



**MCCABE**

UNION ELEMENTARY SCHOOL DISTRICT



2021-2022

# **Title I**

## **Annual Parent Meeting**

November 17, 2021 @ 5:00pm



# Agenda

1. **Title I Overview**
2. **McCabe Title I: Targeted Assistance**
  - a. Notification: Teacher Qualifications
  - b. Parent and Family Engagement Policy
  - c. Student-Parent Compact
3. **McCabe Title I: 2021-2022 Services**
4. **District Plans**
  - a. School Plan for Student Achievement (SPSA)
  - b. Local Control Accountability Plan (LCAP)
5. **Parent Meetings**
  - a. Title I (November, February, May)
  - b. School Site Council

# 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

# Title 1 Notification Regarding Teacher Qualifications



701 W. McCabe Road, El Centro, CA 92243  
Phone: (760) 335-5200 Fax: (760) 352-4398  
[www.muesd.net](http://www.muesd.net)

September 01, 2021

## Letter for Parents' Right to Know Regarding Teacher Qualifications

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
  - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact **Mrs. Lola Larios** at (760) 335-5203.

Respectfully,  
Lola Larios  
Director, Administrative and Fiscal Services  
McCabe Union Elementary School District  
701 W. McCabe Road  
El Centro, CA 92243  
Phone: 760.335-5203  
[lola.larios@muesd.net](mailto:lola.larios@muesd.net)

## Parents have the right to know whether the teacher:

- has met State **qualifications** and licensing criteria for the subject areas in which instructions is provided
- is teaching under emergency or other **provisional status**
- is teaching in the **field** of discipline of the certification of the teacher
- is providing services through **paraprofessionals**, and their qualifications

# **McCabe Title I: Parent and Family Engagement**



**Parent Involvement Policy**

**Annual Parent Meeting**

**Regularly Scheduled Meetings**

**School-Parent-Student Compact**

# Student-Parent Compact



## What is a School-Parent compact?

School-Parent Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to ensure all our students reach or exceed grade level standards.

Effective compacts:

- Link to goals of the school improvement plan
- Focus on student learning goals
- Describe how teachers will help students develop those skills using high-quality curriculum and instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom



# Student-Parent Compact



## Activities to Build Partnerships

- Quarterly meetings to actively communicate updates and topics relevant to families
- Share presentations and resources
- Network with parents needing assistance with social or emotional need
- Parent participation in School Site Council (SSC) and District English Language Advisory Committee (DELAC)
- Various family engagement opportunities are calendared throughout the year to build relationships

## Communication About Student Learning

- Website and Email
- School Messenger system
- Friday Newsletters
- Family Engagement Strategies
- Back to School Nights
- Parent-Teacher Conferences
- Open House

## **The Student's Role**

- Attend school on time every day ready to learn
- Give family all school communications
- Take responsibility for their own learning while working collaboratively with others and when doing independent tasks
- Complete all class work and homework on time and to the best of their ability
- Be a positive participant, act respectfully, work responsibly in a safe environment at all times and locations within our community

## **The Teacher's Role**

- All students receive equal access to the curriculum through high quality instruction by utilizing research based strategies
- Maintain a classroom with clear academic and behavioral standards, goals, and expectation
- Teachers work collaboratively to plan curriculum, monitor student progress through examining student work, and guide instruction in their grade level.

## **The Family's Role**

- Monitor homework; ensure student is reading at least 20-30 minutes everyday
- Provide a quiet place for study
- Ensure student is arriving at school on time, well rested, and ready work
- Read all the communications sent from the school and respond when appropriate
- Attend parent-teacher conferences and parent trainings to learn more about your child's education
- Support teacher's and school's behavioral expectations
- Set limits and monitor your child's use of social media sites
- Have a dialogue with your student about their school day and on-going projects

## Title I, Part A School-Parent Compact 2021-2022

The McCabe Union Elementary School District and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116(d)).

The McCabe Union Elementary School District is committed to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards. Parents/Guardians/Families are committed to supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time.

The District provides targeted individual and small group instruction. Instructional Assistants facilitate the remedial instructional services to target populations. The Intervention Teachers provide direct student instruction and provide ongoing instructional strategies to teachers. The Intervention Teacher assists with curriculum planning and implementation. We further support the need by providing professional development in English Language Arts (ELA), Mathematics, History/Social Studies, and Science. The professional development is utilized to close the achievement gap and support the instructional services to our underperforming student population.

The McCabe Union Elementary School District participates in parent and family engagement throughout the year. Annual notifications, State Assessment results, and parent/guardian and family engagement opportunities are distributed through the district school mass email notifications, phone calls, website, home mailings, and Friday letters. Parent/Guardian and family engagement activities include the collaboration of student academic achievement and school performance, reviewing state and local assessments, technology use, personnel updates, available resource centers, and external support services. Parent/Guardian and family engagement is scheduled regularly throughout the year through our Title I Meetings, School Site Council, and Parent Teacher Organization. Parent/Guardian conferences are embedded in the school calendar to provide an opportunity to volunteer, observe, meet individually with teachers to discuss student progress, state/local assessments, and any potential achievement gaps. Parents/Guardians may access school resources and learning software from home. Parents/Guardians may also access student progress through our Student Information System-Synergy ParentVUE. Google classroom is also utilized to support online services for students and parents/guardians. Parent/Guardian requests for support services are voiced and addressed through the stakeholder meetings, face-to-face meetings, surveys, Title I consultation meetings etc. In support of these requests, we embedded intervention support, enrichment classes (music/orchestra), attendance/academic achievement assemblies, and Google classrooms. Parent Liaisons and translation services are readily to support parents and family members who have limited English proficiency. Parent/Guardian and family communication is provided in English and translated to the home language.

This Compact was established by McCabe Union Elementary School District on October 26, 2021, and will be in effect for the period of 2021-2022 School Year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: November 15, 2021.

California Department of Education, April 2020

### Governing Board

Judy Tagg	Karina Alvarez	Dr. Edgar Aguilar	Alec Hendry	Alexa Horne
Lola Larios	Armando Lopez	Gina Sanchez-Macias	Kristin Wells	
Director	Principal	Assistant Principal	Assistant Principal	



**MCCABE**  
UNION ELEMENTARY SCHOOL DISTRICT

# *Meet the Resource Intervention Teachers*



***Kristi Cook***

701 W. McCabe Road  
El Centro, CA 92243  
760-335-5200

**[kristi.cook@muesd.net](mailto:kristi.cook@muesd.net)**



***Dianna Espinoza***

701 W. McCabe Road  
El Centro, CA 92243  
760-335-5200

**[dianna.espinoza@muesd.net](mailto:dianna.espinoza@muesd.net)**



# Resource Intervention



A variety of services are available 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
- ★ Supplemental and progress monitoring instructional materials

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## Pup and Cub Have Fun



Pup can run.  
Cub can run.  
Pup and Cub have fun!

1



Pup can tug.  
Cub can tug.  
Pup and Cub have fun!

2

## Plant it!

Gardening can be a rewarding hobby if you are willing to put in the time, but there are several things you need to know as a beginner. First, you might have specific preferences with regard to color. You might also need to consider your lifestyle and the maintenance required when deciding upon which type of plants to grow. Once you decide which type of garden you would like to grow, and how much time you are willing to commit, you are ready to begin. There are two main types of plants: annuals and perennials.

Plants that are planted annually are referred to as annuals. A few common annuals are petunias, geraniums and impatiens. You are likely to see these in large numbers during the summer months. Each of these begin to flower in late spring or early spring depending on the climate. Petunias and geraniums do best with lots of sun whereas impatiens do best in the shade with minimal sun. Annuals do not come back the following year. Many gardeners prefer annuals because of their rich and vibrant colors.

Perennials are plants that can be planted once and come back each year. Perennials are often favorites among gardeners as they return each year, often stronger and more abundant. Popular perennials include tulips, daffodils and daisies. Tulip and daffodil bulbs are often planted in early fall and bloom in early spring.

## A Job for Bob

by Harry Tolan  
illustrated by Diane Blasius



This is Bob Bear. Bob has a job.  
Animals like Bob. Bob is a big help.  
His job is a big help to them. Bob can  
bring them gifts.

1



At his work, Bob got this big tan box.  
This box had no name on its tag, but Bob  
must take it to the right animal.

2

### Should School Start Later?

- 1 Everybody knows that teenagers are sleepy in school. Too many students do not get the recommended number of hours of sleep they need in order to make it through the day. Although a number of factors influence this, it would help to change the time teenagers are expected to begin school each morning. A later start time would give students enough sleep to be better prepared to learn.
- 2 Many studies have been conducted on how much sleep students need. Most of this research has shown that teenagers need at least 7 to 9 hours of sleep each night. A teenager is going through a lot of biological changes. During sleep, important brain activity and functions are performed to manage these changes. Only 15% of teenagers surveyed report getting at least 8 hours of sleep during the school week.
- 3 When teenagers do not get enough sleep, bad things can result. Students can become easily irritable and cranky. These problems can lead to behavioral problems and become an obstacle to academic success. Students who lack adequate sleep tend to make more impulsive decisions and take more risks. Students suffering from sleep deprivation have reduced attention, and it may be harder for them to concentrate on complex tasks and assignments. These traits have always been hallmarks of teenage life.

R

## RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.

A

## ANSWER THE QUESTION

What is being asked?

Answer all parts of the question.

C

## CITE THE SOURCE

Tell where you found examples and details in the text.

In paragraph 2... The text states ... The author says...

E

## EXPLAIN

your response. Give evidence from the text to support your answer. Add your thoughts.

For example... This shows... This means... I believe...

**Your school is thinking of implementing school uniforms. Do you think your school should have uniforms? Write at least two paragraphs in support of your opinion to give to Mrs. Wells. Make sure you write at least 2 paragraphs with 3 sentences each and include your opinion and supporting reasons.**

- Think about what you will write before you begin writing.
- State your opinion clearly and give 2 or more reasons to support your opinion.
- The answer should include at least 2 paragraphs with 3 complete sentences each.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.



# 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

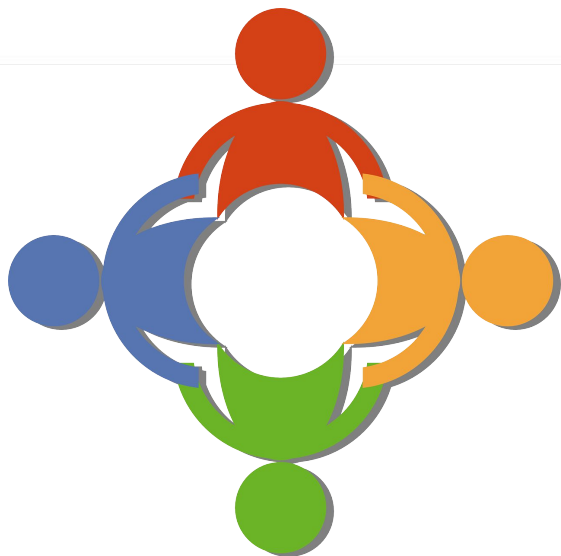
## School Plan for Student Achievement (SPSA)

- School Site Council
- School's Planned Actions and Expenditures to support students
  - Actions are connected to the LCAP

# District Meetings



**Meeting Cycle:  
November, February, May**



- ★ **School Site Council 4:00 PM**
- ★ **Title I 5:00 PM**
- ★ **District English Learner  
Advisory Committee (DELAC) 5:30 PM**

**Look for announcements, and come join us!!**