



Cabrillo Point Academy **Title I Policy**

Title I Policy

The Governing Board desires to provide a high-quality education that enables all students to meet challenging state academic standards. Cabrillo Point Academy (CPA) shall use Title I funds to provide services that strengthen the academic program and provide support to students at risk of failing to achieve academic standards. Title 1, Part A, of the federal Elementary and Secondary Education Act (20 USC 6311-6322), supports basic programs designed to improve the academic achievement of economically disadvantaged students.

(cf. Independent Study Policy adopted 10/28/21)

(cf. Work Sample Policy adopted 2/27/20)

(cf. 9th Grade Math Placement Policy adopted 10/23/19)

(cf. Promotion, Acceleration and Retention Policy adopted 8/26/21)

(cf. Supplemental Retention Policy (AB 107) adopted 8/26/21)

Title I funds shall be used to supplement, not supplant, funds available from state and local sources for the education of students participating in Title I programs. (20 USC 6314, 6321)

In addition, CPA shall develop a written parent/guardian and family engagement policy developed jointly with and agreed upon by parents/guardians of participating students, in accordance with 20 USC 6318

(cf. Parent & Family Engagement Policy adopted 5/27/21)

The Executive Director or designee shall provide technical assistance and support for the Title I program, including developing and implementing school plans and activities. (20 USC 6312)

Local Educational Agency Plan

The Executive 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 Executive Director or designee shall present this plan and any revisions 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 charter school will use to help low-achieving students meet challenging academic standards.

Education Code ("EC") section 64001(j) charter schools may *utilize* the local control and accountability plan (LCAP) to serve as the single plan for student achievement (SPSA) required by 20 USC 6314 SPSA.

Additionally, EC section 64001(j), a single school charter that operates an TAS may form an

LCAP advisory committee to complete all requirements of a Title 1, Part A School Site Council (SSC), so long as it meets stakeholder requirements of EC section 52062(a).

Comparability of Services

We are a single-school charter precluding the need to compare services among school sites.

Program Evaluation

The Board shall use state assessment results and other available measures or indicators to determine whether the school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments annually. (20 USC 6316)

(cf. Independent Study Policy adopted 10/28/21)

(cf. Work Sample Policy adopted 2/27/20)

(cf. 9th Grade Math Placement Policy adopted 10/23/19)

(cf. Promotion, Acceleration and Retention Policy adopted 8/26/21)

(cf. Supplemental Retention Policy (AB 107) adopted 8/26/21)

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
- 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

Supplemental Educational Services, June 13, 2005

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

Title 1 Administrative Regulation 6171

Title I funds may be used and consolidated with other federal, state, and local program funds to upgrade the entire educational program in schools that meet eligibility criteria according to 20 USC 6314 and 34 CFR 200.25.

A local education agency (LEA) that receives Title I, Part A funds shall operate one of two programs:

- Schoolwide Program (SWP); or
- Targeted Assistance School Program (TAS).

The purpose of our Title 1, Part A Targeted Assistance Program (TAS) is to improve academic achievement is to help eligible students meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education, particularly to demonstrate proficiency of state academic standards (34 CFR 200.25[a][1]).

The Cabrillo Point Academy Executive Director or designee shall inform the parents/guardians of the school's TAS eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes.

Eligible Students for TAS Services

Students eligible for Title I, Part A services in a TAS program are:

- Students who are not older than 21 who are entitled to a free public education through grade 12; and
- Students who are not yet at grade level at which CPA provides a free public education (ESSA Section 1115[c][1][A]).

Of the eligible population identified above, CPA will determine eligible students using the following criteria:

Students identified by the school as failing, or most at risk of failing, to meet the challenging state academic standards on the basis of multiple, educationally related, objective criteria established by CPA, except that students from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the CPA (ESSA Section 1115[c][1][B]).

Eligible students include:

- Students who are economically disadvantaged, students with disabilities, migrant students, or English learners, are eligible for Title I, Part A services on the same basis as other students selected to receive services under Title I, Part A (ESSA Section 1115[c][2][A]).
- Migrant Students: A student who, at any time in the 2 years preceding the year for which the determination is made, received services under Title I, Part C is eligible for

Title I, Part A services (ESSA Section 1115[c][2][C]).

- Neglected or Delinquent Students: A student in a local institution for neglected or delinquent students and youth or attending a community day program for such students is eligible for services under Title I, Part A (ESSA Section 1115[c][2][D]).
- Homeless Students: A student who is homeless and attending any school served by the LEA is eligible for services under Title I, Part A (ESSA Section 1115[c][2][E]).

TAS Performance Review

A TAS school shall develop, annually review, and update a single plan for student achievement (SPSA) that incorporates the plan required by 20 USC 6314 to reform the school's total instructional program and plans required by other categorical programs included in the state's consolidated application. (Education Code 64001; 20 USC 6314). Per EC section 64001(j):

Single school districts and charter schools may *utilize* the local control and accountability plan to serve as the SPSA, provided that the local control and accountability plan meets federal school planning requirements and the stakeholder requirements established in subdivision (a) of Section 52062.

School Site Council

Per AB 716, a single school charter that operates a TAS may form an LCAP advisory committee to complete all requirements of a Title 1, Part A School Site Council (SSC).

(cf. Parent & Family Engagement Policy adopted 5/27/21)

Participation of Private School Students

The Executive Director or designee shall provide or contract to provide special education services or other 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. (20 USC 6320, 7881)

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 according to 20 USC 6318 and 6319. (20 USC 6320, 7881)

Each year the Executive Director or designee shall contact officials of private schools with students who reside within charter school boundaries (regardless of whether the private school they attend is located within the charter school attendance area or whether private school officials have previously indicated an interest in participating in the Title 1, Part A program).

The Executive Director or designee shall consult, in a "meaningful and timely manner," with appropriate private school officials during the design and development of the charter school's Title I programs. Such consultation shall occur before the charter school makes any decision that affects the opportunities of eligible private school students to participate in Title I programs and shall include a discussion of (20 USC 6320, 7881; 34 CFR 200.63):

1. How the needs of private school students will be identified
2. What services will be offered
3. How, where, and by whom the services will be provided
4. How the services will be academically assessed and how assessment results will be used to improve those services
5. The size and scope of the equitable services to be provided to private school students and the proportion of funds that is allocated for such services
6. The method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools
7. How and when the charter school will make decisions about the delivery of service to such students, including a thorough consideration and analysis of the views of private school officials on the provision of services through a third-party provider
8. How, if the charter school disagrees with the views of private school officials on the provision of services through a third-party provider, the charter school will provide to private school officials a written analysis of the reasons that the charter school has chosen not to use a contractor

Meetings between the charter school and private school officials shall continue throughout the implementation and assessment of services. (20 USC 6320)

The Executive Director or designee shall maintain and provide to the California Department of Education upon request a written affirmation signed by officials of each participating private school that consultation has occurred. (20 USC 6320)

The Executive Director or designee shall maintain records of the consultation or the offer of consultation should private school officials not provide such affirmation within a reasonable time.

The Executive Director or designee also shall maintain records documenting that:

1. The needs of private school teachers and/or private school students were identified.
2. The funds made available were equitable to those allocated for public school students and teachers.
3. The charter school's program met the needs of the private school teachers and/or private school students.
4. The charter school made efforts to resolve any complaints made by private school representatives.