



CATEGORY: Instruction, Special Programs

SUBJECT: Compensatory Education

A. PURPOSE AND SCOPE

1. To outline the district's compensatory education program, procedures for making appropriate changes, and responsibilities for leadership.
2. **Related Procedures:**
 - Instructional programs, general No. 4000
 - School advisory committees in schools (councils and committees) No. 9060
 - Meaningful consultation of parents in Title I and Title VI programs No. 9062

B. LEGAL AND POLICY BASIS

1. **Reference:** Board policy: A-3500, A-4000, D-3000, F-1000, F-1050, F-1500, F-2570; Education Code Sections 54000, 54400, 54520-54614; Admin. Code, Title 5, Sections 3900 *et seq.* ; ECIA, Title I, 20 U.S. Code 6301; and as indicated in procedure.

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to Consolidated Programs Services, Planning and Accountability Team, Planning, Assessment, and Accountability Division.
2. **Definitions**
 - a. **Compensatory education:** A comprehensive instructional and supportive services program which has the general goal of raising achievement of educationally disadvantaged children.
 - b. **Compensatory education categorical aid programs:** Programs that utilize state, district, and federal funds to provide educational opportunity for educationally disadvantaged students. These programs are designed for specific purposes for a defined population and must supplement, not supplant, district funds used for the general educational program. Maintenance of the district effort is monitored through state and federal procedures and audits. School districts and individual schools request such funding by submitting application forms to the appropriate agency.
3. **Instructional Requirements and Constraints.** Legislation, policies, and program guidelines include requirements and constraints that have specific impact on the district's compensatory education program; among these are:

- a. **State.** Economic Impact Aid/State Compensatory Education (**EIA/SCE**) Program administered through Consolidated Programs Services. Administrative direction for planning and operating programs that utilize categorical aid funds is provided in Admin. Code, Title 5, Sections 3900-3953. Schools can choose to incorporate this funding source in the School-Based Coordinated Program (Education Code Sections **52800-52870**).
- b. **Federal.** Title I of the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the Improving American Schools Act of 1994.

4. Related Programs. Programs sponsored by the following acts or laws are not compensatory education programs but may provide services to educationally disadvantaged children:

- a. **State.** State Preschool (Education Code Sections 8200 et seq.)

Bilingual Education (Education Code Sections 52100 et seq. ; see Procedure No. 4250). Schools can choose to incorporate this funding source in the School-Based Coordinated Program (Education Code Sections 52800-52870).

School Improvement (Education Code Sections 52000 *et seq.* ; see Procedure No. 9060). Schools can choose to incorporate this funding source in the School-Based Coordinated Program (Education Code Sections 52800-52870).
- b. **Federal.** Title VII, Bilingual Education Language Enhancement and Language Acquisition Programs

Title IX, Indian Education Program

Vocational Education Act of 1968

San Diego Youth Employment Program

Title VI, Innovative Education Program Strategies

Title III, Technology for Education

5. Approval of Instructional Programs. In accordance with Education Code Section 51050 and district regulations, all instructional programs, courses, course guides, and basic materials are recommended by the superintendent to the Board of Education for approval prior to implementation. Board-approved programs competing for funds are submitted to the California Department of Education or directly to appropriate federal offices for approval (Education Code Sections 54420-22).

6. Responsibilities

- a. **Consolidated Programs Services.** Staff members provide leadership in planning, development, implementation, evaluation, and fiscal accountability of compensatory education and in responding to current educational trends and student needs. In all phases of the program design, Consolidated Programs Services works cooperatively with school, district, county, and state personnel, as well as with community agencies, advisory committees, private school personnel, and parents. Parent meetings may be conducted in conjunction with District Advisory Council meetings. Functions and responsibilities of Consolidated Programs Services include the following:
- (1) **Consolidated Programs Services specialists** serve as program administrators, providing major policy and program direction, budget development, and budgetary control for all K-12 special-funded compensatory education programs and projects; administer and supervise planning, implementation, and evaluation in participating schools; supervise eligibility rankings, project participant roster development, and submission of funding applications; and supervise and assist in planning, developing, and improving compensatory education programs in participating schools.
 - (2) **Project resource teachers** provide consultant service and support to school and central staff in planning, developing, and implementing compensatory education program educational objectives.
 - (3) **Evaluation** analyst provides technical support and assistance to compensatory education program staff.
 - (4) **External funding budget supervisor** coordinates development of compensatory education program budgets, analyzes appropriations and costs, maintains liaison between schools and departments, and monitors overall fiscal accountability.
- b. **The Program Accountability Unit, Planning and Accountability Team, Planning, Assessment, and Accountability Division,** provides consultant and contract evaluation services to schools, the District Advisory Council, and Consolidated Programs Services and assists in evaluation of compensatory education programs and projects as directed by the superintendent. Subject to funding, the Program Accountability Unit:
- (1) Assists in design of evaluation plans.
 - (2) Recommends whether or not project evaluation should be conducted by district assessment services or by consultant/contract evaluation.

- (3) Assists in developing site applications by designing and/or developing needs assessment instruments, measurable component objectives, and assessment measures.
- (4) Makes recommendations for contracts for project evaluation.
 - (a) Required approvals shall include those of the specialist in charge of the project being evaluated and the Planning and Accountability Team leader.
 - (b) All offers of evaluation services should be referred to the Program Accountability Unit.
- (5) Utilizes pertinent *state* guides such as ***A Handbook for the Evaluation of Multifunded Education Programs***.
- (6) Helps schools complete all necessary evaluation reports like the "Consolidated Evaluation Report for Multifunded Education Programs," Form E-Comp/TR.
- (7) Prepares individual end-of-cycle reports for schools and project offices.
- (8) Completes and submits required evaluation reports to the California Department of Education, as necessary.

c. Individual schools

- (1) **Principals, teachers, other school staff, and parents** participate in assessing school needs and in designing, implementing, and evaluating their school's compensatory education programs. School personnel work cooperatively with advisory councils, Consolidated Programs Services, other district personnel, and community agencies in all phases of program planning, implementation, and evaluation.
- (2) **Parent involvement activities.** To obtain greater parent involvement and cooperation, each school plan includes, but is not limited to, the following activities:
 - (a) Annual parent meeting to:
 - 1) Provide general information about compensatory education activities;
 - 2) Inform parents of their right to participate in the design and implementation of the site program;

- 3) Encourage parent input; establish mechanisms for maintaining ongoing communication among parents, teachers, and administrators; and build a parent-staff partnership to aid in achieving program goals.

Note: The annual parent meeting may be held in conjunction with a school council meeting.

- (b) Notification to parents regarding selection of their children to participate in the compensatory education program.
 - (c) Training programs and appropriate materials to promote children's education at home, including parental responsibilities.
 - (d) Prompt and appropriate response by the principal and program staff to parent concerns and requests for information about the instructional program and related laws.
 - (e) Indoctrination of parents who are council members.
 - (f) Staff training programs to enhance or improve staff-parent work relationships.
 - (g) Timely parent-teacher conferences to discuss student progress.
- d. **District Advisory Council (DAC).** In compliance with state and district regulations, a District Advisory Council is established for compensatory education programs. The DAC works cooperatively with the district through Consolidated Programs Services; facilitates coordination and cooperation of staff, parents, community organizations, and other agencies for the benefit of program participants; and coordinates efforts with advisory committees from schools and other programs such as the School Improvement Program. Advisory committee members give advice, make recommendations, and provide services in:
- (1) Establishing district goals and objectives for compensatory education programs.
 - (2) Assisting with designing, implementing, and evaluating compensatory education program plans and procedures.
 - (3) Assisting with implementing the advisory council training program.
 - (4) Aiding in identifying community human and material resources.

(5) Acting as a hearing board for proposals of additions or changes in compensatory education programs.

- e. **School councils (SACs and SSCs).** In compliance with state and district regulations, a school council is established at each school participating in a compensatory education program. At all compensatory education program schools not in the School Improvement Program this council is known as the School Advisory Council (SAC). The SAC at a State Compensatory Education school in the School Improvement Program *may* designate that program's School Site Council (SSC) to serve as the compensatory education program advisory council. This decision must be reconsidered at least every two years for schools receiving state compensatory education funding. The School Site Council (Education Code Section 52853) has the legal responsibility for developing the school plan, annually reviewing or modifying the school plan, and developing the school budget. It also has responsibility in approval of a School-Based Coordinated Program at the school and determining the programs to include and the staff development days to take each year. **SACs** work cooperatively with community, individuals, and organizations.

D. **IMPLEMENTATION (See C.)**

E. **FORMS AND AUXILIARY REFERENCES**

1. Course of Study, K-12, Stock No. 41-C-7150.
2. Publications available from Consolidated Programs Services:
 - a. Title I of the Elementary and Secondary Education Act as amended by the Improving America's Schools Act of 1994.
 - b. School-Based Coordinated Programs.. .Ensuring Enrichment Programs for **All** Students.
 - c. School Improvement Program.. .**Parents**, Staff, Students Working Together to Strengthen Education.
 - d. School Site Councils.. .**Their** Composition, Bole, and Responsibilities.
 - e. Comprehensive Site Plan Notebook.
 - f. Coordinated Compliance Review Training Guide.
3. **Guidelines: Title I**, 1994 edition (Elementary and Secondary Education Act of 1965 amended by the Title I Improving America's Schools Act of 1994 (Public Law 103-382)).

4. ***Federal Register***, Vol. 60, July 2, 1995,

F. **REPORTS AND RECORDS**

1. All necessary reports required by district, state, and federal guidelines: Completed by appropriate project and district personnel and/or agency, and submitted to appropriate authorities (i.e., consolidated application forms and consolidated evaluation form).
2. Appropriate records described in state and federal guidelines for compensatory education programs: retained by Consolidated Programs Services and California Department of Education.

G. **APPROVEDBY**



Assistant Superintendent
Planning, Assessment, and Accountability



Superintendent