

Four overall principles for Title I Programs

1. High academic standards with components of education aligned so that everything is working together to help children reach those standards.
2. A focus on teaching and learning.
 - Enables all children to meet the challenging State standards.
3. Flexibility to stimulate local initiative coupled with responsibility for student performance.
 - Brings Title I decisions down to the school level.
 - Emphasizes planning as an ongoing process.
 - Contributes to a performance-based accountability system.
4. Links among schools, parents, and communities.
 - Focuses on increasing parental involvement.
 - Strengthen Title I school-community connections to better meet children's needs.

Targeted Assistance Title I Programs are offered at the following schools:

Olive Peirce Middle School

1521 Hanson Lane
Ramona, CA 92065
760-787-2400
Lindsay Benedetto, Principal

Future Bound Independent Study School

720 Ninth Street
Ramona, CA 92065
760-787-4300
Melissa Marovich, Principal

A Schoolwide Title I Program is offered at:

Ramona Elementary School

415 Eighth Street
Ramona, CA 92065
760-787-4400
Chris Gunnett, Principal

Hanson Elementary

2520 Boundary Avenue
Ramona, CA 92065
760-787-2100
Christopher Rogers, Principal

Mt. Woodson Elementary

17427 Archie Moore Trail
Ramona, CA 92065
760-788-5120
Jeri Billick, Principal

Montecito High School

720 Ninth Street
Ramona, CA 92065
760-787-4300
Melissa Marovich, Principal

Superintendent

Dr. Brian Thurman

School Board Members

President: Dawn Perfect, Rodger Dohm,
Daryn Drum, Maya Phillips, Dan Summers



TITLE I

The purpose of the Title One

Program is to:

1. Identify and implement best teaching strategies that improve student learning.

2. Enable students to meet the challenging California content standards.

What is the Goal of the Title I Program in the Ramona Unified School District?

The goal of the Ramona Unified School District Title I Program is to enable all participating students to meet the challenging California content and performance standards.

How are Students Identified for Title I Services?

Students are selected for Title I services on the basis of objective criteria from multiple measures assessments. The criteria may include:

Mathematics

- Report Card math grade of a “2” or below.
- Fall MAP RIT score is below projected grade level standards for CAASPP mathematics test.
- Academic Growth indicates that student will not meet academic standards by end of year.
- Attendance is below 80%.

Language Arts

- Report Card reading grade of a “2” or below.

- Fall MAP RIT score is below projected standards for grade level CAASPP English Language Arts test in Reading.
- Fall MAP RIT score is below projected grade level standards on the Language Usage test.
- Writing Prompt Score is below “Meeting” criteria on benchmark assessments.
- Academic Growth indicates that student will not meet academic standards by end of year.
- Attendance is below 80%.

What is a Targeted Assistance Title I Program?

- Targeted Assistance is provided to a select group of students who qualify by not meeting the passing criteria for the Multiple Measures Math and/or Language Arts Standards
- The Targeted Assistance Program is based on quality instructional practices proven to be effective in the improvement of student achievement such as:
 - Accelerated, high-quality curricula.
 - Extended time strategies.
 - Coordinated support by general education program.
 - Instruction provided by qualified staff.
 - Increased parental involvement.
 - Minimized disruption to regular classroom instruction.



What is a Schoolwide Title I Program?

- Schoolwide Programs establish a strategy for systemic schoolwide organizational and instructional change based on research and best practices.
- Serves the unique learning needs of all students enrolled in the school.
- Allows for the coordination of federal funds to meet the needs of all students.
- Includes all stakeholders on the Leadership Team: Parents, Classified Staff, Certificated Staff and Students.
- Includes outside consultation and technical assistance.
- Incorporates a planning year to develop schoolwide program including professional development for all stakeholders.
- Includes a comprehensive needs assessment, with input from all stakeholders, as part of the schoolwide planning process.
- Integrates ongoing monitoring and evaluation elements into schoolwide planning.