


Please feel free to join the Spanish-speaking breakout room with Ms. Zamora by clicking on breakout rooms at the bottom of your screen and click “join”



2021-2022 Title I Parent Meeting

Edison High School

August 19, 2021
5:00 PM

Stockton Unified School District



Agenda

- * What is Title I? / Goals of Title I / Parents Rights
- * School Plan for Student Achievement (SPSA)
- * Title I Funding
- * Title I Parental & Family Engagement Policy
- * School-Parent Compact





WHAT IS TITLE I?

- Title I provides additional academic support and learning opportunities for students.
- The program is intended to help ensure that all students meet the California Common Core State Standards.

GOALS OF TITLE I

- Increase academic achievement
- Provide direct instructional support to students
- Provide professional development to teachers
- Promote parent education and involvement

Parents Rights...

- * Ask for meetings and trainings
- * Review the school's achievement data
- * Review the parent involvement plan and activities included in the School Plan for Student Achievement
- * Review and modify the school's Title I Parental & Family Engagement Policy and School-Parent Compact

PARENT INVOLVEMENT

The School Site Council (SSC) provides parents with an opportunity to be involved in the academic program of the school.

The SSC develops, monitors, and evaluates the School Plan for Student Achievement to implement programs and services that support students.

Collaboration (working together) between schools and families is essential to increase student achievement.

At our school, parents are involved in the following activities at our site:

- Parent conferences
- Workshops/training
- Parent Nights
- Volunteer work

Be Informed... we are using the following to communicate with you!

- Mass Notification System
- Website
- Instagram
- Facebook
- Twitter
- Class notification app

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Annually evaluate the program goals

- Comprehensive Needs Assessment
- Review of School Performance Data (Dashboard, Comprehensive School Profile, etc.)

Goals and strategies to address student academic needs

- Description of core and supplemental programs
- Description of instructional strategies and interventions to assist struggling students
- Professional needs and activities
- Parent involvement strategies and activities

Alignment of Fiscal Resources with strategies

Available electronically: <https://www.stocktonusd.net/Page/10028>

SPSA Development – FOUR Required Actions:

- 1) The SPSA must be meaningfully developed with parent input.
- 2) The SPSA must be shared with ELAC, with opportunity for ELAC recommendations.
- 3) The SPSA must be approved by the School Site Council, after ELAC recommendations are presented and considered.
- 4) The SPSA must be approved by the district's governing board.

DISTRICT CURRICULUM

(adopted January 2019)

- Benchmark Advance (ELA/ELD)
 - Ready Math
- Pearson Math (Algebra/Geometry)
 - MyPerspectives (ELA/ELD)



SCHOOL PERFORMANCE

DATA

Schools analyze the SBAC, ELPAC, and iReady assessment results and review school-wide performance data

The performance data is used to align the curriculum to the state standards to improve instruction.

Schools adjust instructional practices based on the findings of the performance data.

SBAC - Smarter Balanced Assessment Consortium

ELPAC - English Language Proficiency Assessments for California

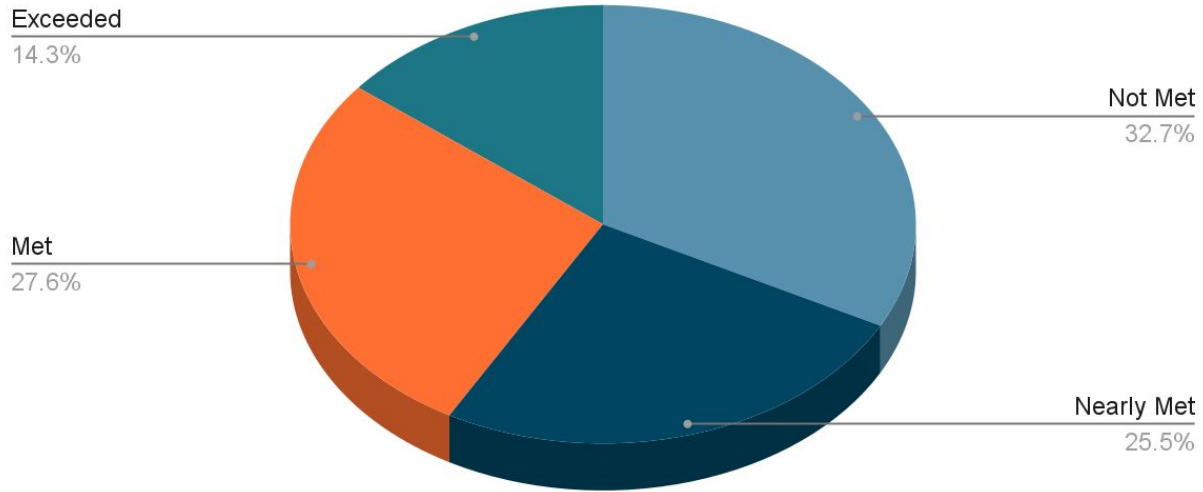
SCHOOL PERFORMANCE DATA



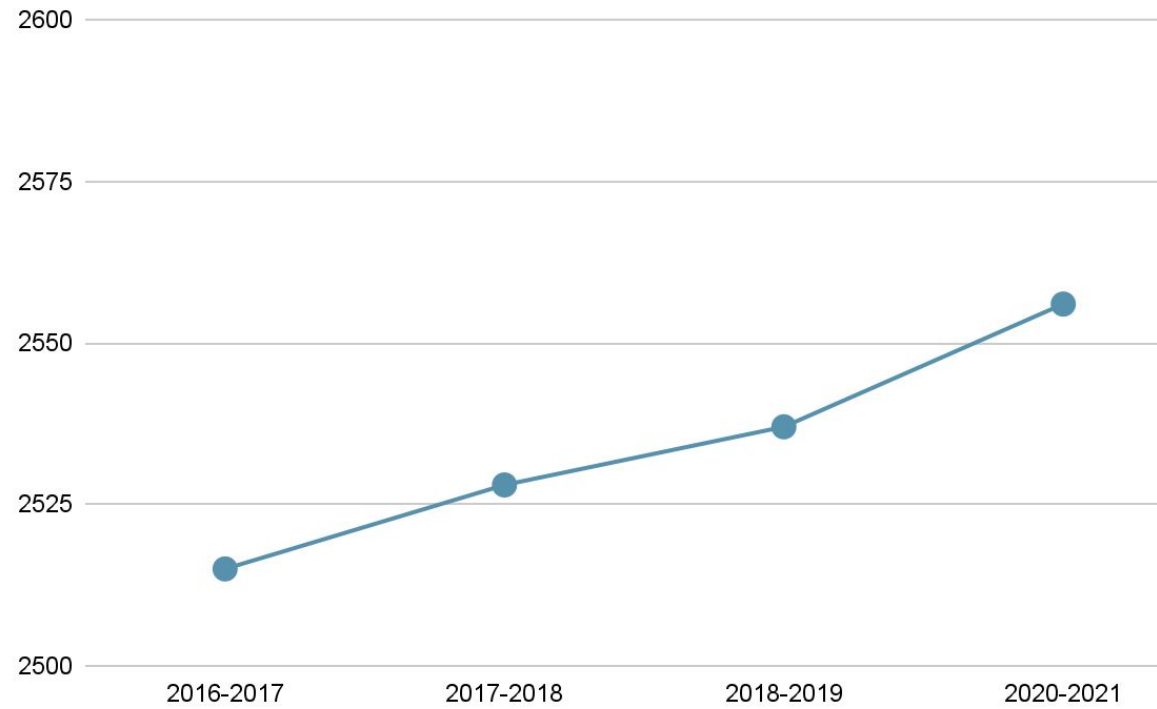
CAASPP ELA Spring 2021

Spring 2021 Results

SBAC ELA



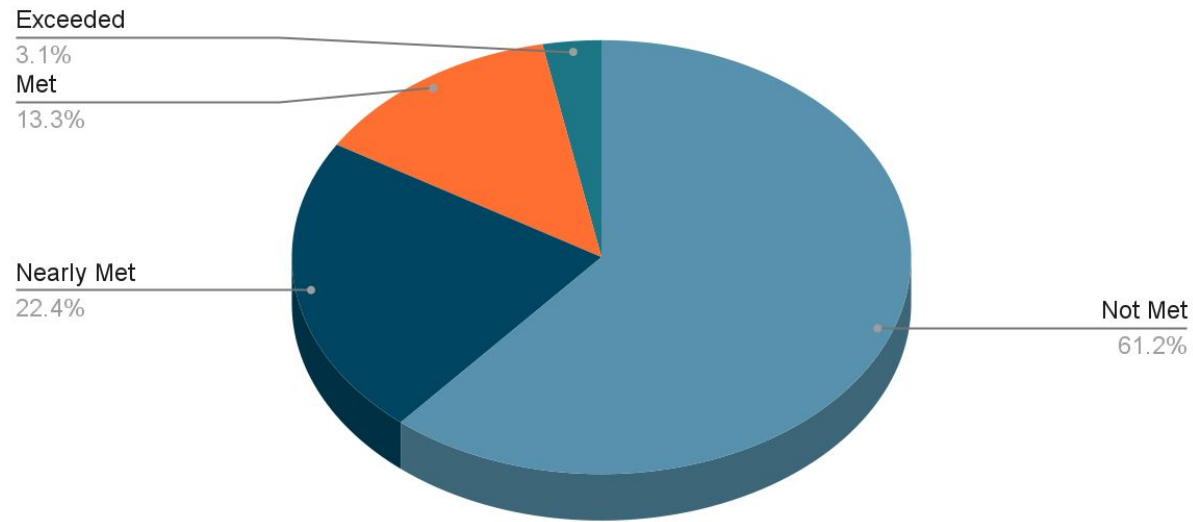
SBAC ELA Average Scores 2016-2021



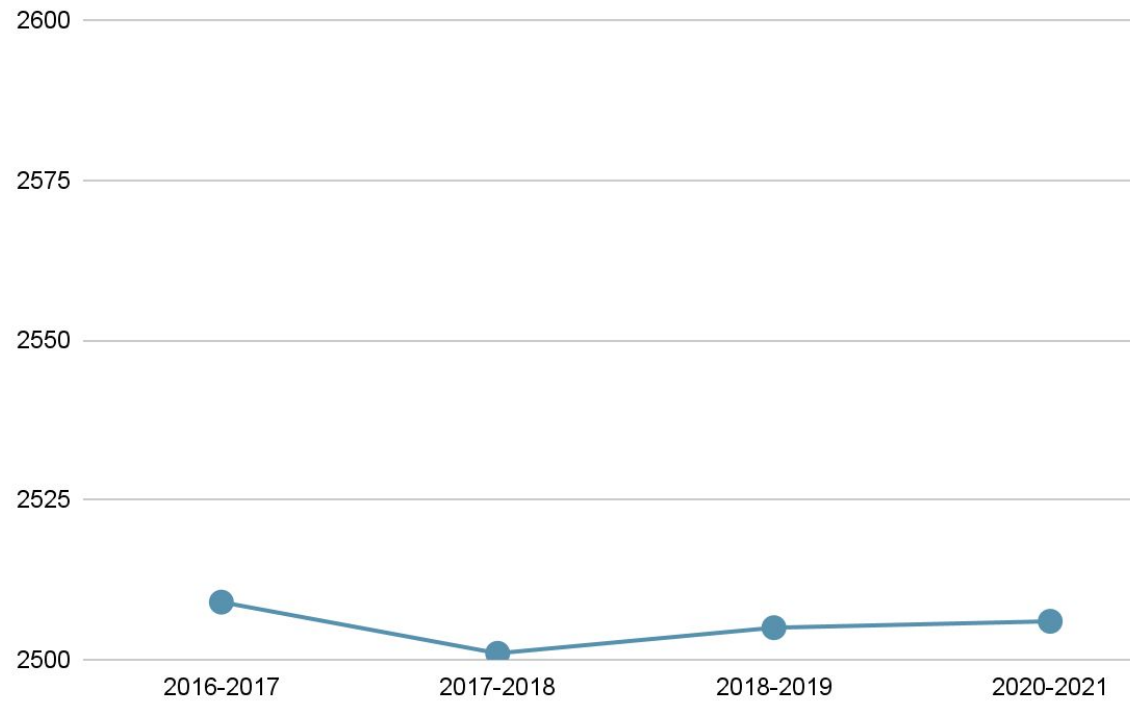
CAASPP Math

Spring 2021 Results

SBAC Math



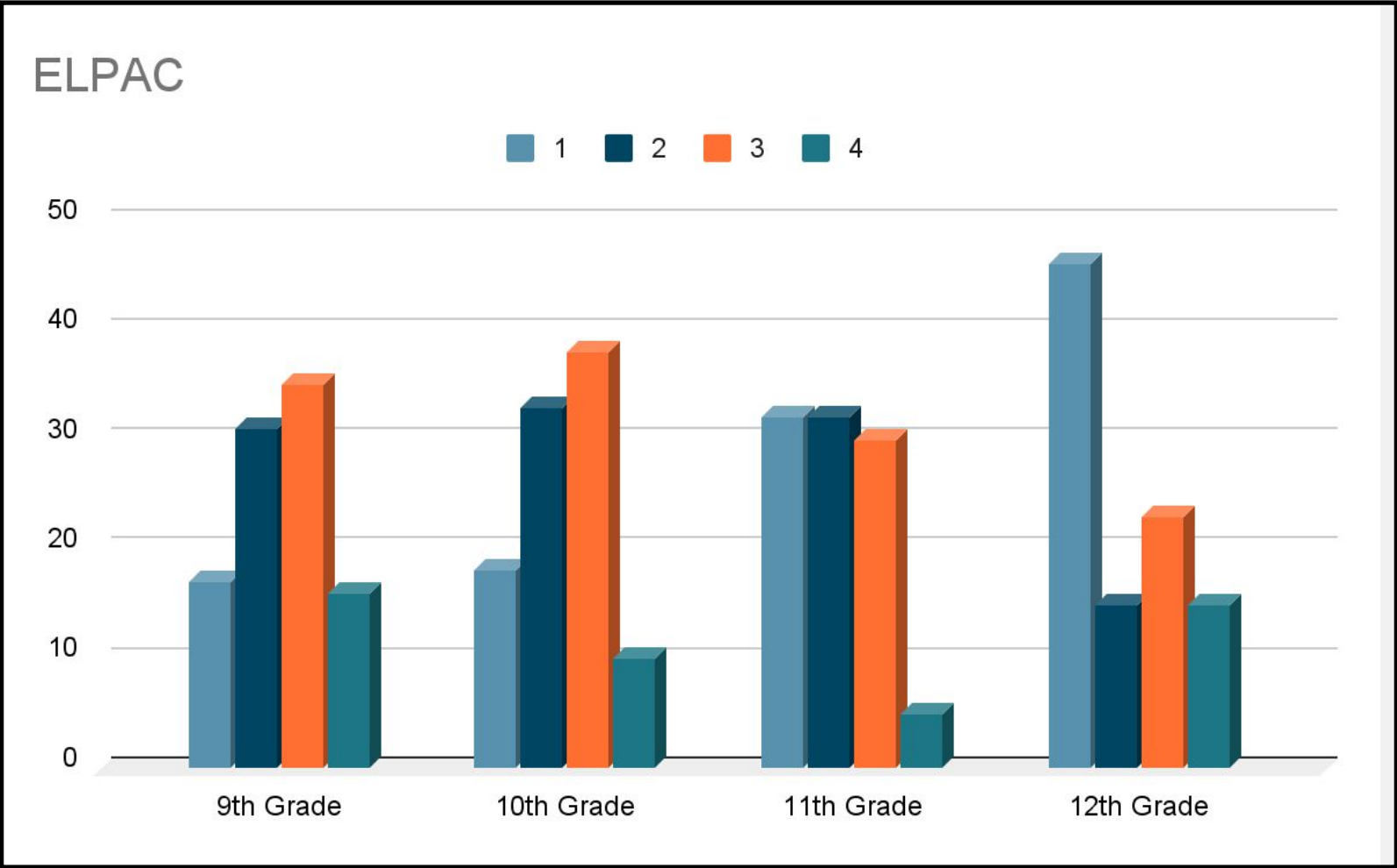
SBAC Math Average Scores 2016-2021



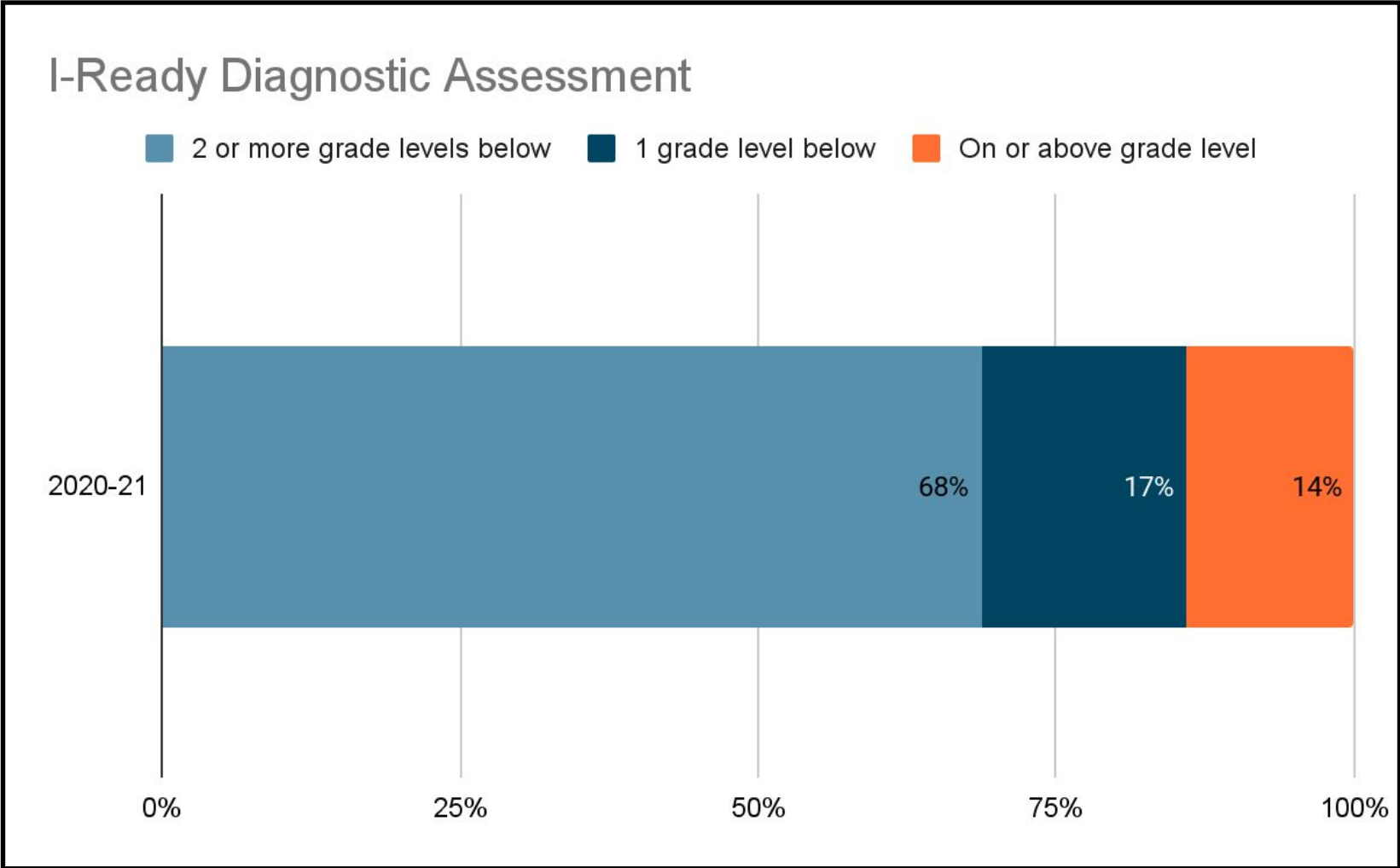
Putuaciones de ELPAC por grado

Reclassification:

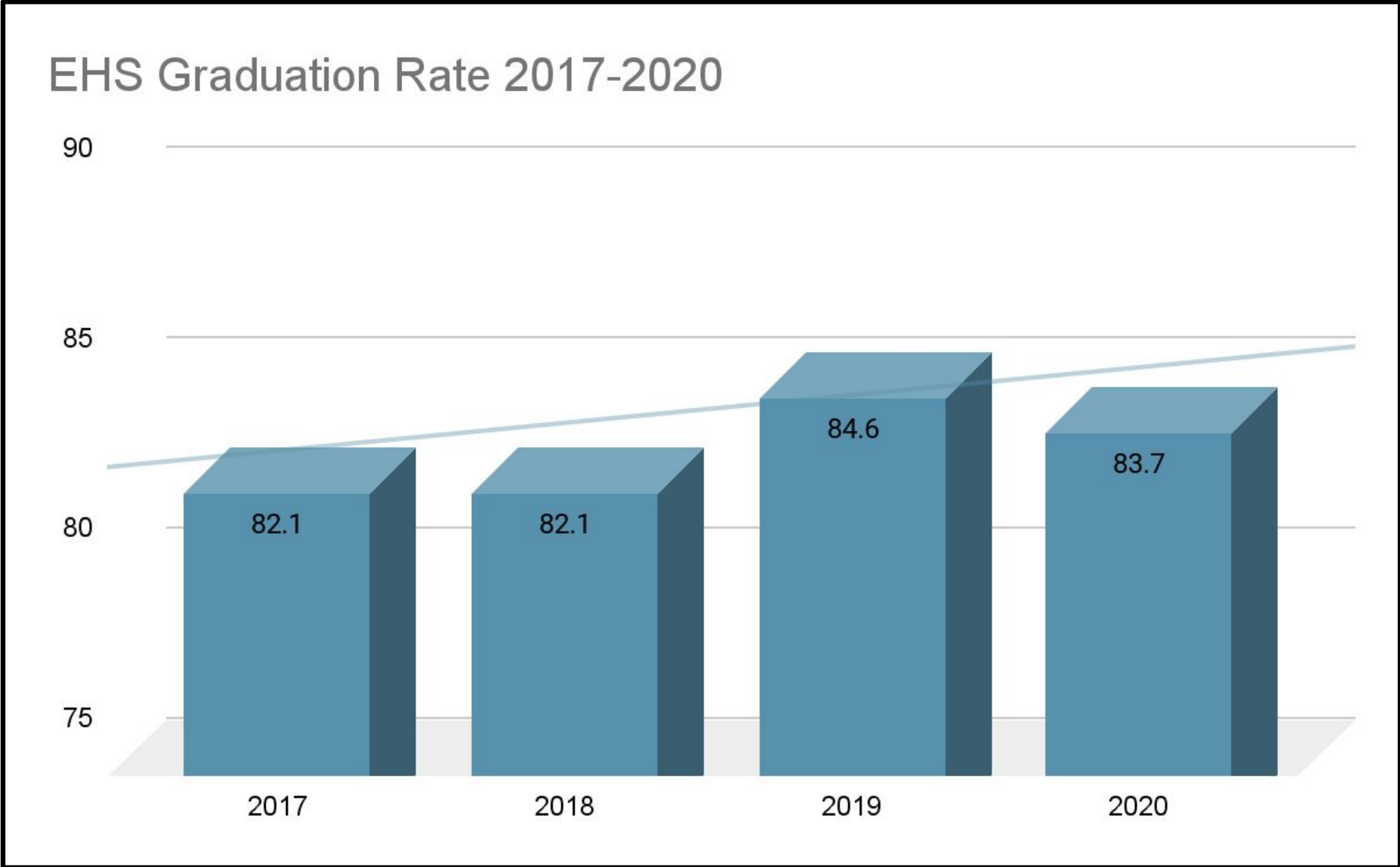
29 students reclassified during 2020-2021



I-Ready Diagnostic Results



Graduation Rate



TITLE I FUNDING ALLOCATION

- Schools are allocated funds based upon the percentage of students receiving free or reduced lunch.
- Schools are ranked according to this percentage and receive a per pupil allocation.
- One percent of the school's total Title I budget is for parent involvement activities.

Total Title I Allocation:

Title I: \$663,628.00

Title I Parent: \$12,315.00

SPSA SCHOOL STRATEGY - Goal #1 - Student Achievement

- **Increase student academic achievement** through an increase in instructional leadership on campus.
- **Provide students with hands on experiential learning opportunities** to supplement core instruction
- **Increase graduation readiness** by implementing increased rigor in classroom instruction and monitoring A-G completion
- **Enhance ELA/ELD and Math curriculum** using AVID strategies paired with ELD focus of Speaking, Writing, Listening, and Reading
- **Increase graduation rates** by offering credit recovery opportunities to our students through Intersession and After-School Tutoring
- **Train our teachers in schoolwide instructional strategies** through a Professional Development Plan.

SPSA SCHOOL STRATEGY - Goal #2 - Safe and Healthy Learning

Environments

- Through an MTSS system, **provide students with academic, social and emotional interventions to improve student behavior** that promotes increased learning opportunities.
- **Increase the number of students attending class regularly and on time by using PBIS strategies** with the PBIS software, data evaluation, student contact, rewards and consequential strategies, and other attendance monitoring means.
- **Increase student participation** in leadership groups (including the Leadership class, PLUS class, School site council, AVID site team and AVID demo visits etc.) to improve the social and emotional culture on campus and school connectedness.
- **HERO- Incentive management system to track students** The HERO behavioral management system will be utilized to identify students with attendance needs and provide positive reinforcements for students who show improved attendance and behavior. HERO will be utilized in conjunction with the RTI Extended Lunch/Incentive Program to support students by providing incentives for students meeting behavioral and attendance goals.
- **Restorative Practices- Solution for students and conflict management instead of suspensions.** PBIS systems support Tier 1 Interventions for all students and focus on building positive relationships between students and staff to increase student attendance. Alternative to suspensions will be identified through Restorative Practices to support students in maintaining attendance and receiving continued access to classroom instruction.
- **Leadership and PLUS- To ensure students have a voice on campus**

SPSA SCHOOL STRATEGY - Goal #3 - Meaningful Partnerships

- **Maintain, and expand on the amount and scope of parent participation and engagement** to ensure that parents have a voice and are informed of school policy, A-G, College funding resources, student academic achievement, student behavior, school programs and district goals etc
- **Hire a Community Assist:** To serve in a liaison capacity between school and community to secure parent involvement and understanding of school programs and objectives; and perform related duties as assigned.

*Arrange and coordinate parent involvement in such activities as yard or cafeteria duty, assisting in classes, providing refreshments, and participating in special school events.

*Visit homes on referrals by teachers, parents and administrators and to become acquainted with families.

*Assist the site administrator with setting up projects to enhance and encourage parent involvement

- **Increase staff participation in leadership groups** (SSC, MTSS, etc.), extracurricular events, Professional learning community, or department meetings.
- **Increase communication to parents** about school activities, student grades, assignments, programs, activities, events, etc. and informational meetings.

Parent and Family Engagement Policy

- ❖ Every Title I school, in collaboration with parents, must prepare a site-level parental and family engagement policy.
- ❖ The Policy describes how the school will involve parents in a meaningful, ongoing, and timely way.
- ❖ The Policy also describes how parents will be involved in the planning, review, and improvement of the school's Title I program and activities.



School – Parent Compact

- ❖ The Compact describes how the school and parents share the responsibility for student achievement
- ❖ It is developed in collaboration among parents, teachers, and students.
- ❖ The Compact is distributed annually with the Title I Parent and Family Engagement Policy

PARENT AND FAMILY ENGAGEMENT POLICY and SCHOOL – PARENT COMPACT

QUESTIONS?

Chris Anderson

(209) 933-7425 Ex. 8005

www.stocktonusd.net/Edison

School Climate

school search
Edison High School

Grade Span
All

2020-2021

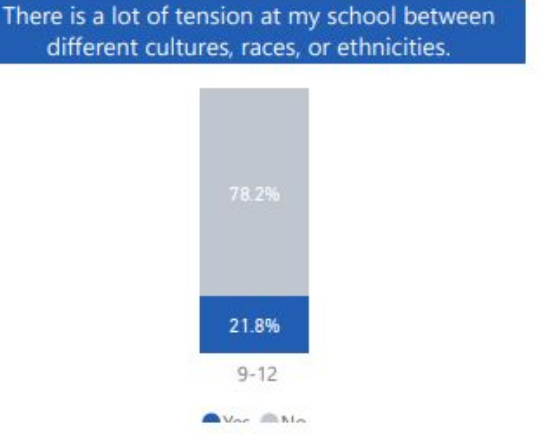
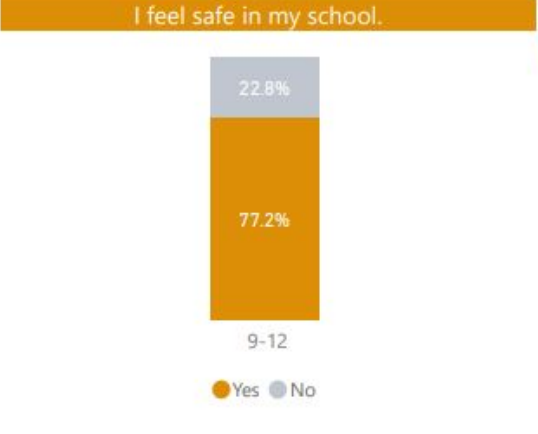
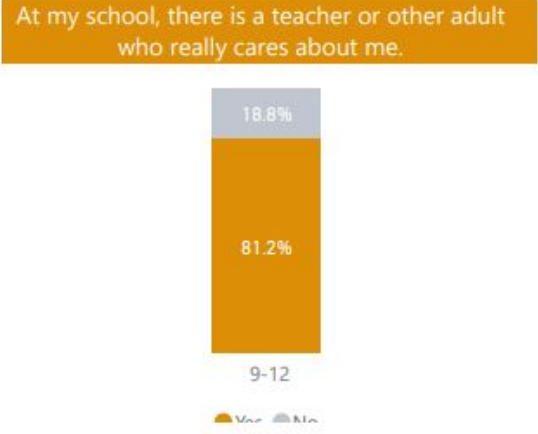
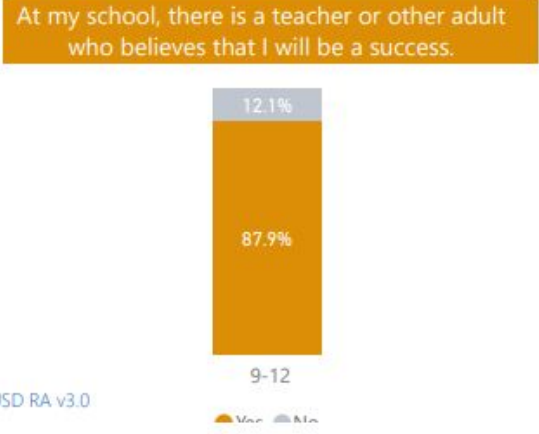
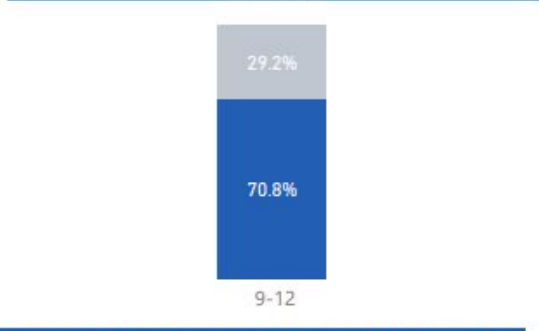
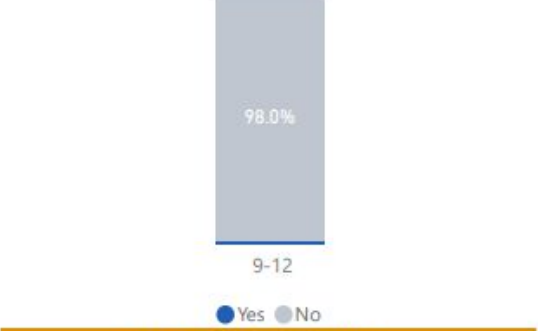
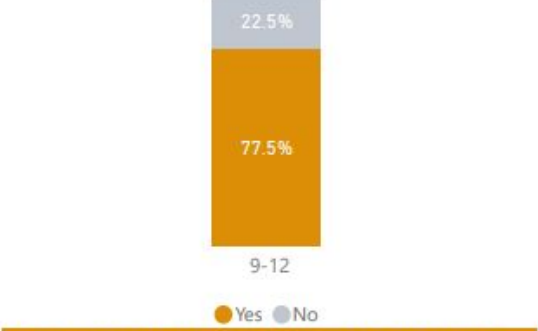
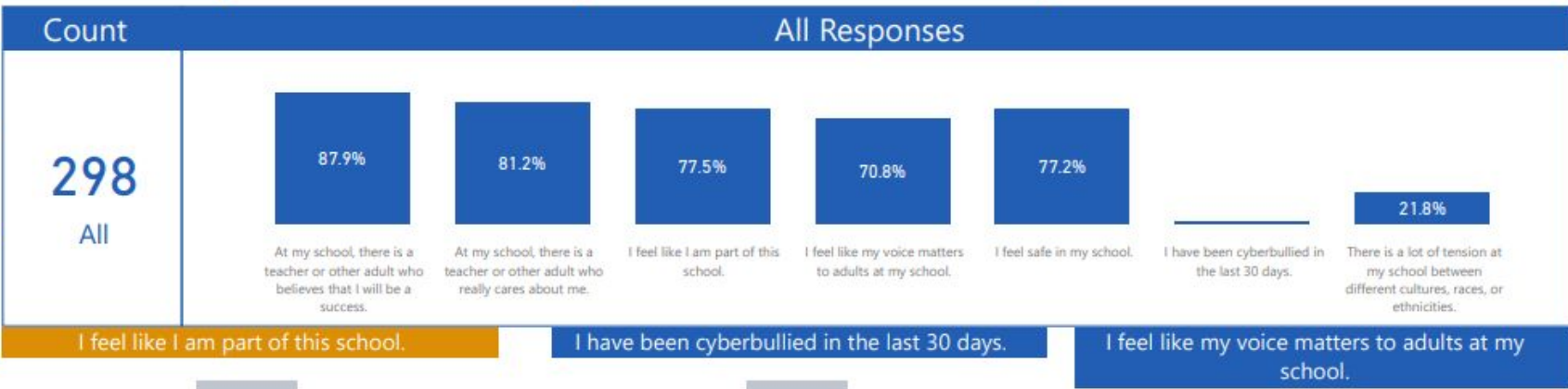
Question Priority
All

Term
3-Spring

Overview: School climate data is reported from the district-wide School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP, CA Dashboard, PBIS teams, and program progress.

Navigation: Use Filters to select Term, Grade Span, Question
Source: Student Support Services - PLUS program
Frequency: Reports are updated after administration (3x a year);
Updated: Spring 2021

Count
(Blank)
Grade 4-5
Count
(Blank)
Grades 6-8
Count
298
Grades 9-12



ELs & RFEPs

school search

Edison High School

2020-2021

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **ELPAC IA:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

IFEP: Initial Fluent English Proficient
Intermediate English Learner, and **Novice English Learner.**

* **ELPAC SA:** The Summative ELPAC is administered to all English Learners.

* **RFEP Eligible:** Count of all English Learners eligible for reclassification; and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA

Source: Research; ELPAC; Illuminate; CERS

Frequency: Reports are updated periodically;

Updated: 2020-2021

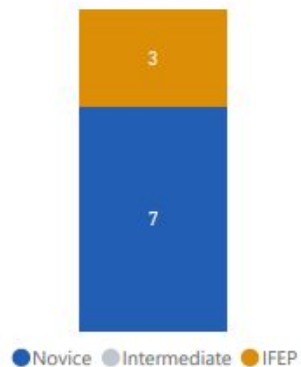
Percent ELPAC Initial (IA) Completed



Percent Completed by Grade



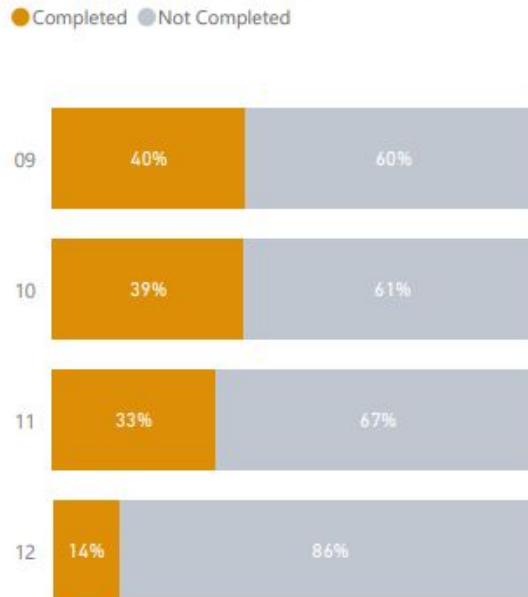
ELPAC IA Results



Percent ELPAC Summative (SA) Completed



Percent Completed by Grade

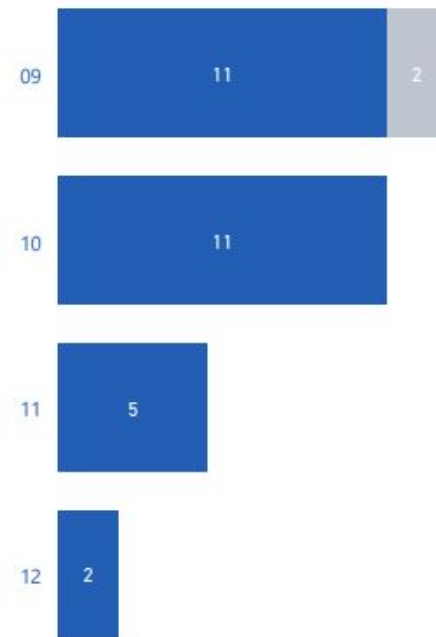


Reclassification



Reclassification by Grade Level

RFEP status ● Complete ● Not Complete



High School

school search

Edison High School

Grades 9-11

2020-2021

term

All

MDTP (9-12 math course enrollment) The Mathematics Diagnostic Testing Project (MDTP) is administered at the beginning of course (BOC) and indicates students readiness for currently enrolled math course.

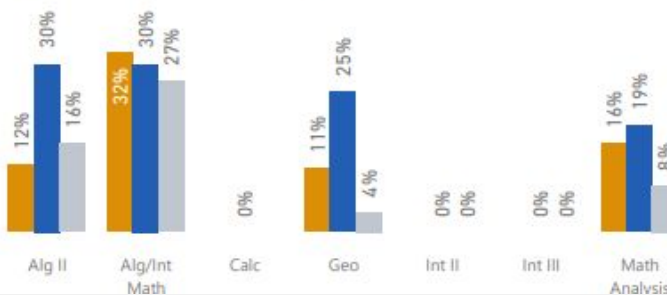
-- Readiness is indicated as **Near/Ready**: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30) Updated March 2021



Term ● All Terms ● Fall BOC ● Winter BOC



Term ● All Terms ● Fall BOC ● Winter BOC



iReady ELA (9-11) ELA diagnostic is administered 2x in each term (Beginning and End of Course -- BOC/EOC) for students enrolled in grade level ELA course.

Updated Spring 2021

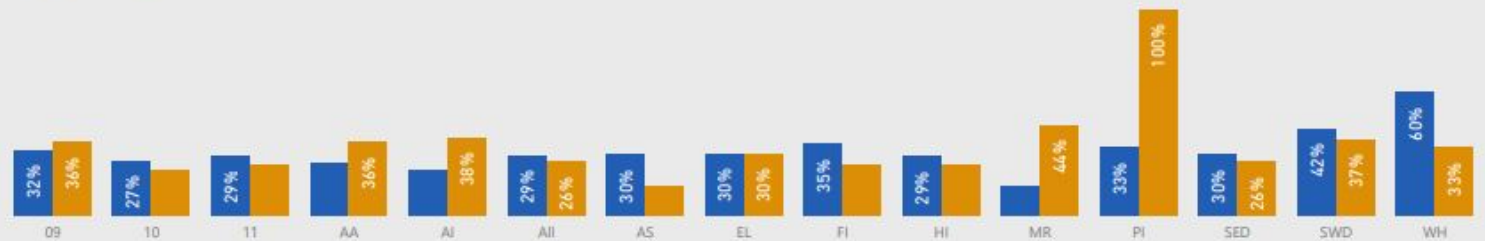
Two or More Years Below

Term ● Fall BOC ● Fall EOC ● Winter BOC ● Winter EOC



No Growth

Term ● Fall BOC ● Winter BOC



Participation Participation

Fall BOC

68.00%

Winter BOC

61.00%

Fall EOC

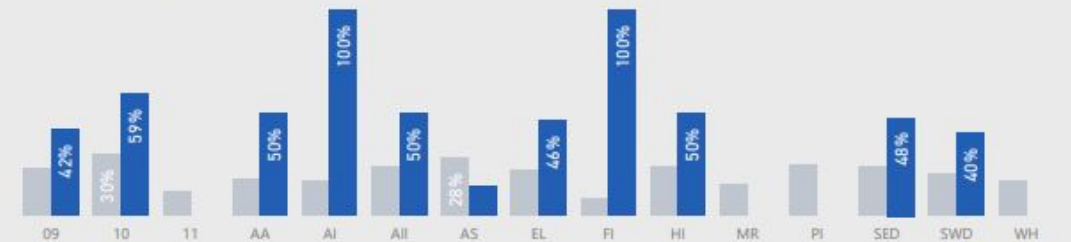
76.00%

Winter EOC

46.47%

End of Year Typical Growth

Term ● Fall EOC ● Winter EOC



Spring EOC summary data only includes grades 9 and 10.