



CLOVIS UNIFIED SCHOOL DISTRICT
2018-2019 INFORMATION FOR
TITLE I Part A, TITLE I Part C, TITLE II Part A,
TITLE III, Title IV

The Every Student Succeeds Act (ESSA) requires that non-public, not for profit, schools have “equitable access” to the funds and/or services provided by the following federal Titles under ESSA and administered by Clovis Unified School District (CUSD). Title IX of NCLB requires that non-public schools be consulted in a “timely and meaningful way” before funds or services are provided to the non-public schools. All funds and services must be supplemental and must not benefit the non-public school “in general”, but must be targeted at students’ needs as determined by a needs assessment. Funds and services must also be provided within the scope of law and non-regulatory guidance and be non-sectarian and non-religious in nature. No services for either funding source may supplant or benefit the non-public school as a whole. Instead, services are to be targeted by law and guidance to at-risk or failing students.



All non-public, within and surrounding CUSD boundaries, listed on the California Department of Education website as having current affidavit on file certifying they are not for profit schools, are contacted a minimum of two times per year at the time of the Consolidated Application, Part I, via U.S. certified mail to invite them to participate. When possible, both regular and electronic mail is sent to eligible schools, as well as an informational meeting set up in the spring to explain the Title I program. Phone follow-up is provided to schools not responding to the mailed invitation. Non-public schools participating in Title I services are consulted regularly during the school year via surface and email communiqués. A minimum of three on-site consultations are conducted during the school year. During the on-site consultation meetings delivery of instructional services to identified Title I students are discussed. Other topics included, but not limited to, are poverty surveys, student achievement plan, the parent involvement program, and professional development. We also offer on-going professional development for sites to become involved in. The CUSD Department of Supplemental Services maintains a website link for non-public schools to inform any non-public school of their rights to equitable participation/services in Title I.

Non-public schools interested in participating in these services are required to complete the attached “Intent to Participate” form. Immediately after the intent to participate form is received by the Department of Supplemental Services, an on-site visit is made to explain the program requirements opportunities in more detail.

I. GENERAL REQUIREMENTS - (APPLIES TO ALL FUNDING SOURCES)

- A. The local education agency (LEA) must have a District application on file with the state education agency (SEA).
- B. The LEA application must describe the planned allocation of funds among program purposes for public and non-public school children.
- C. The LEA must keep records required by the SEA for fiscal audit and program review and evaluation;
 1. Program plans and evaluations must be kept on file at the District.
 2. Copies of the program plans and evaluation formats are available from the Director of Supplemental Services. Program plans for Title II Part A, Title III, Title IV and Title V are coordinated in the District’s Local Education Agency Plan. Some funding sources require individual school level plans.
 3. Documentation must be kept on file at the school or District department responsible for the program for a period of five (5) years after the completion of the program.
- D. Plans, both District and school levels, must provide for consultation with:
 - Parents, if applicable
 - Teachers
 - Administrators
 - Others (including representatives of non-public school children)
- E. Title I Part A, Title I Part C, Title II Part A, Title III, Title IV, Part A and Title IV 21st Century Learning Community Centers must be used to supplement, not supplant other funds.

II. TITLE I – IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

- A. FOCUS: The focus of Improving the Academic Achievement of the Disadvantaged is to provide federal funds to students at risk of failing to meet State content and performance standards. These students are called Educationally Disadvantaged Youth (EDY). Title I schools are determined for eligibility using Free and Reduced Lunch counts as the poverty index.
1. Title I funds provide federal funds to students at risk of failing to meet State content and performance standards. These students are called Educationally Disadvantaged Youth (EDY). Such Students residing in CUSD Title I school attendance areas, but are attending a non-public school are eligible for Title I services.
 2. Title I funds can only be used to provide services to the EDY students. The funds **cannot** be used as general aid to the school.
 3. In CUSD, Title I schools are determined for eligibility using Free and Reduced Lunch counts as the poverty index. All funds will be allocated to schools, both public and non-public, based on the number of Free and Reduced Lunch students. Therefore, in order to receive funds, a non-public school will be responsible to provide CUSD with its poverty index count for Free and Reduced Lunch by address and grade level. If you participate, this information will be collected by CUSD on an annual basis, each year.
 4. Criteria for student participation in Title I will be established by CUSD. The non-public school must apply the same criteria established by CUSD for student eligibility. Criteria are based on diagnostic tests, standardized tests, rubrics, etc. Based on the established CUSD criteria, the non-public school will be required to administer the appropriate tests, submit the test results, and the list of its eligible students. The student list must contain name, grade, gender, ethnicity, year of birth, and area to be served (reading/language arts, math, social science, and/or science).
 5. In consultation with the non-public school, CUSD will determine the Title I program services and a written plan will be developed. Title I services will be provided by CUSD at a Title I school. The plan would include a school overview, achievement data, analysis o achievement data, description of student gaps, descriptions of how Title I funds would be used, professional development activities, and parent involvement activities. The plan also contains a budget and other required demographic information. Before any plans are implemented, they must be approved by the CUSD Governing Board.
 6. For accountability, the non-public school will be required to test its participating students annually using a state-approved assessment.
 7. A written evaluation is required at the end of the school year. This evaluation will be completed by CUSD with input and consultation with the non-public school.
 8. All requisitions for materials must be submitted on CUSD forms, signed by the principal and by the CUSD Director of Supplemental Services. In addition, all requisitions are processed through the CUSD Business Office and are shipped to the District Warehouse, where they are stamped for identification with a CUSD stamp. All materials and equipment are the property of CUSD. If a non-public school withdraws from the program, all materials and equipment under Title I are returned to CUSD. No materials may relate to religious instruction.
 9. Non-public schools wishing to participate in Title I will receive their equitable share of funds/services (based on the poverty index).

With input from district and school level staff, Annual Parent Survey and school evaluations, Title I funds are used to provide flexible funding that may be used to provide additional staff, professional development, extended – time programs, and other strategies for raising student achievement in high poverty schools. Title I programs are required to use effective methods and instructional strategies that are grounded in scientifically-based research. School improvement plans, professional development, and technical assistance that are provided must be based on strategies that have a proven record of effectiveness.

III. TITLE I Part C – Education of Migratory Children

- A. FOCUS: The focus of Title I, Part C (Education of Migratory Children) is to provide services on an equitable basis to eligible children who are enrolled in private schools, and to their teachers and other educational personnel. Children who attend private school are eligible to receive Migrant Education Program services if they: 1) meet the statutory and regulatory definition of a migrant child; 2) meet the priority for services criteria

in section 1304(d); and 3) have a special educational need identified through the State's comprehensive needs assessment and service delivery plan.

- B. CUSD: With input from district and school level staff, Title I Part C funds are used to provide services on an equitable basis to eligible children who are enrolled in private schools. The funds are used to help ensure that migrant children achieve the same challenging State academic content and student academic achievement standards that all other students are expected to meet. The funds will also provide programs based on scientifically based research demonstrating effectiveness of the programs in increasing student academic achievement in the core academic subjects, and providing high-quality professional development to teachers and other school and community-based organizational personnel. Access is provided to CUSD Teacher Center for curriculum development and lesson design, Graphics Arts and the Curriculum and Professional Development Library. All Special Education services are outlined and reviewed at the annual Fall Consultation conducted by the CUSD Department of Education.

IV. TITLE II Part A – Improving Teacher Quality

- A. FOCUS: The focus of Improving Teacher Quality is on enhancing the expertise of teachers and other school staff to enable them to teach all children in the core academic subjects set out in challenging State content standards. The law supports sustained and intensive high-quality professional development focused on achieving high performance standards.
- C. CUSD: With input from district and school level staff, Title II funds are used to improve teachers' knowledge of core content, methods, and pedagogy, and to improve communications between teachers at site, district, regional, and state levels. The funds are used to provide a wide-range of staff development activities that include, but are not limited to, conference attendance, workshops and in-services, standards workshops, summer institutes, etc. The funds may not be used for buying instructional materials and equipment, except for a staff development program.

V. TITLE III – Language Instruction for Limited English Proficient (LEP) Students and Immigrant Students

- A. FOCUS: The focus of Language Instruction for Limited English Proficient Students is to assist school districts in teaching English to Limited English Proficient students (English Learners) and in helping these students meet the same challenging State standards required of all other **students**. If a school elects to accept Title III LEP equitable services, the school must enter into a MOU following all provisions in the MOU. If a school accepts Title III Immigrant Funds, a school must submit a Student National of Origin Report (SNOR) to the California Department of Education before any services can be included.
- B. CUSD: With input from district, school level staff, district and parent surveys, the CUSD DELAC and community members, the Title III funds are used to present language instruction to foster English fluency. The funds are used to help ensure that LEP and immigrant children: attain English proficiency; develop high levels of academic attainment in English; achieve the same challenging State academic content and student academic achievement standards that all other students are expected to meet. The funds will also provide programs based on scientifically based research demonstrating effectiveness of the programs in increasing: English proficiency, student academic achievement in the core academic subjects, and providing high-quality professional development to teachers, principals, administrators, and other school and community-based organizational personnel.

VI. TITLE IV – Part A – Student Support and Academic Achievement

- A. The Student Support and Academic Enrichment (SSAE) program under Title IV, Part A of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) is a federal categorical program contained in the Consolidated Application. These funds are intended to increase the capacity of local education agencies (LEAs) to meet the goals of the ESEA by providing all students with access to a well-rounded education, improving school conditions for student learning, and improving use of technology in order to improve the academic achievement and digital literacy of all students.

VII. TITLE IV – Part B – 21st Century Community Learning Centers (At Title I Schools Only)

- A. FOCUS: The 21st Century Community Learning Centers (21st CCLC/ASES) program provides before and after-school (including summer) services to students and their families that include academic enrichment activities, particularly for students who attend low-performing schools, to help them meet state and local student performance standards in core academic subjects. Activities may include: remedial education; academic enrichment; art; music; tutoring; mentoring; recreation; technology; drug and violence prevention; counseling; character education; and family literacy. These programs are housed at Title I School only.
- B. CUSD: With input from district and school level staff and community members, 21st CCLC/ASES funds are used solely for the purposes set forth in this grant program. Students, teachers, and other educational personnel are eligible to participate in 21st CCLC/ASES programs on an equitable basis. A public school that is awarded a grant must provide equitable services to private school students, their families, and their educators if those students are part of the population identified for assistance. Currently, CUSD doesn't receive any funding for Title IV – 21st Century Community Learning Centers.

If further information about these programs is needed, please contact Bob Kampf at 327-0661.

The Private School and Clovis Unified School District shall retain a copy for records.

