Annual Title 1 Parent Meeting

September 20, 2022
San Diego Unified School District
Agenda

• What is Title I?
• Parent Rights under Title I
• Parent Involvement
• School Achievement Data
• Single Plan for Student Achievement
• Title I Expenditures
• Title I Parent and Family Engagement Policy and School/Parent Compact
What is Title I?

Title I is a K-12 program that provides additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children.

The program is intended to help ensure that all students meet state academic standards.
Goals of Title I

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

• Ask for meetings and trainings.
• Review the results of annual parent involvement effectiveness survey.
• Review the school’s achievement data.
• Review the parent involvement plan in the Single Plan for Student Achievement (SPSA).
• Review and modify the Title I Parent and 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 Single Plan for Student Achievement (SPSA) to implement programs and services that support students.
School Achievement Data

• Schools analyze Smarter Balanced (SBAC), English Language Proficiency Assessments for California (ELPAC) results and review graduations rates and Steps for Success results.

• Schools use the data to align curriculum to state and district academic standards.

• Schools adjust instructional practices based on the findings of the assessment data.
2021-22 Smarter Balanced Performance Summary

ELA (Summative): All Grades

Site: University City High
Roster Date: 21-22 | Y
Grades: All
English Proficiencies: All
Reported Race: All Reported Races
Gender(s): All
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED

Overall Performance: 381 students

Met Achievement Standard
- 74% (182 Students)
- 26% (100 Students)

Average Distance from Level 3 +71

Not Met Achievement Standard
- 14.7% (56 Students)
- 11.3% (43 Students)

More information about this report can be found at help.illuminateed.com.
Overall Performance: 648 students

Met Achievement Standard:
- 44% of 288 students (176 students) exceeded the standard.
- 17.3% of 112 students met the standard.
- 56% of 360 students (136 students) nearly met the standard.
- 34.6% of 224 students (224 students) did not meet the standard.

Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.
2021-22 CAST
Smarter Balanced
Performance Summary
All Grades Tested

Site: University City High
Roster Date: 21-22 | Y
Grades: All
English Proficiencies: All
Reported Race: All Reported Races
Gender(s): All
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED

Overall Performance: 797 students

- **46%**
  - 363 Students
  - 118 Students (4.0%)
  - 245 Students (30.7%)
  - Average Distance from Level 3: 6

- **54%**
  - 434 Students
  - 362 Students (45.4%)
  - 72 Students (9.0%)

Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level

### Life Sciences

- **24%** Above Standard
- **38%** Near Standard
- **37%** Below Standard

### Physical Sciences

- **27%** Above Standard
- **42%** Near Standard
- **32%** Below Standard

### Earth and Space Sciences

- **25%** Above Standard
- **44%** Near Standard
- **31%** Below Standard

More information about this report can be found at help.illuminateed.com.
## Graduation Rate - 5-year Cohort Data

<table>
<thead>
<tr>
<th>Year</th>
<th>Overall</th>
<th>Female</th>
<th>Male</th>
<th>Black</th>
<th>Asian</th>
<th>Filipino</th>
<th>Latinx</th>
<th>Two Plus</th>
<th>White</th>
<th>Low Income</th>
<th>English Learner</th>
<th>Special Education</th>
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<tr>
<td>SY 16-17</td>
<td>95.5%</td>
<td>97.6%</td>
<td>93.8%</td>
<td>90.9%</td>
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<td>97.6%</td>
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<td>100%</td>
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## A-G Graduation Rate - 5-year Cohort Data

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<th>Year</th>
<th>Overall</th>
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<td>77.3%</td>
<td>63.0%</td>
<td>54.2%</td>
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UCHS Enrollment Data

2022-23 Expected School Enrollment: 1593 (Actual: 1578)
2021-22 School Enrollment: 1718

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<tr>
<th>STUDENT SUBGROUP</th>
<th># STUDENTS</th>
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<tr>
<td>Pacific Islander</td>
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<tr>
<td>White</td>
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</table>

Bar chart showing the number of enrollments by year:

- 2009: 348
- 2010: 423
- 2011: 419
- 2012: 388
Steps to Success...Steps Towards Our School Vision

Student Learner Outcomes for 2021-22

- Participated in a Club or Extracurricular - 81%
- Served in a Leadership Role (club/team) - 41%
- 100+ Hours of Community Service - 34%
- Completed an AP Course - 72%
- *Completed an AP Exam w/ C or better - 93%
- *Earned a 3 or Higher on an AP Exam - 72%
- Took a CCTE Course - 62.5%
- Completed a Community College Course - 57%

(81% Response Rate - 333/412)
SDUSD Vision of Our Work

- Our work is about creating equitable conditions within our classrooms that honor the lived experiences of the whole child and supports all children mastering rigorous grade-level standards. We can achieve this by eliminating systemic barriers to access and opportunity, and collectively building together school communities that are anti-bias, anti-racist, and restorative.
UC1 - Our Vision for UCHS

Our work is centered on providing equitable learning opportunities for all students, focusing on learners who are at margin. Our educators create rigorous, intellectually challenging work for students, hold learners to high expectations, and communicate confidence in their ability to succeed. We strive to build a strong sense of connectedness and community for all, where parents/caregivers are valued partners in the work.
UCHS Focus Quality Learning Interactions

High-quality learning interactions, when integrated throughout the day or in daily lessons, can ensure educational spaces are physically and emotionally safe, predictable, inclusive, and equitable. These interactions are designed to leverage research-based structures and strategies to ensure that each student feels they truly belong and can contribute and engage in opportunities to shape their classroom community and their own education.

Welcoming - “Welcoming” includes creating an environment and culture of safety, affirmation, and belonging for students. Being intentional with welcoming students into the learning space sets the tone for the day.

Connecting - “Connecting” affords both students and teachers an opportunity to grow in their alliances and understanding of one another. Creating space and time for connecting communicates the importance of alliance building.

At UCHS, we believe that these QLIs will move the needle on equitable learning opportunities and get us to where we want to go.
UCHS Focus Quality Teaching Practices

Quality Teaching Practices are essential research-based practices that support academic results, learning outcomes, and effective instruction. When intentionally implemented, these quality teaching practices will enhance our students’ engagement, agency, self-efficacy, and achievement.

**Clarity of Purpose** - “Clarity of Purpose” gives both students and teachers clear direction in learning, goal setting, and effort. The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. Focus is developed through goal setting and evaluation.

**Active Participation** - “Active Participation” encourages all students to actively engage in productive struggle in which the learner is doing the majority of the work. Cognitive engagement and higher levels of understanding are supported by teacher facilitation of participation.

*At UCHS, we believe that these QTPs will move the needle on equitable learning opportunities and get us to where we want to go.*
School Focus for 2022-23

- Quality Meaningful Instruction
  - Clarity of Purpose
  - SBL through PLCs
- Literacy in ELA and Math
- Addressing the Social & Emotional Well-Being of our Students
- Build Strong Relationships with Our Learners
  - “Every student needs at least one person who is crazy about them” - Better than Carrots or Sticks, Smith, Fisher & Frey
- Becoming a Restorative School
  - Equity is LOVE in ACTION
Single Plan for Students Achievement or SPSA

- Parents are informed about the school’s curriculum in English Language Arts and Math, as well as other core subjects.
- Parents also receive information about the assessments used to measure student progress in these academic areas.
  - These are:
    a. Teacher assessments
    b. District assessments
    c. SBAC (11 grade year)
    d. PSAT results (11th grade year) Oct 12
Title I Funds

[Federal Funds]

• Allocated on basis of number of students eligible. Schools receive Title I funds if 38% or more of students are eligible.

• 39% at UCHS

• Visit the Parent Powerschool Portal and click

LCFF Data Collection
Title I Funds
continued
[Federal Funds]

• Schools in SDUSD are ranked according to this percentage, and schools receive a certain amount of money per student.
• Guidelines for Implementation of the San Diego Unified School District Parent Involvement Policy
The Title I Parent & Family Engagement Policy

Every Title I school, in collaboration with parents, MUST prepare a site level parent involvement policy.

The Parent & Family Engagement Policy describes how the school will involve the parents in an organized, ongoing, and timely way the planning, review, and improvement of the Title I program at their school.

Located on the UCHS website
The School Parent Compact

The School Parent Compact describes the responsibilities of the school, the parent, and the student for improved student achievement.

- Developed in collaboration among parents, teachers, and students.
- Updated periodically.

Located on the UCHS website
Introduction To ELAC: English Learner Advisory Committee

• Each school with 21 or more English Learners must form an English Learner Advisory Committee (ELAC).
• The purpose of the ELAC is to advise the principal, school staff, and SSC on programs and services for English Learners.
• The percentage of parents of English Learners on the ELAC must be at least the same as that of English Learners at the school.
• ELAC elections are required

If interested please email Gail Hall ghall@sandi.net
Questions???