

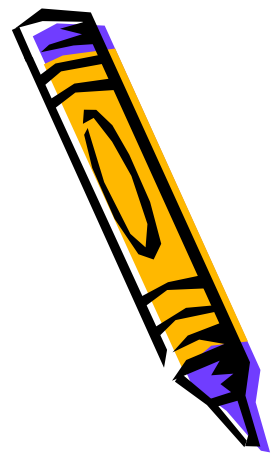


# Annual Title 1 Parent Meeting

September 14, 2023  
San Diego Unified School District

# Agenda

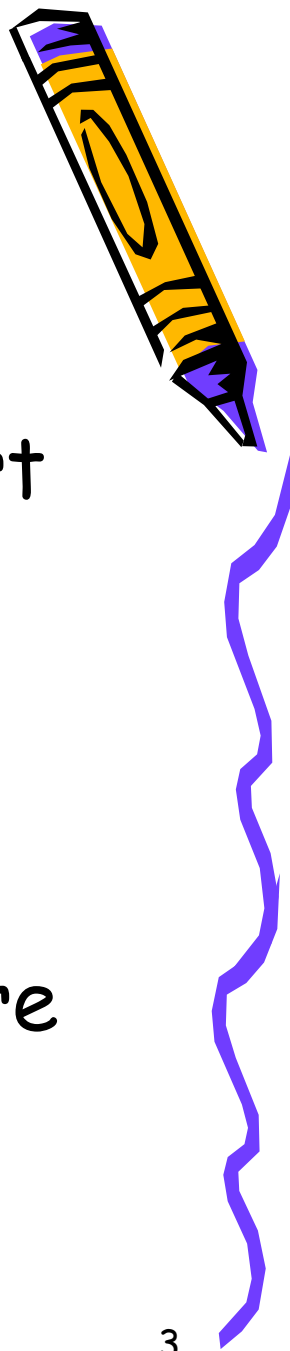
- What is Title I?
- Parent Rights under Title I
- Parent Involvement
- School Achievement Data
- Single Plan for Student Achievement
- Title I Expenditures
- Title I Parent and Family Engagement Policy and School/Parent Compact



# What is Title I?

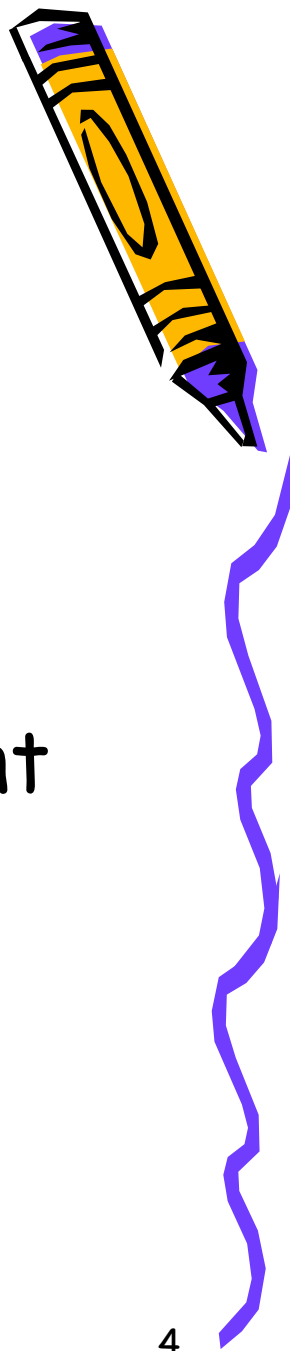
Title I is a K-12 program that provides additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children

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.



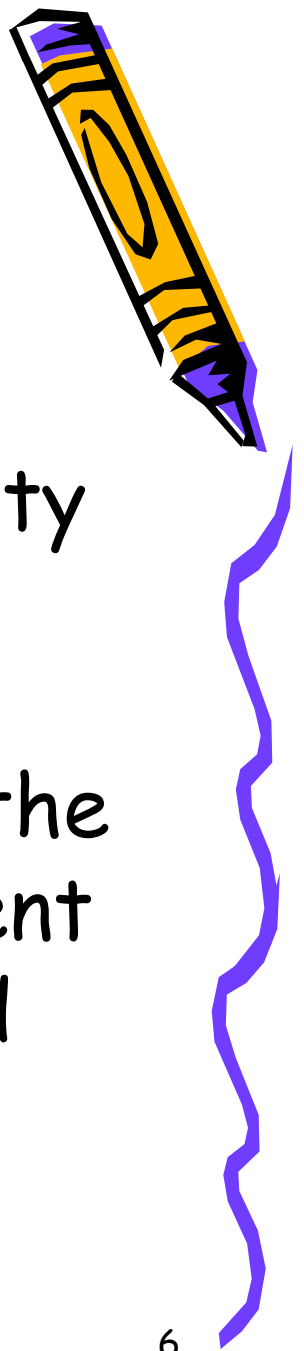
# Parent Rights

- 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.



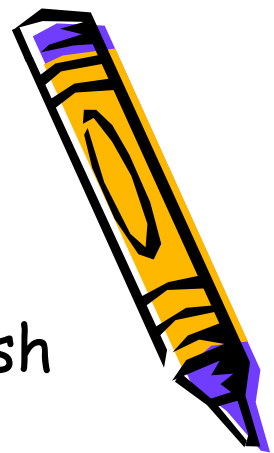
# Parent Involvement

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.





# SBAC Preliminary Results - ELA

## 2022-23 Smarter Balanced Performance Summary ELA (Summative): All Grades

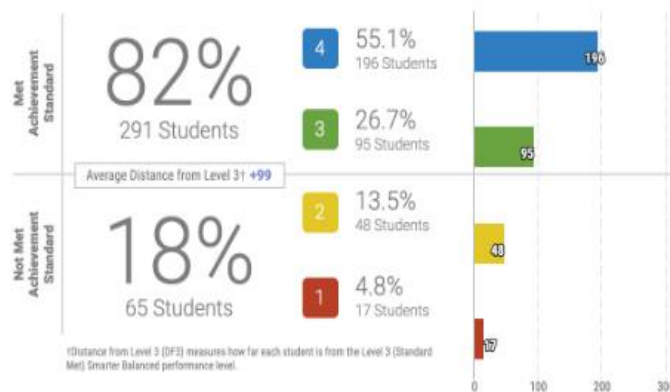
Site: University City High  
Roster Date: Current Year (2022-23)  
Grades: All  
English Proficiencies: All  
Reported Race: All Reported Races  
Gender(s): All  
Special Education: Special & Non Special Ed  
Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

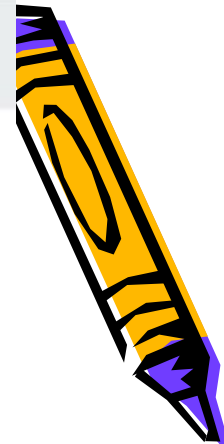
Overall Performance: 356 students



- This is an improvement of nearly 8% from 2022! (73.9% met or exceeded)







# SBAC Preliminary Results - Math

## 2022-23 Smarter Balanced Performance Summary Math (Summative): All Grades

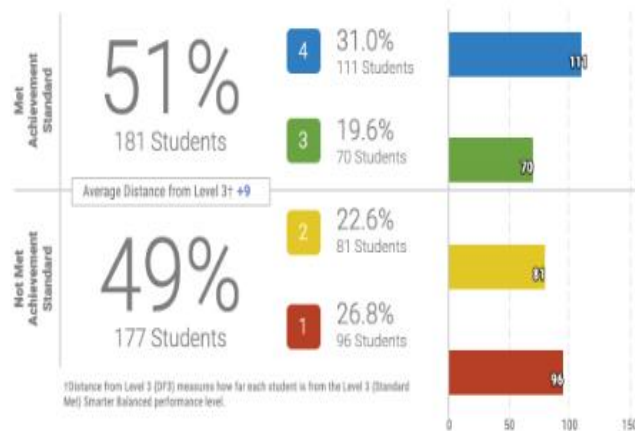
Site: University City High  
Roster Date: Current Year (2022-23)  
Grades: All  
English Proficiencies: All  
Reported Race: All Reported Races  
Gender(s): All  
Special Education: Special & Non Special Ed  
Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Overall Performance: 358 students



- This is an improvement of nearly 6% from 2022! (45.2% met or exceeded)



# 2022-23 CAST Smarter Balanced Performance Summary

## Grade 11 Science

Site: **University City High**  
Roster Date: **Control Panel (09-14-2023)**  
Grades: **All**  
English Proficiencies: **All**  
Reported Race: **All Reported Races**  
Gender(s): **All**  
Special Education: **Special & Non Special Ed**  
Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

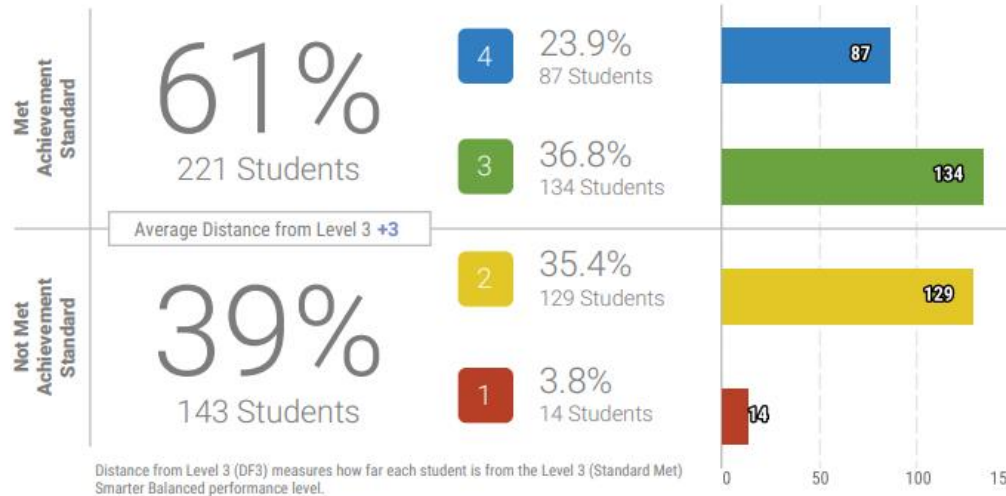
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

### Cluster Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

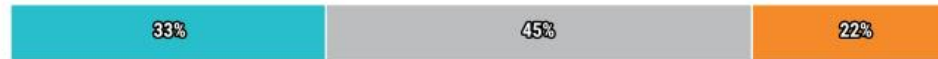
Generated on 09/14/2023  
by Illuminate Education

## Overall Performance: 364 students

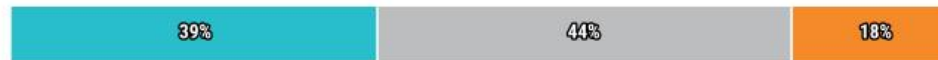


## Claim Performance: Percent of Students at Each Level

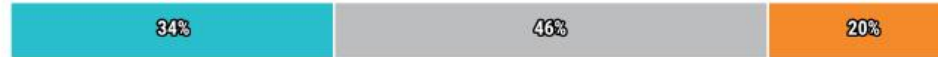
### Life Sciences



### Physical Sciences



### Earth and Space Sciences

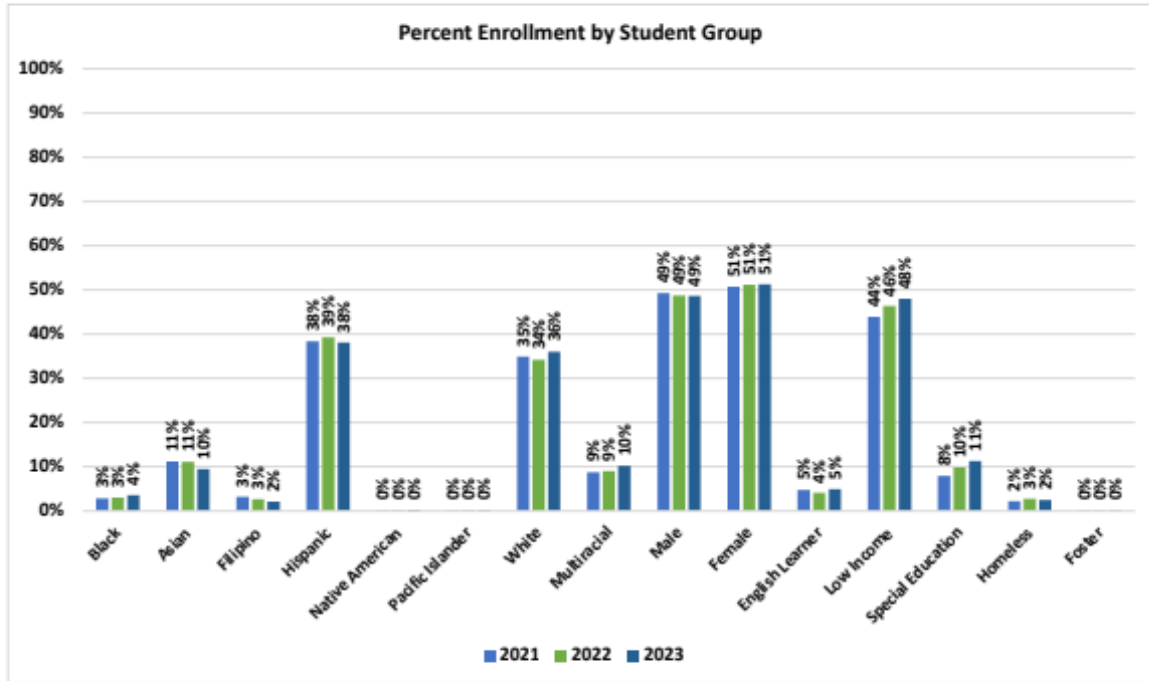


ADDITIONAL FILTERS APPLIED: Students: **All Students** Add'l Student Group: **All Students** Courses: **All Courses** Classes: **All Classes**

- Up from 46% last year

# ENROLLMENT DATA

Group	2021 (n)	2022 (n)	2023 (n)
All Students	1742	1718	1543
Black	50	53	55
Asian	196	191	147
Filipino	56	46	33
Hispanic	669	675	588
Native American	3	4	5
Pacific Islander	2	4	3
White	608	587	555
Multiracial	153	155	157
Male	858	837	751
Female	883	879	791
English Learner	83	71	76
Low Income	765	796	741
Special Education	139	169	174
Homeless	39	47	38
Foster	2	2	2

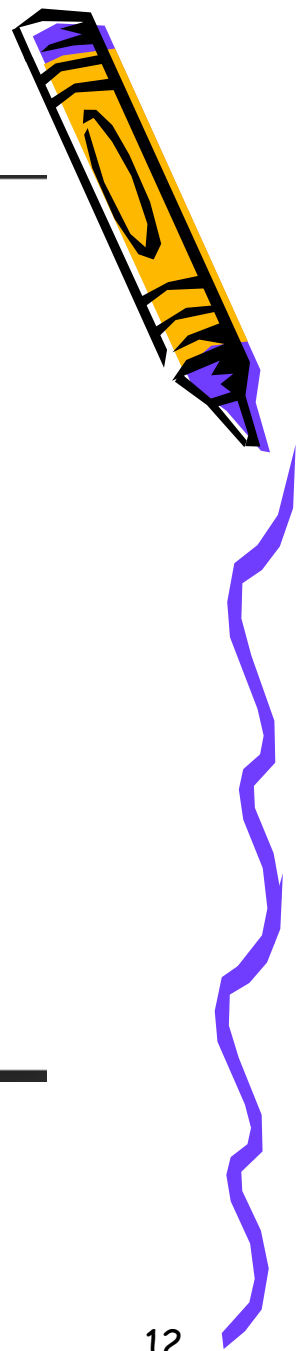


Currently UC enrollment is 1513

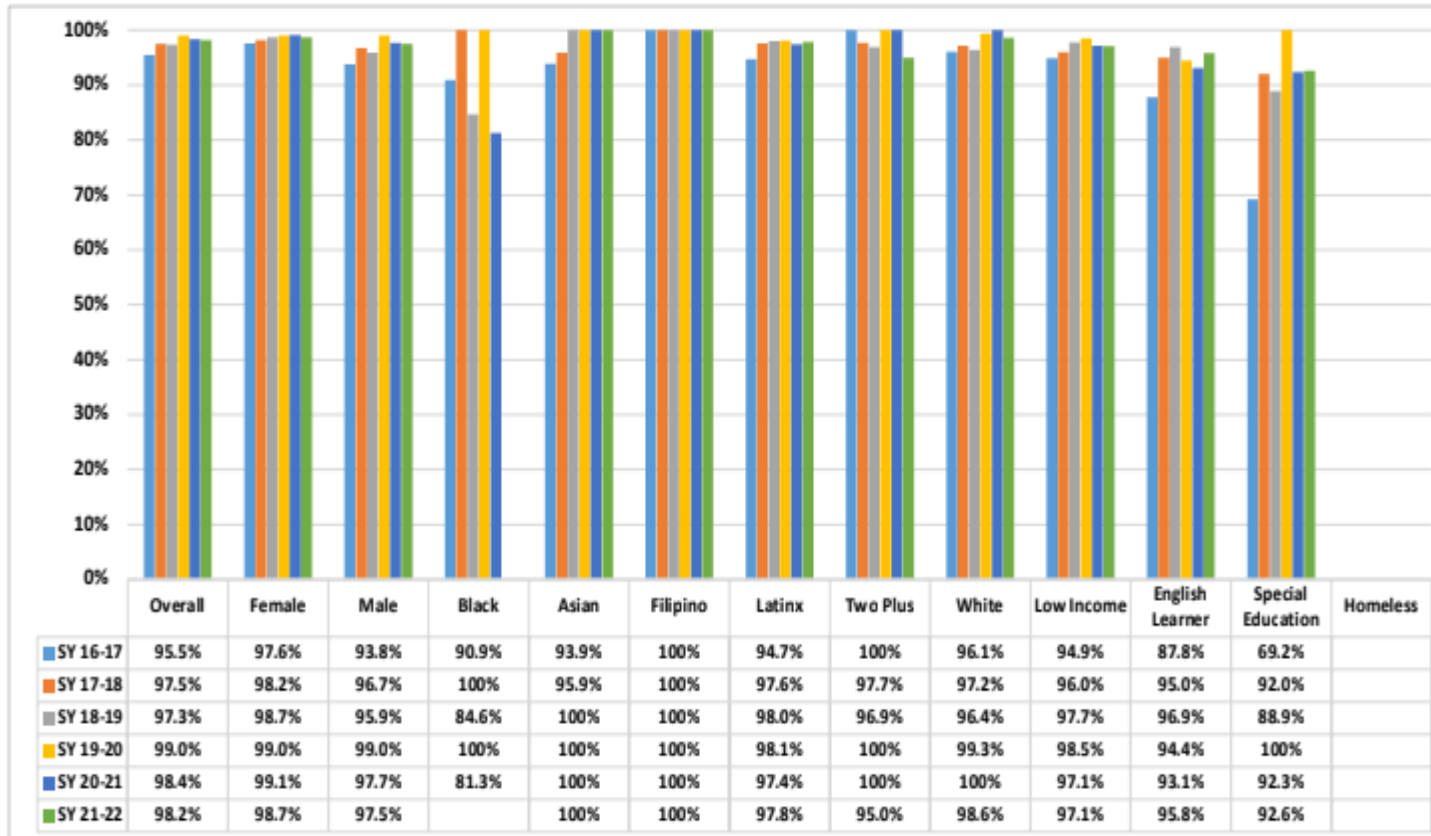
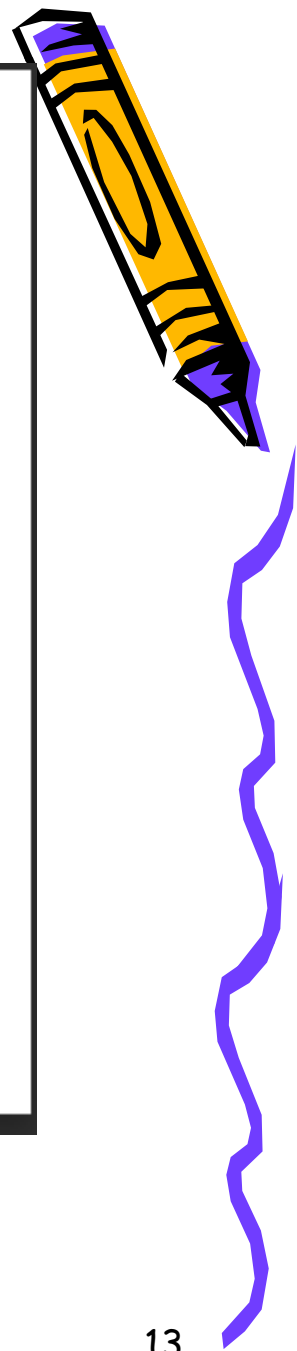
## ATTENDANCE RATE

Year	%
2019	96.7
2020	95.8
2021	97.1
2022	94.1
2023	94.3

2023 By Subgroup	%			%
TOTAL	94.3		Black	94.7
English Learners	93.0		Asian	96.4
Low Income	94.2		Filipino	95.4
Special Education	93.3		Hispanic	93.7
Homeless	89.9		Multiracial	94.4
Foster	80.2		Native American	93.9
Female	93.8		Pacific Islander	90.5
Male	94.9		White	94.3



# COHORT GRADUATION RATES BY STUDENT GROUP



Blank cells indicate less than 10 students in the cohort.





## 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.



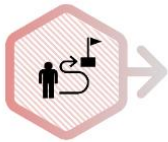
*At UCHS, we believe that these QLI's will move the needle on equitable learning opportunities and get us to where we want to go.*



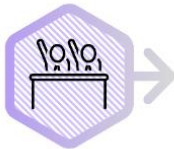


# UCHS Focus Quality Teaching Practices

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.



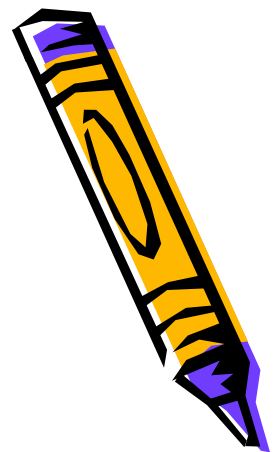
**Clarity of Purpose** - “Clarity of Purpose” gives both students and teachers clear direction in learning, goal setting, and effort. The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. Focus is developed through goal setting and evaluation.



**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.*

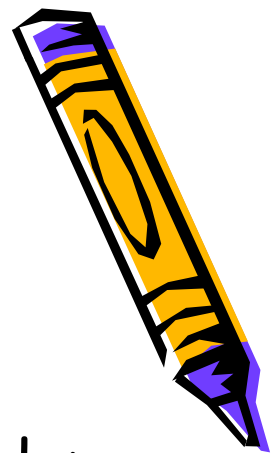




## School Focus for 2023-24

- Quality Meaningful Instruction
  - Clarity of Purpose
  - Active Participation
  - Purposeful PLCs/PD (SBL, Spotlight Students, Restorative Practices)
- Literacy in ELA and Math
  - Focus on improved outcomes for our Latinx students in Math
- Spotlight Students
- Addressing the Social & Emotional Well-Being of our Students
- Building Strong, Meaningful Connections & 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 (11<sup>th</sup> grade year) Oct 11

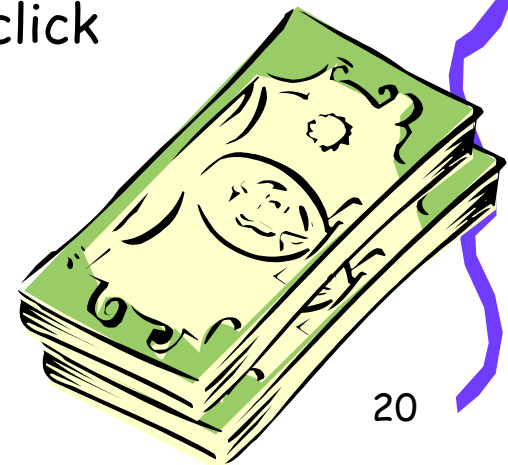
[Link to sign up](#)



# 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.
- Schools in SDUSD are ranked according to this percentage, and schools receive a certain amount of money per student.
- 48% at UCHS=~\$300,000
- Visit the Parent Powerschool Portal and click

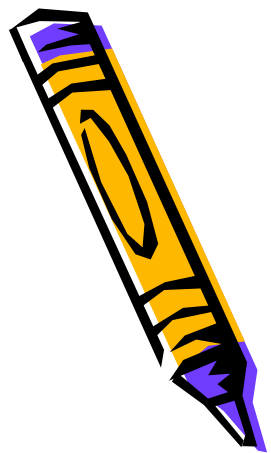


# Title I Funds

continued  
[Federal Funds]

University City HS uses its Title 1 funds to assist in the school wide focus and goals:

- Pay for a full time counselor to lower case load
- Funds three section of PowerUp Math support
- Funds Community Assistant: Eddie Johnson



# The Title I Parent & Family Engagement Policy



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

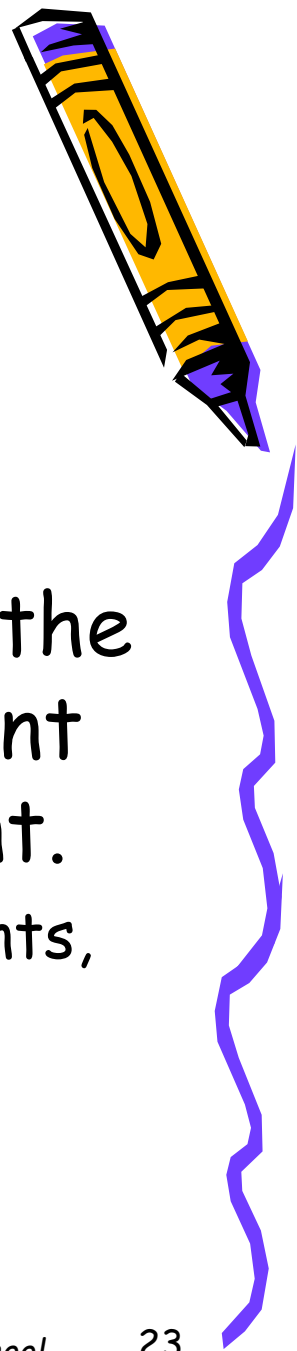
The Parent & Family Engagement Policy describes how the school will involve the parents in an organized, ongoing, and timely way the planning, review, and improvement of the Title I program at their school.

[Link to Title 1 Parent & Family Engagement Policy 2023-2024](#)

Additionally; located on the UCHS Website *(General Info then school committees)*



# 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.



[Link to UCHS School Parent Compact 2023-2024](#)

Additionally; located on the UCHS Website (*General Info then school committees*)



# Introduction To ELAC:

## English Learner Advisory Committee

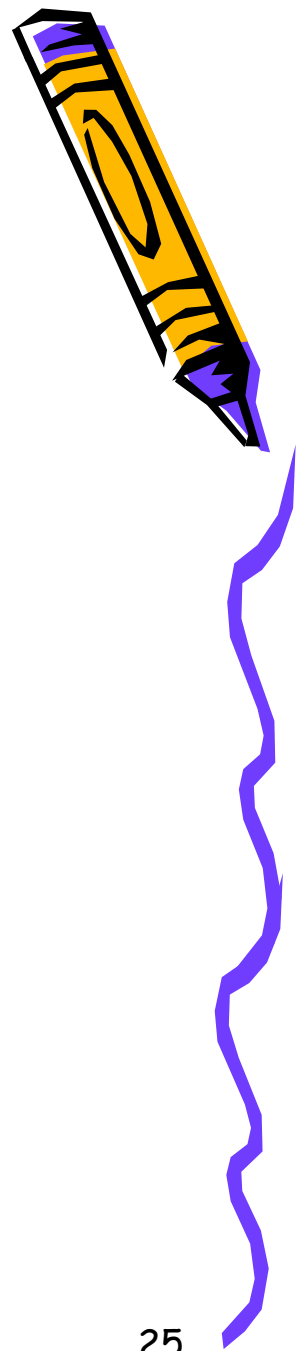
- Each school with 21 or more English Learners must form an English Learner Advisory Committee (ELAC). Currently 68 Multilingual Learners at UC.
- The purpose of the ELAC is to advise the principal, school staff, and SSC on programs and services for English Learners.
- The percentage of parents of English 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](mailto:gHall@sandi.net)



- Why Join ELAC?
- Ten Things to know About ELAC
- Ten Things to know About ELAC  
(SPANISH).
- Four trainings:
  - October 19
  - November 16
  - January 11
  - March 14



Questions???

