



July 25, 2018

Re: Title 1 Notification

The Title I program is a federally funded program authorized under the Elementary and Secondary Education Act (ESEA) of 1965 as reauthorized by the Every Student Succeeds Act (ESSA). The primary purpose of the Title 1 program is to help children have access to the supports they need to meet academic standards.

In the 2018 - 2019 school year, Allegiance STEAM Academy - Thrive will receive Title I Federal Funds. The amount of funding is projected to be approximately \$75,000 depending on our student enrollment, our percentage of students who qualify as low income and the funding rate.

Allegiance Steam Academy has chosen to utilize our Title I funds to support the provision of Instructional Aides for center-based classes and activities. The intent of this approach is to keep student to adult ratios low, so that all students can receive academic instruction and support to meet their needs, as well as to provide for a variety of enrichment activities. Allegiance currently budgets \$120,000 to provide for instructional aide positions. Title I Funding, as well as, general funds are allocated to this expense.

Allegiance believes that educating children is a joint effort between the school and the support system of the child, particularly the parent/guardian of the child. Allegiance encourages parents/guardians to be involved in their child's education through volunteering, joining the PACK Foundation, attending board meetings, and participating in the LCAP and other committees. When schools collaborate with parents to help their children learn and when parents participate in school activities and decision-making about their children's education, children achieve at higher levels. We look forward to collaborating with you through these and other opportunities.

**The U.S. Department of Education defines the purpose of the Title I funding as the following: SEC. 1001. STATEMENT OF PURPOSE.**

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by —

- (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;



- (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- (4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
- (5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- (6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- (7) providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- (8) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
- (9) promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- (10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- (11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
- (12) affording parents substantial and meaningful opportunities to participate in the education of their children.

**Parent Rights Under Title I: Under the Title I Program Guidelines, parents have the following rights:**

To be provided with ready access to information on Title I Programs and Services

To be provided with opportunities to participate in the decision making and programs around the use of Title I Funding

ASA holds regular monthly Board of Directors meetings, for which all parents can attend

ASA holds LCAP and LCAP sub-committees, for which all parents can attend

To request the professional qualification both teachers and paraprofessionals



To request that any and all school information be provided in a language other than English

To be provided with volunteer opportunities with the school, in compliance with school policy

To be provided with information on our complaint procedures (see website)

To be notified if their student is assigned to work with a non-highly qualified teacher

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