

2009-10 Title I, Part A, Reservations (Required)

California Department of Education

Consolidated Application

Purpose: To report LEA reservations for Title I, Part A, before distributing funds to schools. All reservations reported on this page, **except for Lines 2 and 6-8**, are used to provide direct services to eligible Title I, Part A, students.

Agency:

CD code:

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This page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.

A.	Adjusted total allocation (line 9 on page 33)	Program Improvement (PI) Schools: Choice Transportation	
B.	Calculation of Equitable Services Percent		
1.	Number of public schools expected to receive Title I, Part A, funds per page 8	a. Set-aside _____ + _____ = _____	b. Carryover _____ = _____
Within the attendance areas of these participating schools:			
2.	Number of private school children from low-income families	Program Improvement (PI) Schools: SES***	
3.	Total number of children from low-income families	a. Set-aside _____ + _____ = _____	b. Carryover _____ = _____
4.	Percent of Private School Children from low-income families (line 2 ÷ line 3)	PI Schools: Parent outreach and assistance for Choice and SES**	
C.	Required Reservations	PI LEA:	
	Reservation for Parent Involvement	a. Professional development (PD) (minimum 10%*) set-aside _____	
	<input type="checkbox"/> No reservation is mandated because 1% of line 3 on page 33 is \$5,000 or less	b. 2008-09 PI PD set-aside carryover _____	
1.	a. Reserved for Parent Involvement (must be a minimum of 1%*) _____	c. Total PI set-aside (line 5.a. + line 5.b.) _____	
	b. Private school set-aside (% of private school children x reservation) _____	If reservation is less than 10%, check below: <input type="checkbox"/> Professional development funds from PI school-level set-asides will be used to help meet LEA 10% reservation	
	c. Amount remaining _____	Direct and indirect services to children in local institutions for neglected children	
	d. Public school distribution (95% of "Amount remaining")*** _____	Direct and indirect services to children in local institutions for delinquent children	
	e. Balance available for LEA-level parent involvement activities _____	Direct and indirect services to neglected or delinquent children in community day school programs	
2.	Direct and indirect services to homeless children, regardless of their school of attendance	Total Required Reservations	

* of line 3 on page 33

** see instructions

*** Supplemental Educational Services

2009-10 Title I, Part A, Reservations (Allowed)

California Department of Education

Consolidated Application

<p>Purpose: To report LEA reservations for Title I, Part A, before distributing funds to schools. All reservations reported on this page are used to provide direct services to eligible Title I, Part A, students.</p>		<p>Agency:</p>	
<p>CDE Contact: Carol Dickson 916-319-0382 CDickson@cde.ca.gov Robert Storelli 916-319-0482 RStorelli@cde.ca.gov</p>		<p><input type="checkbox"/> This page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.</p>	
<p>CD code:</p>		<p>Summer school or intersession programs or before and after school programs - Not PI activities</p>	
1.	Total Required Reservations (page 34, line 10)	8.	<p>a. Total reservation _____</p> <p>b. Reserved for equitable services for private school participants (line 8.a. x line B.4, on page 34) _____</p> <p>c. Reserved for public schools (line 8.a. - line 8.b) _____</p>
2.	Program improvement schools; teacher incentives and rewards (maximum 5%*)	9.	Salary differentials
3.	Professional development: highly qualified teachers and paraprofessionals - PI activities	10.	Preschool
	Professional development: highly qualified teachers and paraprofessionals - Not PI activities	11.	Capital expenses reserved for private schools
4.	a. Total reservation _____	12.	Total Allowable Reservations (sum of lines 2 through 11)
	b. Reserved for equitable services for private school participants (line 4.a. x line B.4, on page 34) _____	13.	Total LEA Reservations (line 1 + line 12)
	c. Reserved for public schools (line 4.a. - line 4.b) _____	Final adjusted allocation (line A, on page 34 - line 13) (must be allocated to schools in column J on page 36)	
5.	Assistance to schools - PI activities	14.	a. Page 36, column G total: _____
	Assistance to schools - Not PI activities		b. Page 36, column H total: _____
6.	a. Total reservation _____		c. Page 36, column I total: _____
	b. Reserved for equitable services for private school participants (line 6.a. x line B.4, on page 34) _____		
	c. Reserved for public schools (line 6.a. - line 6.b) _____		
7.	Summer school or intersession programs or before and after school programs - PI activities		

* of line 3 on page 33

No Child Left Behind Act of 2001, Title 1, Part A

Section 1118, Parental Involvement excerpt from education code.

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will -

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

(3) RESERVATION-

(A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

(B) PARENTAL INPUT- Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

*Title I, Part A
1% set-aside on parent involvement to carry out this section of the law.*

see possible uses ↓

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part shall -

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children -

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall -

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum-

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part-

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY- In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS- In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

(h) REVIEW- The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

A link to the full legislation can be found [here](#)

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