



**MCCABE**

UNION ELEMENTARY SCHOOL DISTRICT

# **Title I Parent Meeting Presentation**

March 9, 2022 @ 5:30pm



## Agenda

1. Title I Overview
2. Student-Parent Compact / Parent and Family Engagement Policy
3. Title I Services; 2021-2022
4. Progress Monitoring/State/ELPAC and SBAC Summative
5. Resources
6. District Plans
  - a. Local Control Accountability Plan (LCAP)
7. Meetings
  - Title I (October, February, May)
  - School Site Council



# *Resource Intervention Teachers*



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# Title I Overview



What is Title 1?

- ❖ A federal grant which provides funding to schools under the Every Student Succeeds Act (ESSA)
- ❖ The funds for each school district are based on a State formula that is calculated by the number of students from disadvantaged homes
- ❖ Title 1 services are based on the academic needs of students
- ❖ Title 1 is intended to supplement, not replace, state and district funds

What is the purpose/goal of Title 1?

- ❖ To help students achieve proficiency on state standards
- ❖ To provide direct instructional support to students
- ❖ To provide professional development for teachers
- ❖ To enhance parents' ability to help their children succeed through quality parental involvement activities

What type of Title 1 programs are in schools?

- ❖ Targeted Assistance School (TAS) programs, or
- ❖ Schoolwide program (SWP)

# McCabe Title I: Targeted Assistance Program



In Targeted Assistance Schools, only students identified as Title I-eligible receive services funded by Title I. Students eligible for Title I services are:

- ❖ children **not older than age 21** who are entitled to a free public education through grade 12; and
- ❖ children who are **not yet at a grade level** at which the District provides a free public education.

Title I-eligible students should be identified at the beginning of the school year or whenever they enroll. In Targeted Assistance Schools, a student is Title I-eligible if the student is **identified by school staff** based on **multiple academic measures** as performing below grade level in reading/language arts and/or mathematics. In addition, students are automatically eligible for Title I services if they meet one or more of the following criteria:

- ❖ District Assessment
- ❖ State Assessment
- ❖ Diagnostic Supplemental Assessment
- ❖ Teacher Observation

# Parent and Family Engagement Policy

## School-Parent Compact



Schools receiving Title I, Part A funds are required to do the following:

### Parent and Family Engagement Policy

Every LEA receiving Title I, Part A funds and every school receiving Title I, Part A funds, schoolwide and targeted assistance, is required to develop a written parent and family engagement (PFE) policy. The policy shall be **developed jointly with parents** and families, and **agreed upon by parents** and families, and **distributed to parents** and families. The policy is a statement that describes the PFE program for the school year. The emphasis should be upon the unique roles of home and school and how this partnership enhances student success.

### School-Parent Compact

As a component of the school-level parent and family engagement policy developed under subsection(b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will **share the responsibility for improved student academic achievement** and the means by which the school and parent will build and develop a partnership to help children achieve the State's high standards



## **Title I, Part A Single-School LEA Parent and Family Engagement Policy**

McCabe Union Elementary School District, with parents and family have jointly developed, mutually agreed upon, and distributed to the parents of children a written parent and family engagement district-level policy requirements (ESSA Section 1116[a][2]) and school-level policy requirements (ESSA sections 1116[b] and [c]).

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (ESSA Section 1116[a][2]):

Establish a district-level parent advisory committee comprised of parent representatives from each school site and representative of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

1. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the district's local control and accountability plan (LCAP) in accordance with the review schedule established by the Board of Trustees
2. Invite input on the plan from other district committee and school site council
3. Communicate with parents/guardians through the district newsletter, website, or other methods regarding the plan and the opportunity to provide input
4. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language they parents/guardians can understand
5. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
6. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

Describe response here.

1. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues

2. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs
3. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities
4. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements
5. Provide information to schools about the indicators and assessment tools that will be used to monitor progress

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a][2][C]):

1. Identify overlapping or similar program requirements
2. Involve district and school site representatives from other programs to assist in identifying the specific population needs
3. Schedule joint meetings with representatives from related programs and share data and information across programs
4. Develop a cohesive, coordinated plan focused on student needs and shared goals

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

1. Identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
2. Identification of the needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
3. Identification of strategies to support successful school and family interactions

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):



1. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
2. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged
3. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to designed evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116(a)[2](E):

Describe response here.

1. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians
2. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups
3. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116(a)[2](F):

1. Include information about school activities in district communications to parents/guardians and family members.
2. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
3. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

In addition, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:

- 1) Assist parents/guardians in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

- 2) Provide parents/guardians with materials and training, such as literacy training and using technology<sup>4</sup> (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement

- 3) With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

- 4) To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education

- 5) Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

- 6) Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116(b)[1]):

Parents and family members may provide input on the development of school parent and family engagement policy through attendance and participation in Schoolsite Council meetings, Title 1 and DELAC parent meetings.

This policy is distributed to parents annually during parent conferences in both English and Spanish

Back to School Night, Parent Conferences, and School Site Council Meetings are conducted in English and Spanish as needed to fully communicate with parents

This policy is annually reviewed and updated as needed during school site council meetings.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all

parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b](2)):

Parent and family members may provide input on the development of school parent and family engagement policy through attendance of the Schoolsite Council meetings.

Describe how the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b](3)):

The district Parent Advisory Committee comprised of parent representative from each school annually reviews and updates, as necessary, the district-level parent and family engagement policy

This policy is distributed to parents annually during Parent Conferences in both English and Spanish

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b](4)):

Parents and guardians are encouraged to contact the school principal at any time with any concerns or comments regarding the school or district programs.

Parents/guardians may also attend School Site Counsel meetings to provide their input. Any unresolved, unsatisfactory input shall be included with the plan to the state, as applicable.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c](1)):

The school hosts an annual Back to School Night which also serves as the annual Title I, Part A meeting.

Individual parent conferences held for each student in October of each school year also include the same information as the annual meeting

Regular School Site Council and English Learner Advisory Committee meetings are held to review and monitor school programs.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c](2)):

The school hosts an annual Back to School Night which also serves as the annual Title I, Part A meeting.

Individual parent conferences held for each student in October of each school year also include the same information as the annual meeting. These meeting dates and times are agreed upon by the parent/guardian and the teacher.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c](3)):

Parents are able to provide input into the development of the school plan and school parent and family engagement policy during School Site Council and/or English Learner Advisory Committee meetings.

Parents may also address concerns by completing the annual online Title I parent Survey during Parent-Teacher Conferences in October, or by contacting the teacher or principal.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116[c](4)[A-C])

California State Standards and assessments, school and district goals, and the monitoring of student progress are subjects for advisory committee/council agendas. In addition, these topics are addressed during Back-to-School Night and Parent-Teacher Conferences.

Annually parents are provided information about the educational program in which their child is enrolled and explain the assistance that is available to enable him or her to achieve high standards.

Information is provided during Back-to-School Night, orientation events, and individually to parents during parent conferences and at any other time during the year that might be necessary or appropriate, such as Student Study Team meetings and individual Education Plan meetings.

Describe how the schoolwide program plan, ESSA Section 1114(b) is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent

comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

Parents and guardians are encouraged to contact the school principal at any time with any concerns or comments regarding school programs.

Parents/guardians may also attend school Site Council meetings to provide their input. Any unresolved, unsatisfactory input shall be included with the plan to the district.

McCabe Union Elementary School District Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on Tuesday, March 1, 2022. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before November 1<sup>st</sup> of each school year.

Armando Lopez, Principal

Name and Title of Authorized Official

Signature of Authorized Official

Tuesday March 1, 2022

Date

California Department of Education  
May 2020



## Overview:

- Parent and Family Involvement
- Input from our Educational Partners
- What are your needs?
  - Supports, programs, services, etc.
- Do evening meetings work for you?
- Communication with Administrators

# Title I Services



A variety of services are available through the Title I program to assist your child:

- ★ Small group instruction
- ★ Paraprofessional support staff
- ★ Reinforcement of previously taught skills by the homeroom teacher
- ★ Intervention component within Houghton-Mifflin Journeys curriculum
- ★ Regular communication with the homeroom teacher
- ★ i-Ready program for supplemental instruction and progress monitoring

# Title I Program



## 1st and 2nd Grades:

- ★ Phonics
- ★ High Frequency Words
- ★ Decodable Readers
- ★ Comprehension
- ★ Writing

## 3rd-6th Grades

- ★ Vocabulary
- ★ Comprehension
- ★ Writing



# High Dosage Tutoring



- ★ 1st Grade: Nov. 30- Jan. 27
- ★ 2nd Grade: Feb. 22- Mar. 31
- ★ 3rd Grade: Mar. 8- Apr. 13
- ★ 4th-6th Grade: Mar. 1- Apr. 7
- ★ 7th-8th Grade: Jan. 11- Feb. 17

# Progress Monitoring



- ★ STAR Test (Done every quarter)
- ★ i-Ready Diagnostic (Beginning, Middle, and End of year)
- ★ Teacher Observation (On-going)
- ★ Communication with homeroom teachers (On-going)
- ★ CAASPP - Interim Assessments: Blocks

(California Assessment of Student Performance and Progress)





Student	Test Date	Duration	Rank by SS	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
Student 1	10/16/20	18m 33s	16	1.15	74	0.7	40	44.7	PP	17	0.7 - 1.7
	01/26/21	30m 43s	9	1.48	129	1.6	68	59.9	P	36	1.6 - 2.6
Student 2	10/16/20	10m 22s	19	1.15	8	0.0	1	1	PP	0	-
	01/26/21	13m 51s	15	1.48	72	0.6	21	33	PP	15	0.6 - 1.6
Student 3	10/16/20	28m 9s	10	1.15	135	1.6	79	67	P	37	1.6 - 2.6
	01/26/21	21m 44s	8	1.48	187	2.0	80	67.7	1.3	51	2.0 - 3.0
Student 4	10/16/20	48m 9s	14	1.15	83	1.0	57	53.7	PP	22	1.0 - 2.0
	01/26/21	18m 45s	11	1.48	90	1.2	52	51.1	PP	26	1.2 - 2.2



Student <input type="text" value="Student"/>	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		Initial Placement & Scale Score	Current Placement & Scale Score
	Percent Progress ▾	Scale Score Progress	Percent Progress ▾	Scale Score Progress		
<b>Student 1</b>	<div><div></div></div> ✓ 358%	68/19	<div><div></div></div> ✓ 133%	68/51	● Grade 3 (516)	● Grade 5 (584)
<b>Student 2</b>	<div><div></div></div> ✓ 308%	37/12	<div><div></div></div> ✓ 142%	37/26	● Grade 5 (588)	● Mid 6 (625)
<b>Student 3</b>	<div><div></div></div> ✓ 263%	50/19	<div><div></div></div> 98%	50/51	● Grade 3 (521)	● Grade 5 (571)
<b>Student 4</b>	<div><div></div></div> 63%	12/19	<div><div></div></div> 24%	12/51	● Grade 3 (516)	● Grade 3 (528)

# CAASPP Summative Assessment

(California Assessment of Student Performance and Progress)



## CAASPP Summative Testing Updates

- Students from 3rd – 8th grade will take the CAASPP Summative Test at the end of the school year
- Testing is scheduled for late April and May
- Independent Studies will have the option to test in person or remotely
- Below is a link with Parent/Guardian Resources regarding the Smarter Balanced Summative Test <https://www.caaspp.org/ta-resources/parent-resources.html>

# Resources





California Assessment of  
Student Performance and Progress

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[California Educator Reporting System \(CERS\)](#) [Completion Status](#) [Smarter Balanced Content Explorer](#) [Smarter Balanced Interim Assessments](#)

### Latest News and Tips for the CAASPP Administration

- 1. CAASPP and ELPAC Office Hours & Coffee Sessions**

Join us for virtual office hours and coffee sessions, hosted by the CDE and ETS, which will offer opportunities for LEA staff to ask questions and get answers about the spring assessments and multiple administration options. Visit the [Upcoming Training Opportunities](#) web page to see upcoming dates and to register. Visit the [Past Training Opportunities and Materials](#) web page to find previously recorded sessions and materials.



**Help for LEA  
CAASPP  
Coordinators—**

Hours: M–F, 7 a.m. to  
5 p.m. PT

Phone: **800-955-2954**  
Email: [Success Agent](#)  
Online: [Chat now](#)

- Go to <https://www.caaspp.org/>

# Resources




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Test Operations Management System (TOMS) Test Administration for Educators

California Educator Reporting System (CERS) California Educator Reporting System (CERS)

**Latest News and Tips for the CAASPP**

1. **CAASPP and ELPAC Office Hours & Opportunities**  
Join us for virtual office hours and coffee sessions. These sessions provide opportunities for LEA staff to ask questions and explore multiple administration options. Visit the [Upcoming Sessions](#) page for dates and to register. Visit the [Past Training Opportunities](#) page for recorded sessions and materials.

Parent/Guardian Resources

Practice and Training Tests Portal

CAASPP Coordinator Emails

Accessibility Resources

Summative Assessment Resources

Interim Assessment Resources

Lexile and Quantile Measures

Tools for Teachers/Formative Assessment Resources

Technology Resources

Test Operations Management System (TOMS) Resources

FAQs


CAASPP Fee-based Services

Parent and Guardian Resources and Training Tests

Tools for Teachers

Smarter Balanced Assessment Explorer


Smarter Balanced Interim Assessments

 **Help for LEA CAASPP Coordinators—**  
Hours: M–F, 7 a.m. to 5 p.m. PT  
Phone: 800-955-2954  
Email: [Success Agent](#)  
Online: [Chat now](#)


- Click on **“Resources”**
- Then click on **“Practice and training tests.”**

# Resources





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Home > Resources > Parent/Guardian Resources

## Parent/Guardian Resources

This page contains resources for parents and guardians to support their child with online California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) testing.


### Starting Smarter

[CAASPP Starting Smarter](#) website 


[ELPAC Starting Smarter](#) website 

- The Starting Smarter websites help parents understand student scores and reports, view sample test questions, and provide additional free resources to support your child's learning.

### Practice and Training Tests

[Practice and Training Tests](#) web page 

- This web page provides students guest access to practice and training tests. Select "Sign In" as a Guest User and Guest Session to take a practice or training test with your child. Select your child's grade and choose a practice or training test for the following tests:
  - Smarter Balanced English-language arts or mathematics
  - California Alternate Assessments for English-language arts or mathematics
  - California Science Test






**Help for LEA  
CAASPP  
Coordinators—**

Hours: M–F, 7 a.m. to  
5 p.m. PT

Phone: **800-955-2954**  
Email: [Success Agent](#)  
Online: [Chat now](#)

#### Additional Resources

- Visit the [California Department of Education](#)  for more information about CAASPP testing in California.
- Visit the [ELPAC website](#)  to learn more about the English Language Proficiency Assessments for California.
- View and download supported browsers from the [Secure Browsers](#)  web page.

- Click on **“Practice and Training Tests.”**

# Resources



## Please Sign In




### Guest User

Toggle to sign in as yourself



### Guest Session

Toggle to join an active session

 Run Diagnostics

Browser: Chrome v98

Welcome to the Practice and Training Test site. You can use this site to take practice and training tests. Some questions require you to select one answer; others require you to type a short answer, draw a picture, or complete another type of open-ended task.



Sign In

## Your Tests

Select the test you need to take.

Grade: Select Grade

Please select

✓ Select Grade

KG

1

2

3

4

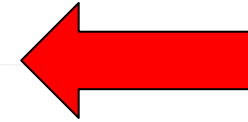
5

6

7

8

9



Return to Login



# Resources



English Language Proficiency Assessment for California

GUEST (SSID: GUEST) | GUEST SESSION

Grade:

### Smarter Balanced Practice Tests

<b>Start Grade 3 ELA Performance Task</b> This is opportunity 1 of 99	<b>Start Grade 3 Math Performance Task</b> This is opportunity 1 of 99
<b>Start Grade 3 Math Practice Test</b> This is opportunity 1 of 99	<b>Start Grade 3 ELA Practice Test</b> This is opportunity 1 of 99

### Smarter Balanced Training Tests

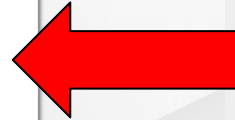
<b>Start Grades 3-5 ELA Training Test</b> This is opportunity 1 of 99	<b>Start Grades 3-5 Math Training Test</b> This is opportunity 1 of 99
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Practice and Training Test Site

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- Scroll halfway down, and then pick a test from the Smarter Balanced Practice Tests



# District Plans



## Local Control Accountability Plan (LCAP)

- 2 Goals:
  1. High quality classroom instruction and curriculum to advance academic achievement in the CA content Standards, decrease the achievement gaps, and promote College and Career Readiness
  2. Safe and positive learning environments that foster experiences to support students' social, emotional, and physical well-being.

## • 8 State Priorities

# District Plans



## LCAP Survey

### 2022-2022 McCabe LCAP Survey for Educational Partners

Your feedback is important in setting the goals and priorities of the district. Key findings from these survey responses will be used to inform decisions on the goals and actions made through the McCabe Union Elementary School District's Local Control & Accountability Plan (LCAP).

For more information, please visit:

[https://www.muesd.net/apps/pages/index.jsp?uREC\\_ID=665417&type=d&pREC\\_ID=1115742](https://www.muesd.net/apps/pages/index.jsp?uREC_ID=665417&type=d&pREC_ID=1115742)

Please complete this survey by Monday, February 28, 2022.

 kristi.cook@muesd.net (not shared) [Switch account](#)



Click on link below to access the 8 state priorities.

<https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp>

### 8 State Priorities

These are the **8 state priorities** every district is asked to focus on.



### 2022-2022 McCabe LCAP Survey for Educational Partners

 kristi.cook@muesd.net (not shared) [Switch account](#)



\* Required

#### Family Information

What is your relationship to MUESD? \*

- ☐ Parent/Guardian/Family Member
- ☐ Community Member

Please indicate the current grade level(s) for your child(ren) if applicable. \*

- ☐ Transitional Kindergarten
- ☐ Kindergarten
- ☐ 1st
- ☐ 2nd
- ☐ 3rd

# District Meetings



**Meeting Cycle:**  
October, February, May

**Meeting Times:**  
School Site Council 4:00pm

**Title I: 5:00pm**  
**Representative: Kristi Cook**

**District English Learner Advisory Committee (DELAC): 5:30pm**  
**Representative: Ruth Ontiveros**

School Site  
Council (SSC)

**Next  
Meeting:  
3/9/2022  
4:00pm**