

9/12/2017

## Parent Notification Regarding Title I Programs

Plumas Charter School currently receives Title I Federal Funds. The amount of this funding fluctuates between \$50,000-\$85,000 depending on our student enrollment, our percentage of students who qualify as low income and the funding rate any given year. The primary purpose of this funding is to help ensure that all children have access to the supports they need to meet academic state standards. During the 2016-2017 school year, 55% of Plumas Charter School's students met the criteria to qualify as low income, and as such we qualify to utilize this funding in support of school wide programs and services designed to upgrade our entire educational program to support the academic achievement of all students.

Plumas Charter School (PCS) has chosen to utilize our Title I funds to support the provision of Instructional Aides for most center based classes and activities. The intent of this approach is to keep student to teacher ratios low, so that all students can receive academic instruction and support to meet their needs, as well as to provide for a variety of enrichment activities. PCS currently budgets \$319,000 to provide for instructional aide positions. Title I Funding, State Level Supplemental Funding, as well as general funds are allocated to this expense.

Plumas Charter School believes that educating children is a joint effort between the school and the support system of the child, particularly the parent/guardian of the child. PCS encourages parents/guardians to be involved in their child's education and we consider parents to be an integral component to the academic success of their child. When schools collaborate with parents to help their children learn and when parents participate in school activities and decision-making about their children's education, children achieve at higher levels.

The U.S. Department of Education defines the purpose of the Title I funding as the following:

### **SEC. 1001. STATEMENT OF PURPOSE.**

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by —

- (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;

- (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- (4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
- (5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- (6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- (7) providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- (8) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
- (9) promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- (10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- (11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
- (12) affording parents substantial and meaningful opportunities to participate in the education of their children.

### **Parent Rights Under Title I:**

Under the Title I Program Guidelines, parents have the following rights:

- To be provided with ready access to information on Title I Programs and Services
- To be provided with opportunities to participate in the decision making and programs around the use of Title I Funding
  - PCS offers regularly scheduled parent meetings with provisions for dinner and childcare
  - PCS holds regular monthly Board of Directors meetings, for which all parents can attend
  - PCS has an open door policy for administrators-parents can access administrators at most any time
- To request the professional qualification both teachers and paraprofessionals
- To request that any and all school information be provided in a language other than English

- To be provided with volunteer opportunities with the school
- To be provided with information on our complaint procedures (see website)
- To be notified if their student is assigned to work with a non-highly qualified teacher

### **Curriculum and Assessments provided for at PCS:**

#### Adopted Curriculum:

##### **Mathematics:**

- Houghtin Mifflin GoMath for Grades K-8
- Pearson Integrated Mathematics for Grades 9-12
- Odysseyware online curriculum provider

\*9-12 Grade Mathematics curriculum will undergo a formal curriculum adoption during the 2017-2018 school year.

##### **Social Studies:**

- Studies Weekly for Grades K-6
- NewsELA for Grades 7-12
- EEI for Grades 7-8
- Glencoe The American Journey Grade 8
- Houghtin Mifflin Across the Centuries for Grade 7
- Odysseyware curriculum provider

\*7-12 Grade Social Studies will undergo a formal adoption during the 2017-2018 school year

##### **Science:**

- Studies Weekly for Grades K-6
- EEI for Grades K-12

\*7-12 Grade Science curriculum, other than EEI, will undergo a formal adoption during the 2017-2018 school year.

##### **Language Arts:**

- Houghtin Mifflin Journeys for Grades K-8
- Words Their Way for Grades K-8
- Units of Study for Grades K-8
- Step Up to Writing for Grades K-8
- New Visions for Grades 9-12

### **Physical Education**

- CATCH Program grades K-6

### **Assessments:**

- iReady Diagnostic for pre and post year growth measurement in Math and Language Arts
- CAASPP State Level Annual Assessment
- Grade level specific curriculum assessments

### **Annual Meeting:**

Date: Wednesday 9/27

Time: 5:30pm

Location: PCS Quincy, 175 North Mill Creek Road, Quincy, CA. 95971

Light Dinner and Child Care provided

**Please RSVP to Diane Wilson at [dwilson@plumascharterschool.org](mailto:dwilson@plumascharterschool.org), 530-283-3851**

Additional Parent Meetings are not yet scheduled but will be by 10/1, and the schedule will be emailed to all parents.

## **SCHOOL-PARENT COMPACT**

*Plumas Charter School, 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 2017-2018*

### **School Responsibilities**

**Plumas Charter School will:**

- 1. 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 as follows:**
  - Utilize Common Core aligned instructional materials in center based classes and for home based activities
  - Utilize creative teaching strategies that are engaging and hands on
  - Maintain a 1:12 teacher to student ratio to maximize student support
  - Provide regular access to technology at all centers
  - Provide access to a variety of instructional support materials
  - Provide regular enrichment activities at all centers
  - Each student will have a personalized learning plan that takes into consideration individual strengths, interests and areas for growth.
- 2. 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:
  - Parent-teacher conferences will be offered to all students at least twice a year at the end of the first semester and at the end of the school year.
  - Teachers will promote and schedule these meetings individually with their families.
- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
  - Each student will receive a report card twice a year noting student's performance in their subjects.
  - Each family will also receive the results of the Beginning of Year and End of Year iReady assessments.
  - If a student is experiencing difficulty in their coursework, a meeting will be called to discuss the student's program and any changes that need to be made in order to better support the student.
- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

- Administration is available to consult with parents daily during the course of regular school hours
  - Teaching staff is available from 8-8:30 Tuesday-Friday, 2:30-3:30 Tuesday through Friday, and noon-3 on Mondays for consultation.
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities**, as follows:
- Parent may volunteer at PCS centers, or observe center based activities any time they wish. Volunteer time should be scheduled with the child's teacher.
  - Parents may volunteer for field trips and other school activities. Notifications of opportunities will be sent out in advance.
  - Parents may attend monthly PCS Board of Directors meetings the third Monday of each month, unless otherwise scheduled.

### **Parent Responsibilities**

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

- Monitoring attendance at center based activities.
- Monitoring student's work completion.
- Maintaining open and regular communication with teaching staff.
- Monitoring amount of television their children watch.
- Volunteering in school activities and classes.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying 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.
- Serving, to the extent possible, on policy advisory groups.

We look forward to ongoing communication with all parents around our evolving programs and use of resources. We thank you for choosing Plumas Charter School.

Please feel free to contact me with any questions, feedback or concerns.

Taletha Washburn,  
Executive Director