



Making Sense of Schoolwide Programs

CALIFORNIA DEPARTMENT OF EDUCATION
Jack O'Connell, State Superintendent of Public Instruction



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Introduction

- The purpose of this presentation is to familiarize you with the benefits of the schoolwide program for Title I schools.



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Research

- Research shows that to close the achievement gap in high priority schools, a school's entire educational program must be improved. The schoolwide program assists in this process.



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Benefits

- Schoolwide programs are unique because they allow schools to blend many of their federal, state, and local funds when planning their school program and budget. Consolidated funds can be used to fund the entire school program.
- All students are eligible to participate in the schoolwide program.



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Participation Requirement

- Under federal law, only Title I schools having a concentration of at least 40 percent of students living in poverty may qualify to operate as a schoolwide program.



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SWP Model

- Title I funds must be supplementary, but may fund many types of services.
- All staff are “Title I staff” and may serve any child.
- Title I schoolwide plan must govern all school activities.
- May use any reform model but emphasis should be on strengthening the core academic program of the school.



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Benefits

- Schoolwide program schools may use consolidated funds to pay for pre-kindergarten programs for children under six years of age.



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How to Become a Schoolwide Program School

- Consider using an appointed planning team that represents all school stakeholders.
- The School Site Council may serve as the planning team.



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Key ideas:

- Planning team gets input from all stakeholder groups when developing the schoolwide program.
- Planning a schoolwide program might take an entire academic year.
- School plan must incorporate research-based strategies.



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Key ideas:

- The local school board must approve the schoolwide program plan for approval.



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Ten Required Components of the Schoolwide Program Plan

There are ten federally required components that must be included in the schoolwide program plan.



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Component 1: The Comprehensive Needs Assessment

- A school operating a schoolwide program must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement.

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Component 2: Schoolwide Reform Strategies

- The schoolwide plan must incorporate reform strategies that give students opportunities to meet the state's proficient and advanced levels of academic performance standards.
- To strengthen the core academic program, schoolwide reform strategies must be used that utilize effective instructional strategies based on scientifically based research.



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Component 2: Schoolwide Reform Strategies (cont'd)

- Schoolwide program reform strategies need to:
 - Increase the amount and quality of learning time;
 - Strengthen the core academic program;
 - Provide for an accelerated and enriched curriculum; and
 - Include strategies to meet the needs of all students, including historically underserved and lowest achieving students.

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Schoolwide programs can include:

- Counseling, pupil services, and mentoring services;
- College and career awareness and guidance;
- Personal finance education;
- Innovative teaching methods including applied learning and team teaching strategies; and
- Vocational and technical education programs.



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Component 3: Instruction by Highly Qualified Teachers

- Instruction by highly qualified teachers must be provided to all students.



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Component 4: Professional Development

- High quality and ongoing professional development must be provided for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children to meet the state academic content standards.



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Component 5: Attracting High-Quality Teachers

- The schoolwide plan must include strategies to attract highly qualified teachers to high poverty schools.



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Component 6: Parent Involvement

- The schoolwide program must include a plan to increase parental involvement at the school and may include family literacy services.



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Component 7: Transitions

- The schoolwide plan must address the transition of preschoolers from early childhood programs to the local elementary school program.



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Component 8: Teacher Decision-Making

- The schoolwide plan must include teachers in decision making.



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Component 9: Safety Net

- The schoolwide plan must include activities to ensure that students who have had difficulty mastering the proficient or advanced levels of academic performance standards receive effective, timely additional assistance.
- Measures to assist these students should include strategies for early identification of student deficiencies.



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Component 10: Coordination and Integration

- Schoolwide schools should coordinate and integrate federal, state, and local services and programs.



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Additional Requirements:

- The schoolwide plan must include an evaluation design that determines the plan's effectiveness in meeting its goals and objectives.



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Additional Requirements:

- The schoolwide plan must include a list of the federal, state, and local funds being combined.
- Scientifically-based research must be utilized when planning the schoolwide program.



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Federal Funds that Cannot be Consolidated Include:

- Reading First



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Federal Funds that Can be Consolidated with Limitations Include:

- Migrant
- Indian Education
- IDEA



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Federal Migrant Fund Consolidation

- Can be done after the unique educational needs of migratory students are met, and,
- Parents of migratory students are involved.



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Federal Indian Fund Consolidation

- Can be done after the parent committee established by the LEA to develop the Indian education program approves the inclusion of those funds.



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Title I, Part D: Prevention & Intervention Programs for Neglected, Delinquent or At-Risk Youth

- Can be consolidated if they are funds generated from Subpart 2.
- Subpart 2 funds support programs in LEAs with high numbers of students in local correctional facilities and community day programs.



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Individuals with Disabilities Education Act (IDEA) Fund Consolidation

- All Part B program requirements must be satisfied.
- Can be done with funds received under ESEA.
- Can be done with funds received under Part B of IDEA according to a formula.



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Part B IDEA Formula

- The amount of funds consolidated may not exceed the amount received by the LEA for that year, divided by the number of children with disabilities in the LEA, and multiplied by the number of children with disabilities participating in the schoolwide program.



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Meeting Intent and Purpose

- Programs combined in the schoolwide program are exempt from meeting school level regulatory requirements.



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Intent and Purposes (cont.)

- Programs combined in the schoolwide program must meet the intent and purpose of the program.



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Intent and Purposes (cont.)

- Schools accomplish this by being able to show that their schoolwide program has sufficient resources and activities to meet the intent of the programs, particularly for the lowest performing students.



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Record Keeping

- With the exception of Reading First, schools operating a schoolwide program are not required to maintain separate fiscal accounting records, by program.



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Record Keeping (cont.)

- The district (LEA) must be able to show funds allocated to each of its schoowide program schools from each federal program.



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Supplement vs. Supplant

- In a schoolwide program, federal education funds may be used only as supplementary funds. Funds that would normally flow to the school from non-federal sources must continue to be provided to the school.



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Supplement vs. Supplant (cont.)

- Keeping track of the funding is not the school's responsibility.
- It is the district's responsibility to be able to show that it distributes state and local funds equitably to all schools.



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Maintenance of Effort

- In determining “maintenance of effort” for a schoolwide program, the LEA can calculate the percentage of federal funds in the schoolwide program and exclude this percentage from its “maintenance of effort” determination.



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Program Fund Limits

- Some programs have limits on the use of funds for certain activities such as the 40% cap under Title IV (Safe & Drug-Free Schools) for supporting “safe zones of passage” for students. How are these situations treated in a schoolwide program?



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LEA Treatment of Fund Limits

- The LEA must consider its full allocation when calculating the 40% to be given to the school program.



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School Treatment of Fund Limits

- Funds with such limits lose their specific program identity when combined in a schoolwide program.



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Final Steps

- CDE must be notified when a school is moving to a schoolwide program. Use the forms located at: <http://www.cde.ca.gov/sp/sw/rt>
- [Use “Notice of Authorization of Schoolwide Program” form listed on this Web site.](#)



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Final Steps

- Don't forget that your schoolwide plan must be submitted to your local Board of Education for approval.



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Final Steps

- Submit forms to:
**California Department of
Education**
**School Support and Title I Basic
Office**
1430 N Street, Room 6208
Sacramento, CA 95814.



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More Information

- For more regarding schoolwide programs, you may consult:
- Linda Delehunt
- (916)319-0256
- Ldelehun@cde.ca.gov