



MCCABE

UNION ELEMENTARY SCHOOL DISTRICT

Title I Parent Meeting

May 6, 2021 @ 5:30pm



Agenda

1. Title I Update
2. Expanded Learning Opportunities (ELO) Grant Plan
3. Local Control Accountability Plan (LCAP)
4. LCAP Annual Update
 - a. 2019-2020 & 2020-2021
5. LCAP Federal Addendum
6. LCFF Budget Overview for Parents
7. Title I Services End of Year; 2020-2021

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 **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
Phone: 760.335-5203
liz.goff@muesd.net
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Expanded Learning Opportunities Grant Plan



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
McCabe Union Elementary School District	Laura Dubbe Superintendent	laura.dubbe@muesd.net 760-335-5200

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The McCabe Union Elementary School District actively pursued parent, teacher, and school staff input in the development of the Expanded Learning Opportunities Grant Plan. The ELO Grant Plan was reviewed with staff, School Site Council, Parent Teacher Organization (PTO), Title I, District English Learner Advisory Committee (DELAC), McCabe Teachers Association (MTA), and California School Employees Association (CSEA). In assurance with CSEA, 10 percent (10%) of the funding will be utilized to employ paraprofessionals to provide supplemental instruction and support. The supplemental instruction and support provided by the paraprofessionals will be prioritized for English Learners and students with disabilities. In the collaboration meetings, there was a high interest and need to provide after-school services through an in-person model. Social-emotional is a need not only for students but for staff. A social-emotional curriculum will be researched for future implementation. The focus and target will be social-emotional professional development.

A survey was distributed to families to seek input on the priority of services. We had a total of 287 respondents, with each grade level represented. The top choice for services was the after-school tutoring/small group learning supports and expanded learning/summer school:
 *31% After-School Tutoring/small group learning supports
 *18% Expanded Learning/Summer School

Families voiced a need for social-emotional learning to include counseling services, social interactions, and extra-curricular activities.

Key areas of need of our targeted

children in the 2020–21 school year,

Learner Teacher, Psychologist,

and teacher
 student engagement logs, attendance
 and access to health, counseling,
 access to school meal programs.

supplemental instruction and support.

home mailings, and Friday

learning program to include the
 barriers.

have limited English proficiency,
 parent/guardian and family

through a supplemental summer

Secondary School Emergency Relief Funds

how it will use ELO Grant funds to support the supplemental instruction and

pacing guides and district benchmark

Math and Social-Emotional/Well-Being

ing block and provide referrals for family/student

ategies and effectively addressing learning gaps.

Training, including strategies for trauma-
 health needs, and academic needs. The

struction and support

ditures

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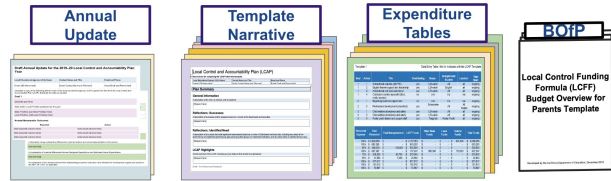
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LCAP

Local Control Accountability Plan

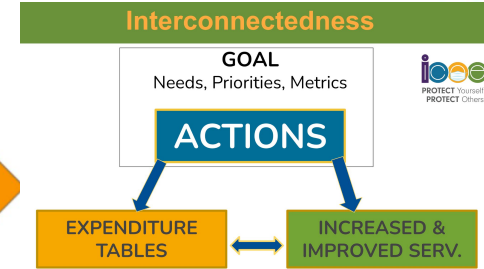


Overview: LCAP Elements



**3 Year Plan
2021-2024**

Your Students Greatest Needs Performance Gaps Stakeholder Input Goals and Actions Increased/ Improved Services



GOAL 1: All McCabe students will receive high quality classroom instruction and curriculum to

- **Advance academic achievement**
- **Decrease the achievement gaps**
- **Promote College and Career Readiness**

Goal 2: Improve the overall school climate for all McCabe students through promoting

- **Social and emotional development**
- **Feelings of belonging and safety.**

LCAP

Annual Update



Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Offering/Program
In-Person Instructional Offerings
Distance Learning Program
Pupil Learning Loss
Additional Actions and Plan Requirements
All Expenditures in Learning Continuity and Attendance Plan

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All Expenditures in Learning Continuity and Attendance Plan

Total Expenditures by Object Type and Funding Source	
Funding Source	
All Expenditure Types	
1000-1999: Certificated Personnel Salaries	
2000-2999: Classified Personnel Salaries	
3000-3999: Employee Benefits	
4000-4999: Books And Supplies	
5000-5999: Services And Other Operating Expenditures	
Supplemental and Concentration	
LCFF Supplemental and Concentration	
Other	
All Funding Sources	
LCFF Supplemental and Concentration	
Other	
Supplemental and Concentration	
Title II	

Learning Continuity & Attendance Plan



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/c/documents/lmgcncntnyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
McCabe Union Elementary School District	Laura Dubbe Superintendent	laura.dubbe@muesd.net 760-335-5200

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The McCabe Union Elementary School District (MUESD) is a single school rural district located on the outskirts of El Centro in Imperial County, approximately 15 miles from Mexican border. The district serves over 1,350 students, in grades Transitional Kindergarten through Eighth grade. The student demographics includes 14% English Learners, 33% Socioeconomically Disadvantaged, and an LCFF Unduplicated Count of 548 students equivalent to 40% Unduplicated pupils. Since its inception in 1912, the district has expanded with over 70 classrooms and 135 employees. Our mission is to be the model of educational excellence, innovation and leadership. We are committed to work collectively with students, families, and the community.

Under the traditional school day, the district operated on an in-person instructional model. Due to the COVID-19 pandemic, the district was shut-down on March 17, 2020. The district transitioned to a distance learning model, which was quite an ad learning. The District quickly provided adaptations to adhere to this new model, including the issuance of C licenses, activating video communications such as Zoom and Google Meets. The teachers responded by coi digital format. In the interim of the transition to digital learning, the district provided "curbside distribution" o being mindful to the physical distancing requirements.

The uniqueness of our district fully understands another wave of this pandemic may require immediate acti opportunity to embrace a new way of learning and meet the equity of our subgroups. We will continue to bu connection with our students and staff to ensure success.

Professional Development opportunities are key to keep the teaching staff and instructional aides up to date and resources. The teachers provide regular student check-ins to address social-emotional well-being. We interaction and socialization are constant to maintain a normalcy. The District Psychologist and County Nur outreach, referrals, and support as needed.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) to promote health and safety measures, signage, and sanitation to classrooms and school offices.	125,000	
Social-Emotional professional development and resources as outlined under the five core competencies.	5,000	
Cost of purchasing digital software licenses and online resources to support distance learning.	100,000	
Professional Development trainings in the areas of distance learning and digital tools.	35,000	

LCAP Federal Addendum



Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

McCabe Union Elementary School District

CDS code:

13-63180

Link to the LCAP:

(optional)

www.muesd.net

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)

Title I, Part A Improving Basic Programs Operated by State and Local Educational Agencies
Title II, Part A Supporting Effective Instruction

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.



CALIFORNIA DEPARTMENT
OF EDUCATION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

November 17, 2020

Laura Dubbe, Superintendent
McCabe Union Elementary
701 West McCabe Rd.
El Centro, CA 92243-9507

Dear Superintendent Dubbe,

As you are aware, the Local Control and Accountability Plan Federal Addendum (LCAP Federal Addendum) must be completed and submitted to the California Department of Education (CDE) in order to apply for funding from the following Every Student Succeeds Act (ESSA) programs: Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; and Title IV, Part A.

I am writing to inform you of the approval of McCabe Union Elementary's LCAP Federal Addendum by the California State Board of Education (SBE) at its September 2020 meeting. Congratulations! McCabe Union Elementary has met the requirements for an approved local educational agency (LEA) Plan as defined in California's approved ESSA State Plan.

Consistent with ESSA Section 1112(a)(5), McCabe Union Elementary must periodically review and revise its LCAP Federal Addendum, as necessary. As such, McCabe Union Elementary is required to update its description for the Title I, Part A, Educator Equity provision to reflect California's new definitions of "ineffective" and "out-of-field" teachers. The updated definitions are available at <https://www.cde.ca.gov/tp/ae/teacherequitydefinitions.asp>. Revisions to McCabe Union Elementary's LCAP Federal Addendum may be made at the local level, consistent with individual Title program requirements. Revisions to the LCAP Federal Addendum are not submitted to the CDE unless required by an individual Title program office. Revisions required by an individual Title program office should be submitted directly to the Title program office rather than to the CDE's LCAP Federal Addendum submission system.

Additionally, Senate Bill 820 amended California Education Code Section 52065(a)(1) to require school districts to post their approved LCAP Federal Addendums prominently on the LEA's homepage, along with the 2020–21 Learning Continuity and Attendance Plan. Please post the approved LCAP Federal Addendum, and any revisions to the LCAP Federal Addendum, on the McCabe Union Elementary's homepage.

In the following pages, ONLY complete the sections for the corresponding programs.

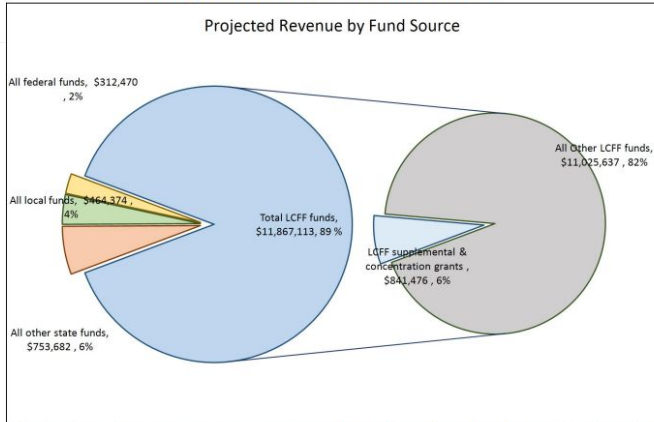


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: McCabe Union Elementary School District
CDS Code: 13631806008593
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Laura Dubbe, Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year



This chart shows the total general purpose revenue McCabe Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for McCabe Union Elementary School District is \$13,397,639, of which \$11,867,113 is Local Control Funding Formula (LCFF), \$753,682 is other state funds, \$464,374 is local funds, and \$312,470 is federal funds. Of the \$11,867,113 in LCFF Funds, \$841,476 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview For Parents

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 Services; 20-21



Distance Learners

Zoom

1st - 24

2nd - 28

3rd - 24

4th - 6

5th - 16

6th - 12

Total- 110

In-Person and Distance Learners

In-Person

1st- 17

2nd- 21

3rd- 14

4th- 5

5th- 11

6th- 0

Total- 68

Zoom

7

7

9

1

5

12

41