

**CLOVIS UNIFIED  
SCHOOL DISTRICT****INSTRUCTION**

Alternative/Specialized Programs

**TITLE 1 PROGRAM**

**PURPOSE:** To define the District's Title I Program according to law.

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 appropriate grade and/or course level state academic standards and assessments.

**A. School Plan for Student Achievement**

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. The School Plan for Student Achievement (SPSA) Plan shall be outlined annually in the school site plan which is approved by both the School Site Council (SSC) and the Board (see Board Policy No. 0420 – School Plans/Site Councils).

**B. Parent Involvement Policy**

The District and each school receiving Title I funds shall develop a written parent involvement policy (see Board Policy No. 6020 – Parent Involvement).

**C. Local Educational Agency Plan (LEAP)/LCAP Federal Addendum**

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 Plan (LEAP) (see Board Policy No. 6171.10). The LEAP and any revisions shall be submitted to the Board for approval. The LEAP shall address the components specified by law, which describe the assessments, strategies, and services the District will use to help low-achieving students meet challenging academic standards. The LEAP may be included in the District's local control and accountability plan (LCAP), the LCAP Federal Addendum, or another document as appropriate.

The initial LEAP 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.

**D. 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 equal to services in schools that are not receiving Title I funds or, if all District schools are receiving Title I funds, that are substantially equal in each school. Comparability may

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be determined on a school-by-school basis or by grade span.

To demonstrate comparability of services among District schools:

1. The Board shall adopt and implement District-wide salary schedules.
2. 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.

In determining comparability, the District shall not include District 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 English language development programs, state and local funds expended for the 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.

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 insure comparability.

E. Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making progress toward ensuring that all students meet State proficiency levels as measured by state assessments.

The Board shall regularly monitor the progress of each District school based on the goals identified in the LCAP. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to support all students in mastering state academic standards.

The Board and Superintendent or designee shall review the effectiveness of the actions and activities carried out by Comprehensive Support and Improvement (CSI) schools with respect to student achievement, parental involvement, professional development, and other activities.

As necessary based on the results of these evaluations, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's School Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress.

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The Board is committed to ensuring all District students meet or exceed state academic achievement standards and to narrowing the achievement gap among student groups. Whenever a District school is identified by the California Department of Education as in need of CSI, the Superintendent or designee shall insure that school improvement efforts are coordinated and aligned with all state and federal guidelines. The Superintendent or designee shall annually cause revision of the school's SPSA in accordance with law and as specified in the District's LEAP/LCAP Federal Addendum.

**G. Participation of Private School Students**

The Superintendent or designee shall provide or contract to provide Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis with participating public school students.

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 law.

Adopted: 02/27/2008

Reviewed: 01/14/2009, 09/26/2018

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**EDUCATION CODE**

11503 Parent involvement programs in Title I schools

52060-52077 Local control and accountability plan

54420-54425 State Compensatory Education

64001 School plan for student achievement, consolidated application programs

**UNITED STATES CODE, TITLE 20**

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students

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