



MCCABE

UNION ELEMENTARY SCHOOL DISTRICT



Title I Parent Meeting Presentation

October 8, 2020 @ 5:30pm



Agenda

1. Title I Overview
2. Title I; Targeted Assistance
3. Parent Notification;
 - Parents Right-to-Know
4. Review Student-Parent Compact
5. Parent and Family Engagement Policy
6. Title I Services; 2020-2021
7. District Plans
 - a. School Plan for Student Achievement (SPSA)
 - b. Local Control Accountability Plan (LCAP)
8. Meetings
 - Title I (October, January, May)
 - School Site Council

Title I: Targeted Assistance



Title I; Targeted Assistance

In Targeted Assistance Schools, only students identified as Title I-eligible may receive services funded by Title I. Students eligible for Title I services are (i) children not older than age 21 who are entitled to a free public education through grade 12; and (ii) children who are not yet at a grade level at which the District provides a free public education. A student is eligible for Title I services if identified by the school staff as failing or most at-risk of failing to meet state academic achievement standards. The identification of Title I-eligible students must be based on multiple, educationally related, objective criteria established by the District.

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

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 **Elizabeth Goff** at (760) 335-5203.

Respectfully,

Elizabeth Goff
Director, Administrative and Fiscal Services
McCabe Union Elementary School District
701 W. McCabe Road
El Centro, CA 92243
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Title I, Part A Single-School LEA Parent and Family Engagement Policy

(Insert Single-School LEA Name) 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]):

Describe response here.

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]):

Describe response here.

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.

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]):

Describe response here.

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]):

Type examples or add bullets here.

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]):

Describe response here.

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to design 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.

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]):

Describe response here.

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]):

Describe response here.

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]):

Describe response here.

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]):

Describe response here.

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]):

Describe response here.

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]):

Describe response here.

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]):

Describe response here.

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]):

Describe response here.

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])

Describe response here.

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]):



Describe response here.

(Insert Single-School LEA's Name) 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 (Insert Date). The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before (Insert Date).

Print Name and Title of Authorized Official

Name and Title of Authorized Official

Insert signature of Authorized Official

Signature of Authorized Official

Enter Date

Date

Student-Parent Compact



Laura Dubbe
Superintendent

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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 skills
- 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.

Jointly Developed with the families, students, and staff of McCabe Union Elementary School District, School Site Council and parent advisory committees

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 issues.
- ➔ 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

Governing Board

Karina Alvarez Chip Corfman Alexa Horne Mike McFadden Judy Tagg

Elizabeth Goff Armando Lopez Gina Sanchez-Macias Kristin Wells
Director Principal Assistant Principal Assistant Principal



Laura Dubbe
Superintendent

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The Student's Role

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

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Director Principal Assistant Principal Assistant Principal

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 expectations
- 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 every day
- Provide a quiet place for studying
- Ensure student is arriving at school on time, well rested, and ready to learn
- 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 daily with your student about their school day and ongoing projects



Meet the Title I Teacher

Kristi Cook

Title I Teacher

701 W. McCabe Road

El Centro, CA 92243

760-335-5200

kristi.cook@muesd.net

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

District Plans



Local Control Accountability Plan (LCAP)

- 4 Goals:
 1. Implementation of Standards ELA and Literacy in Social Studies, Science and Technical Subjects
 2. Implementation of Standards Mathematics
 3. Implementation of STEM
 4. Improve overall school climate and feeling of belonging

● 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:
October, January, May

Meeting Times:
School Site Council 4:00pm

Title I: 5:30pm
Representative: Kristi Cook

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

**School Site
Council (SSC)**

**Next
Meeting:
10/15/2020
4:00pm**