



## **Sequoia Title I Annual Meeting Agenda**

**September 12, 2017**

- 1) The Title 1 Program at Sequoia School :
  - a. Intent
  - b. Description
  
- 2) Parent Education at Sequoia School:
  - a. Information
  - b. Input/suggestions
  
- 3) Parent Involvement Policy:
  - a. Presentation
  - b. Discussion
  
- 4) Home-School Compact:
  - a. Presentation
  - b. Discussion
  
- 5) Questions/Public Comment

## Annual Title I Meeting

In attendance:

Tracey Kelp, Amanda Bloch, Reka Lal, Donald Bertolo, Kristin Nelson, Karen Loeser, Joe Hayes, Hilary Bunlert, Mora Tulian, Lina Andersen

<See Title I agenda>

Donald Bertolo: As a school that receives Title I dollars, we have to document our use of them and show parents how they're being used.

<See Title I School Parental Involvement Policy 2017-2018>

Donald Bertolo: Last year, we tried to distribute this text to everyone at school; it seems to have been confusing and overwhelming, so we'll just distribute it here and include it in the posted minutes.

We are not a Title I school. But we do receive Title I dollars. Our population of Free and Reduced-Price Lunch (FRPL)-eligible and other qualifying students is 43% (preliminary, pending receipt of the forms), shy of the threshold. 42 identified English Language Learners (ELLs) = ~10% of the student body. But we don't know how many of those are also, for instance, FRPL-eligible. In previous years, we didn't have that record-level data to tell us that. This year we will have it.

Kristin Nelson: Does Title I School status change the way we use those dollars?

DB: Yes.

Tracey Kelp: So why are we having a separate Title I meeting?

DB: The SSC is required to do so by law, regardless of Title I status.

Lina Andersen: Is there any requirement to have parents of Title I students on the SSC?

DB: I don't think so, but please let me know if you are aware of restrictions like that.

Amanda Bloch: Once you get the list of kids who qualify for each of the Title I designations, it would be useful to know this.

Donald Bertolo: Yyyyyyyeah, but there are confidentiality issues around the use and dissemination of that info.

AB: Sure, but we'd like to diversify the population of parents involved in making these decisions about Title I students.

Lina Andersen: Survey parents – can there be someone between the survey enumerator and the principal, to ensure confidentiality, but still provide that disaggregated information?

Tracey Kelp: Why are Title I eligible parents held to a different standard of parental involvement?

Donald Bertolo: This is federal money and it comes with its own set of regulations. It's up to us, the site (Sequoia), as to how to implement this, and nobody's going to lose federal funding for not having, for instance, responded to a parent survey. We don't have a parent engagement problem. There are other sites that have run into compliance issues b/c of very low parental engagement, but that's not us. We have good involvement, and we added a fourth goal – parental involvement – to our Single Plan for Student Achievement (SPSA). We'll go over this at the next meeting.

Hilary Bunlert: With those privacy issues, it's hard to understand whether we're engaging the parents we need to engage. That's the piece that seems to be missing.

DB: There's that, but there's also the other piece we've been addressing in the past 2 years: closing the achievement gap. Looking at the gap, historically, we're probably hitting the majority of our Title I kids. The major part of my focus is closing the achievement gap for Af.-Am. boys, for ELLs, etc. We might not be addressing every student in these groups, but we seem to be doing quite well with those groups as a whole.

We made 22% growth in Fountas & Pinnell outcomes in K-5<sup>th</sup> grade, because we're focusing on those gaps. I credit the teachers, b/c our differentiated groups are getting even more targeting for interventions, and they're really implementing this effectively.

Donald Bertolo: We need to decide whether to approve the Title I school parental involvement policy and the sequoia school-parent compact.

Amanda Bloch: So we need to make motions to approve these documents.

Karen Loeser: I move to approve the sequoia school-parent compact.

Kristin Nelson: Seconded.

AB: All in favor?

**Compact approved unanimously.**

Amanda Bloch: move to approve the parental-involvement policy.

Kristin Nelson: Seconded.

AB: All in favor?

**Parental involvement policy approved unanimously.**

Kristin Nelson: Can I suggest that we look at the goals we set for last year and how those were addressed/achieved?

Donald Bertolo: Yes, that'll happen as part of our review of the SPSA.

**Meeting adjourned at 5:55pm**

## Title I School Parental Involvement Policy 2017-2018

Sequoia has developed a written Title I parental involvement policy with input from Title I parents. It has distributed the policy to parents of Title I students. The policy will be distributed through the website and notifications of the policy will be in the newsletter, with written copies available upon request from the school office. The policy describes the means for carrying out the following Title I Parental Involvement requirements.

### **Involvement of Parents in the Title I Program**

Sequoia agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  - Inform parents of their school's participation in the Title I Program.
  - Explain the requirements of the Title 1 Program.
  - Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  - The parents' right to participate in the development of the District's Title 1 Plan.
  - Plan is reviewed annually at fall meetings.
- Offer a flexible number of meetings for parents. Meetings occur during the school day, in the evening and on the weekends.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
- Provides parents of Title I students with timely information about Title I programs. Information will be shared via the school newsletter, on the website and via hard copies in the office.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. This information is shared at Back to School Night.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Conferences are held at times mutually agreed-upon by parents and teachers.

### **School-Parent Compact**

Sequoia has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

### **Building Parent Capacity for Involvement**

Sequoia engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - The State of California's academic content standards
  - The State of California's student academic achievement standards
  - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - Academic proficiency levels students are expected to achieve
  - How to monitor their child's progress

This information is reviewed at Back to School Night and one-on-one during fall conferences.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. This information is provided at Back to School Night and one-on-one during conferences.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. This is accomplished through ongoing professional development.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Support is coordinated through the after school program, the School Site Committee and classroom teachers.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Information is disseminated through the school newsletter, via the school website, through classroom teachers and at School Site Committee meetings.
- Provides support, during regularly scheduled meetings, for parental activities requested by Title I Program parents.

#### **Accessibility**

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Information in the school newsletter is regularly translated into the languages represented at Sequoia.

#### **Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by parent input and agreement at fall 2017 meetings.

## SEQUOIA SCHOOL-PARENT COMPACT

*Sequoia and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2016-2017.*

### REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

#### *School Responsibilities*

##### **Sequoia will:**

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Provide-standards-based instruction with periods of small group differentiation and acceleration. Students are also provided with after-school academic support and enrichment.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held as needed throughout the year.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: In fall and spring reporting periods and as requested by parents.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During the parent-teacher conferences in fall and spring and as necessary on an individual basis.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents are welcome to volunteer in the classroom by prior arrangement with the teacher. We also welcome volunteers at lunch and recess.

#### *Parent Responsibilities*

##### **We, as parents, will support our children's learning in the following ways:**

- Monitor attendance.
- Monitor amount of television their children watch.
- Volunteer in my child's classroom.
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

BOCS

### OPTIONAL ADDITIONAL PROVISIONS

#### *Student Responsibilities*

##### **We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.**

##### **Specifically, we will:**

- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

BOCS

## ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES

### Sequoia will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.]
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

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## OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Sequoia will:

- Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
- Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

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School

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Parent(s)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date