



Consolidated Application Programs

Title I, Part A

Improving Academic Achievement of Disadvantaged Students—Basic Programs

Provides supplemental educational services to educationally disadvantaged students to support the students' instructional program in the regular classroom. Funding is aimed at children who are failing or are most at risk of failing to meet the state's challenging student academic achievement standards.

Resource is allocated to the district based on the Federal Poverty Census combined with an adjustment based on the concentration of poverty within the area. Federal criteria determines the ranking process used to identify the schools that are eligible to participate in a Title I program. Reservations for Program Improvement School Choice and Supplemental Educational Services, Parent Involvement, Professional Development, and Neglected Programs are set aside from the top of the entitlement as required by Federal law. Other reservations to ensure quality extended day programs are offered at Title I schools are also set-aside before the balance of the resource is allocated to schools with a poverty of 40% and above on a per-pupil basis. This includes eligible private, non-profit schools.

Title I, Part D

Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

Provides educational services for children and youth in local and throughout state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children in the State are expected to meet.

This resource is allocated to the district specifically for a program of supplemental instruction to children ages 5-17 residing in 24 hour institutions. Eligible institutions are identified by the California Department of Education through an annual survey process.

Title II, Part A

Professional Development for Teachers, Principals, and Others

Provides assistance for preparing, training, recruiting, and retaining high-quality teachers. Amount of funding requires equitable participation of private school teachers and other education personnel to the extent that the LEA (i.e., SDCS), consortium, or entity uses its funds for professional development.

The resource is allocated to the district through a per-pupil formula with an adjustment for poverty concentration. It must be used to ensure all teachers in the district meet the state's rigorous standards in the core subjects. The district is required by federal law to spend a minimum of what was spent on professional development under the ESEA Title II Eisenhower grant on professional development (\$1.1 million). The professional development must be sustained, intensive, and classroom-focused and not one-day or short-term workshops. Currently, the district uses the resource for Intern Support Providers that work alongside teachers in the special education, secondary and elementary programs in order for those teachers to become fully credentialed with subject matter expertise. Previous support for Science and Math professional development in the CIIA central programs was also budgeted. A major portion of the funds are allocated to hire qualified teachers in order to reduce class size. Private, non-profit schools must also be provided equitable participation in the professional development programs.

Title III, Part A

English Language Acquisition, Language Enhancement, and Academic Achievement

Funding to help eligible limited English proficient and immigrant students attain English proficiency and meet the same challenging state academic content and student achievement standards as all students are expected to meet. Private school students, teachers, and other educational personnel whose schools are located in the SDCS district are eligible to participate.

The Title III LEP dollars are both centrally managed and allocated to sites for a specific use determined and directed by the program office. The dollars that are centrally managed are being used to fund English Learner Support Teachers (ELST) positions supporting English Learners at the sites.

Title IV, Part A

Safe and Drug-Free Schools and Communities

Supports programs that foster a safe and drug-free environment in public and private schools. Activities include: drug and violence prevention programs; professional development and training; school-based mental health services, including individual or group counseling; rehabilitation referrals related to illegal drug use and violence; character education programs; and emergency intervention services.

Title IV, Part A (continued)

Consolidated Application Programs (cont.)

Safe and Drug-Free Schools and Communities

Supports district counselor's salaries and program supplies to prevent violence in and around schools; to prevent the illegal use of alcohol, tobacco and drugs; and to foster a safe and drug-free learning environment.

Title V, Part A

Innovative Programs (and Parental Choice)

Encourages education reform and innovative school improvement programs to improve school, student, and teacher performance. Private school students, teachers, and other educational personnel may receive professional development, library materials, and educational equipment. Other activities may include: community service programs; purchase of computer hardware and software; programs to hire and support nurses; school-based mental health services; programs for cardiopulmonary resuscitation training in schools; parent and community involvement.

This resource is allocated to 116 elementary schools. Schools currently use it to supplement classroom support through the purchase of additional books and materials. The resource is augmented with approximately \$800 thousand in unrestricted general fund dollars.

Cal-SAFE

California School Age Families Education

Provides for the academic and supportive services for teens that have become parents and qualify for extra support.

This resource is designed to improve the educational experience, increase the availability of support services for enrolled students who are teen parents, and provide childcare and development services for their children.

School Safety & Violence Program

Provide support for violence prevention.

This resource has been allocated to the district to establish programs and strategies that emphasize violence prevention among children and youth in public schools. Funds can be used for personnel, materials, strategies or programs that materially contribute to meeting the goals and objectives of current law preventing violence among students.

TUPE (Grades 4-8)

Tobacco-Use Prevention Education

Provides leadership, training, and technical assistance to school districts in planning and implementing SDFSC and TUPE programs. This funding represents an investment of the California Department of Education in COEs. It is the Department's intention that COEs become a primary source of SDFSC and TUPE technical assistance for school districts.

Supports district counselor's salaries and program supplies that help students with tobacco-use prevention education for grades four through eight. Funds are earmarked for health education efforts aimed at the prevention and reduction of tobacco use. Activities may include tobacco-specific student instruction, reformation activities, special events and cessation of program students.

Economic Impact Aid

Supports compensatory educational services for educationally disadvantaged students and bilingual education services for English language learners. These supplemental funds are used, kindergarten through grade twelve, to support (1) additional programs and services for English learners (ELs) or (2) compensatory educational services for educationally disadvantaged students, as determined by the applicant.

There are currently two allocations given to the sites based on the number of English learners at each site as reported on the R30-LC as of March 1 of the prior school year. One allocation is specifically for student testing and is at \$15 per English Learner in Resource 70900. The other allocation is at \$215 per English Learner and the sites have discretion as to how they use this allocation at their site as long as it supports English learners in achieving English proficiency.

PAR

Peer Assistance and Review

Provides professional development activities to assist experienced teachers who need help developing their subject matter knowledge, teaching strategies, or both. Participants are teachers who have received an unsatisfactory evaluation or have been referred to the program.

Funding provides support services to school sites for broad based enrichment opportunities that encompass any area of classroom teacher need. The Funds are to be used primarily for individual enrichment activities provided on a one-on-one basis, unless there is a site decision to provide another type of opportunity.