



PARENT AND FAMILY ENGAGEMENT POLICY, TITLE I

University Preparation Charter School (“School”) has developed this written Parent and Family Engagement Policy (“Policy”) with input from Title I parents. The School Site Council worked to develop this policy and reviews it annually to send to the school board for consideration. The School has distributed this Policy to parents of Title I students by posting the policy on our school website. This Policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

GENERAL EXPECTATIONS

The School agrees to implement the following statutory requirements:

- The School will implement programs, activities and procedures for the involvement of parents and family members in its Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- This Policy will meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The School will incorporate this Policy into its plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the School will provide full opportunities for the informed participation of parents and family members, including parents and family members who have with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under 20 U.S.C. § 6311 in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

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Board Policy: Philosophy, Goals, Objects and Comprehensive Plans #000

- If the School's plan for Title I, Part A is not satisfactory to the parents of participating children, the School will submit any parent comments with the plan when the School submits the plan to the California Department of Education.
- The School will involve the parents of children participating in its Title I, Part program about how the 1% of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 90% of the 1% reserved is distributed directly to the School.
- The School will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in 20 U.S.C. § 6318.*

- The School will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOLWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

To involve parents in the Title I program at the School, the following practices have been established:

- The School convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program:
 - *During the annual parent meeting, the School's progress toward meeting accountability goals will be reviewed and the progress of Title I subgroups as well as goals for those subgroups will be specifically*

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Board Policy: Philosophy, Goals, Objects and Comprehensive Plans #000

discussed. Parents will be provided the opportunity to provide input toward the goals.

- The School involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the School's Title I programs and the Title I parent and family engagement policy:
 - *School Site Council (SSC) will review the Parent and Family Engagement Policy on a regular basis to assure it continues to meet the needs of the community and make changes as necessary.*
 - *SSC will review the school plan (Single School Charter Plan as included in the LCAP) and provide recommendations to promote school improvement to the Board of Directors on an annual basis, as necessary.*
 - *English Learner Advisory Committee will provide input to the SSC regarding the school plan (Single School District Plan) as it pertains to English Learners.*
 - *SSC will review student/school progress each year.*
 - *English Learner Advisory Committee will specifically look at English Learner progress.*
- The School provides parents of Title I students with timely information about Title I programs:
 - *Monthly/Bi-monthly newsletter, website, and phone calls home will help keep parents informed about school activities, meetings, and conferences.*
 - *The school will prepare a SARC (School Accountability Report Card) annually. It will be provided in multiple languages and be presented in a manner that is easy to understand.*
- The School provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet:
 - *Parents will receive their child's state test score results with a guide to help understand the results. (The guide will be provided in English and Spanish.)*
 - *Parents are required to attend at least two parent/teacher conferences a year to review their child's progress and discuss the curriculum used by the School. Parents will also be presented with a description of grade level standards.*
 - *Translation/Interpretation will be provided for parent/teacher conferences in English & Spanish; as requested. Upon request and with availability, interpretation for other language groups may be provided.*

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Board Policy: Philosophy, Goals, Objects and Comprehensive Plans #000

- *Standards for achievement and interpretation of student assessment result will be communicated to parents by means of SSC, English Learner Advisory Committee, PTSA, parent meetings/workshops, and newsletters.*
- If requested by parents of Title I students, the School provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. The School offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening:
 - *Administration/teachers will hold a number of parent education/information meetings at flexible times during the school year to educate and inform parents about their student's educational program, strategies to assist their child at home, etc. While these meetings will be specifically designed to meet the needs of Title I students, all parents will be invited. Various opportunities will be provided for parental input.*

School-Parent Compact

This parent compact includes:

- 1) Student-Parent-School "Compact" (*pledge*)
- 2) Acknowledgement that you have read and discussed all information contained within the *Student and Parent Handbook*.

The School distributes to parents of Title I students a School-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon responsibilities that we as partners will carry out to support student success in school and in life.

The following compact confirms our commitment to support each member of our school community as we work towards high levels of achievement for all students. The *Student and Parent Handbook* should be read and discussed by each student and parent together. Please contact your child's teacher or the School with questions regarding any of this material.

Student Pledge:

- Attend school regularly and on time
- Come to school ready to learn with necessary materials and completed assignments/homework
- Follow school and classroom rules as outlined by teachers and in the *Student and Parent Handbook*

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Board Policy: Philosophy, Goals, Objects and Comprehensive Plans #000

- Treat students, staff, parents, and community members with respect; respect the School campus and facilities
- Ask questions when you do not understand
- Tell a teacher or staff member when academic or social help is needed

Parent/Guardian Pledge:

- Make certain your child attends school regularly and on time
- Be respectful to all students, staff, parents, and community members
- Attend parent-teacher conferences, which will be held at least bi-annually
- Attend special events and other school functions
- Speak directly to a staff member when there is a difficulty or when help is needed
- Support students in following school/classroom rules as outlined by teachers and in the *Student and Parent Handbook*
- Participate in your child's education by volunteering in the classroom, participating in PTSA activities, serving on the ELAC and/or SSC, doing home volunteer projects, and/or participating in other School events and activities (watch for sign ups in newsletters and classrooms)

School Pledge:

- Have high expectations and help every child develop a love of learning
- Provide a safe, caring, supportive, effective and orderly learning environment
- Provide high quality curriculum and instruction that enables diverse learners to meet the challenging state academic standards
- Provide reasonable access to staff and opportunities for parents/guardians to volunteer and participate in their child's class and observe classroom activities
- Maintain an open line of meaningful communication between home and school and, to the extent practicable, in a language that family members can understand, including frequent progress reports and bi-annual conferences, which will include a discussion of this compact as it relates to the child's achievement
- Be consistent in implementing the procedures and policies as outlined in the *Student and Parent Handbook* and Board Policies

Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership with parents/guardians, and the community to improve student academic achievement:

- The School will provide assistance to parents/guardians of children served by the School, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - the State's academic content standards,
 - the State's student academic achievement standards,

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Board Policy: Philosophy, Goals, Objects and Comprehensive Plans #000

- the State and local academic assessments including alternate assessments,
- the requirements of Title 1 Part A funding;
- how to monitor their child's progress, and
- how to work with educators:

The School will provide a variety of opportunities for parents to attend workshops that will focus on the state standards for a particular grade level(s). In these workshops, examples, including assessment examples, will be provided to help parents to fully understand the expectations. SSC and English Learner Advisory Committee will review state standards in respect to state accountability. Open lines of communication will assist parents in monitoring their child's progress. At the middle school site, parents can check their child's grades and closely monitor progress via the internet through Parent Connect. Parents will receive an orientation regarding access to Parent Connect and parents will be given access to School computers before/during/after school and during office hours. Parents will also be shown how to access the School website to monitor teacher communication regarding classroom assignments. During parent/teacher conferences, teachers will provide an overview of standards the child is currently working on, progress towards those standards, and strategies the parent can use at home to assist with further progress. Teacher will encourage parents to provide input and communication through a variety of ways: phone, email, communication journals, and in person communication.

- The School will provide materials and training to help parents/guardians work with their children to improve their children's academic achievement, such as literacy training, and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

Parent education nights will be scheduled throughout the school year, focusing on a variety of topics to include reading, math, homework help, etc. Via workshops and one-on-one training, parents will be shown how to access resources on the computer such as Parent Connect, school website, web-based programs that target specific skills for their child. During parent/teacher conferences, teachers will provide parents with resources, as necessary, to help their child at home with areas of deficiency.

- The School will, with the assistance of its staff and parents/guardians, educate its teachers, pupil services personnel, principals and other School leaders and staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the School, by:

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On Thursday afternoons, during teacher collaboration and on staff in-service days, the teachers and staff will participate in a variety of professional development opportunities focused on student achievement. Included in this will be planning and training regarding the coordination of services to assist Title I students. Strategies for creating and maintaining strong parent/teacher partnerships will be considered. Resources from the Ventura County Office of Education, Title programs, will be utilized to better inform the staff about current research and practices in the area of parental involvement. Staff will also be directed to other resources provided by the state of California and other outside resources.

- The School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs with other community programs and conduct other activities that encourage and support parents/guardians in more fully participating in the education of their children:

The school has a preschool on site that is partially funded CSPP, State Preschool funding. The preschool program coordinates its program with the elementary school to include parental involvement activities, community building activities, kindergarten readiness activities, etc. Additionally, the School periodically holds Family Resource nights that provide parents an opportunity to do a fun activity with their child and/or practice an academic strategy with coaching from teachers.

- The School will take the following actions to ensure that information related to the School and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Notifications will be given in a variety of formats and languages. Flyers will be sent out, notifications placed in the newsletter, on the website, and via the phone call home system in multiple languages. The information will also be placed on the School marquee and message boards in front of the School.

- The School shall provide such other reasonable support for parental involvement activities under this section as parents may request:

The school will be responsive to parent needs and will seek parent input to assist in the creation and implementation of activities.

Accessibility

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The School provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand, including by:

The school website and the home communication system are both designed to provide parent information in the language of the parents choosing. Parents can respond to school messages in their own language and it will automatically translate it for the school teacher or personnel.

The school facility and website are ADA compliant.

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(Signature of Authorized Official)

(Date)

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