Stockton Unified School District

2020-2021 Title I Parent Meeting

El Dorado School August 20, 2020



AGENDA

- ✓ Title I Program Overview
- ✓ Parent rights under Title I
- ✓ Parent involvement
- ✓School achievement data
- School Plan for Student Achievement (SPSA)
- ✓ Title I Funding
- ✓ Title I Parental & Family Engagement Policy
- ✓ School-Parent Compact



WHAT IS TITLE I?

Stockton Unified School District

- 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

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



PARENT INVOLVEMENT AT OUR SCHOOL

Parents are involved in the following activities at our site:

- Parent conferences
- Workshops/training
- Coffee Hour
- **PTO/PTA**
- Volunteer work
- Parent Town Hall Meetings



SCHOOL ACHIEVEMENT 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





OUR SCHOOL PERFORMANCE DATA

The following achievement data will be presented:

Smarter-Balanced Assessment Consortium (SBAC)

- English language arts
- Mathematics

English Language Proficiency Assessments for California (ELPAC)

College and career readiness assessments

• PSAT

COMPREHENSIVE SCHOOL PROFILE (PRELIMINARY)

Comprehensive School Profile July 2019 **El Dorado Elementary** Stockton Unified School District school search El Dorado Elementary V Race/Ethnicity Percent Count African American 18.67 112 American Indian/Alaskan Native 1.50 9 2018-2019 Enrollment Asian 2.17 13 Filipino 1.00 6 65.33 600 Hispanic 392 14.33 91.50 967 Not Reported 0.00 0 Pacific Islander 0.17 All Students Percent SED White 6.00 36 Percent EL Percent SWD Overview: The comprehesive school profile report provides historical and current data for Stockton Unified and all schools in the areas of: Student Groups: Academic Performance: English Language Arts, Mathematics, English Learner progress, and College & Career readiness; Academic ALL - All students Engagement: Graduation, and Chronic Absenteeism; and Condition and Climate: Suspension. Measures are reported for ALL students and AA - Black or African American student groups. Data is sourced from the CA Dashboard, DataQuest, CALPADS, TOMS reporting, CollegeBoard, and Synergy. AI - American Indian or Native Alaskan AS - Asian 2018-2019 Preliminary data is based on local data and internal analysis. Official data (certified in CALPADS and reported by CDE) will be FI - Filipino updated as available HI - Hispanic Notes: MR - Two or More Races 1. To protect student privacy, data are suppressed if the selected student population is less than 10. PI - Pacific Islander or Native Hawaiian 2. Stockton Unified data from the CA Dashboard excludes all charter schools. WH - White 3. Stockton Unified enrollment and demographic data includes all schools and direct funded charters. EL - English Learner FOS - Foster Youth HOM - Homeless Youth Report Log: v1 - July 17, 2019: 2018-2019 preliminary data for CAASPP, Graduation, Chronic Absenteeism, and Suspension rates. SED - Socioeconomically Disadvantaged

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SWD - Students with Disabilities

2019-2020 data is preliminary.

Final data is anticipated for Fall/Winter 2020.

Stockton Unified School District

Hardcopies of our school site's Comprehensive School Profile have been made available.

SUSD RA 07172019 v1

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Annually evaluate the program goals

- Comprehensive Needs Assessment
- Review of School Performance Data

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

SPSAs FOUR Required Actions:

- The SPSA <u>must</u> be meaningfully developed with parent input.
- The SPSA <u>must</u> be shared with ELAC, with opportunity for ELAC

recommendations

- The SPSA <u>must</u> be approved by the School Site Council.
- The SPSA <u>must</u> be approved by the district's governing board.



TITLE I FUNDING

- 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.

Title I Base: \$142,026 Parent Involvement: \$2,889 Total Title I Allocation: *\$144,915*

OUR SPSA STRATEGIES

Goal 1

Student Achievement

- Professional Development, Collaboration, and Teacher Support
- Supports and Intervention for K-3rd students ELA/Math and for 4th – 8th - Math
- Access to Technology All Students

Goal 3

Meaningful Partnerships

- Parent Resources
 - Parent/Teacher/Student Conferences
 - Parent Involvement in School Meetings
 - ELAC, Coffee Hour, PTA/PTO, SSC, Parent Town Hall
 - Parent & Community Outreach
 - Teacher Community Ambassador (TCA)

Goal 2

Safe and Healthy Learning Environments

- School Safety and Social Emotional Supports Proactive Approach
 - Counselors 1.5 FTE
 - Mental Health Clinician 4x/week
 - Student Assistance Program (SAP)
 - Attendance/PBIS Teams Proactive and Intervention Strategies
- Teacher Professional Development
 - Restorative Practices
 - Trauma Informed Teaching
 - Cultural Proficiency in the Classroom
 - Equity
- Address issues of Equity and Disproportionality
 - PBIS Leadership Team
 - Progress Monitoring
 - Chronic Absenteeism & Suspension Rates
 - Teacher Community Ambassador (TCA)

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.

PARENT AND FAMILY ENGAGEMENT POLICY

- 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

SCHOOL – PARENT COMPACT



QUESTIONS?



Kristin V. Buckenham, Principal 209-933-7175 or 209-264-2110

Ambria Alston, Assistant Principal 209-933-7175 or (916) 776-6889

https://www.stocktonusd.net/ElDorado

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