SCHOOL DASHBOARD (AVAILABLE AT [CASCHOOLDASHBOARD.ORG](https://caschooldashboard.org))
  - HOW THE STATE WILL MEET THE REQUIREMENT OF IDENTIFYING AND SUPPORTING THE LOWEST-PERFORMING SCHOOLS AND SCHOOLS WITH LOW SUBGROUP PERFORMANCE.

# TITLE I/ INTERVENTION PROGRAM HIGHLIGHTS

- INTERVENTIONS FOR STUDENTS NOT MEETING PROGRESS
  - SST
  - READ 180
  - MATH SUPPORT
- PD FOR STAFF ON HOW TO ADDRESS STUDENTS' NEEDS
  - ESSENTIAL ELEMENTS OF PLANNING BASED ON RESEARCH SUPPORTED BEST PRACTICES (RSBP)
- AFTER SCHOOL PROGRAMS
  - HELP PROGRAM
- SUMMER PROGRAMS



# SCHOOL SUCCESSES

- POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)
  - KEEPING STUDENTS ON-CAMPUS AND IN CLASS AND ON TIME
  - PRIDE BUCKS
- NEW FACILITIES
  - NEW CAFETERIA AND ADMINISTRATION BUILDING

# TITLE 1 PARENT VOTE

## CHOICE:

1. ON-GOING TITLE 1 MEETINGS FOR BUDGET, PLANS, MONITORING, ETC.

OR

2. SCHOOL SITE COUNCIL (SSC) BECOMES RESPONSIBLE FOR OVERSEEING  
TITLE 1

ANY PARENT MAY ATTEND A SSC MEETING



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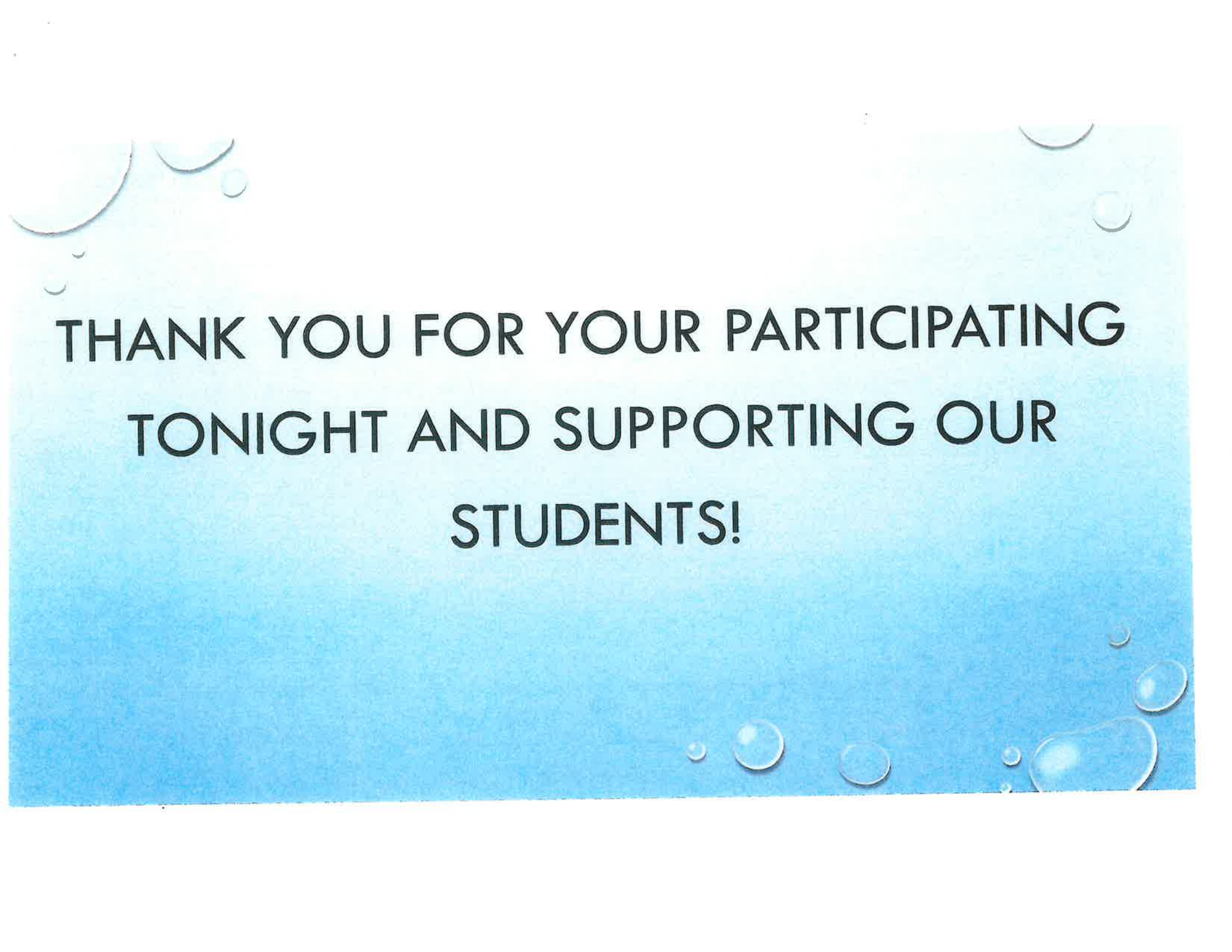
## **SCHOOL-PARENT COMPACT**

PLEASE REFERENCE THE HARD COPIES OF THE COMPACT DISTRIBUTED AT  
MEETING

# QUESTIONS





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**THANK YOU FOR YOUR PARTICIPATING  
TONIGHT AND SUPPORTING OUR  
STUDENTS!**