

Title I School-Level Parent and Family Engagement Policy
Clarence Ruth Elementary
2024-2025 School Year

2.0 With approval from the local governing board, Clarence Ruth Elementary has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. Title I information is presented at School Site Council (SSC) and English Learner Acquisition Committee (ELAC) year. The school has distributed the policy to parents and family members of children served under Title I, Part A. Parent involvement opportunities are included in the Clarence Ruth Elementary School Parent and Student Handbook. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Clarence Ruth Elementary, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Title I program information is shared at the School Site Council (SSC) and English Language Acquisition (ELAC) at the beginning of the year. Parents are informed about the school's participation in the Title I program, the requirements of Title I, and the rights of parents to be involved.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])

PTA, ELAC, and SSC meeting times vary to accommodate parents. Child care and snacks are offered at parent engagement events such as Parent Education classes and upcoming PIQE classes when appropriate. Home visits are made to encourage parent involvement in school and support student attendance.

- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Various means to provide parents with timely information about Title I programs include flyers sent home with students, flyers posted on publicly accessible bulletin boards at school, the school marquee, and Parent Square messages. Communication provided to parents is written in English and Spanish. Parents are involved with the Title I program through SSC and ELAC meetings. School improvement feedback is gathered through annual parent surveys.

d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Parents receive information at the beginning of the year in the first-day packets and through Parent Square messages that occur throughout the year.

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

Parents are provided information during Back to School Night as well as parent-teacher conferences regarding curriculum, grade level content standards, proficiency levels, and academic assessments.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

All parents are invited and encouraged to participate in decision-making processes by attending parent meetings, volunteering at school, participating and serving in their child's class, and serving on district and school committees such as District English Language Learner Commission (DELAC), Local Control Accountability Plan (LCAP) Advisory meetings, Parent-Teacher Association (PTA) meetings, English Language Acquisition Committee (ELAC) meetings, and School Site Council (SSC) Meetings. The school and district provide regular meetings, training, and parent education programs to help parents develop their leadership skills and enhance their knowledge to support their child's education.

- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

Clarence Ruth will submit any and all written documentation from the parents that reflect their concerns and comments about the program(s) to the LEA.

2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging state academic standards, state and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

CDE Dashboard data is reviewed at School Site Council (SSC) and ELAC meetings. Parents can meet with their teachers and/or school administrators to discuss local and state assessments. Parents also have the opportunity to discuss their child's academic and behavioral progress at Fall and Spring conferences or upon request.

- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])

At parent-teacher conferences, informal parent meeting requests, parent workshop/trainings, and through ongoing home-school communication, information related to standards mastery, assessment data, interventions, and how parents can support in monitoring their child's educational progress is provided.

- c) The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Staff receive support and professional development to support the home-school partnership. This includes school social workers, social-emotional counselors, teachers, administrators, and support staff to work with parents and community organizations representing parent interests.

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Clarence Ruth has been awarded a Community Schools Grant to provide a wide range of services and programs to support identified family needs. Clarence Ruth also seeks opportunities to collaborate with other programs for parent involvement including the Parent Institute for Quality Education (PIQE) Family Leadership and Literacy programs.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

School information, including communication about the Title I program will be distributed in the language spoken by the families of the students in the school as outlined by law.

- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Parent involvement strategies within the Single Plan for Student Achievement (SPSA) are based on parent input collected through multiple measures including parent surveys, School Site Council, English Language Acquisition Committee, and Parent Teacher Association.

2.3 Accessibility

Clarence Ruth, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have 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 section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

All parents, including parents with limited English proficiency, are provided information in an understandable format as outlined by law. A bilingual liaison is provided to support communication with parents.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and 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 to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- i. Help parents to learn how to help their child succeed in school.
- ii. Inform parents how their child is doing in school and up to date information on student progress.
- iii. Hold parent-teacher conferences.
- iv. Hold children to high expectations for learning at Clarence Ruth Elementary
- v. Provide high-quality curriculum and instruction in a safe and supportive learning environment.
- vi. Parents can be involved in their child's education and help them succeed by:
 - Read to or with child
 - Provide a time and place for your child to do homework
 - Ensure your child gets plenty of sleep and eats well
 - Ensure your child is at school on time every day
 - Volunteer at school by helping in the classroom and attending either PTA, SSC, or ELAC meetings

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 Compacts were distributed at the beginning of the school year and are available for review in the front office. Individual student achievement is discussed at Fall and Spring conferences.
2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Parents receive updates on their student(s) progress at both conferences and with report cards sent home after each trimester. Parents can request updates on assignments and grades at any time.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Parents have access to staff members' email addresses and can message them through Parent Square.

Clarence Ruth has a PTA that actively recruits parents. Parents are invited to volunteer in their child's classroom as well as chaperone field trips. All parents are invited and encouraged to attend PTA, SSC, and ELAC meetings.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Communication is sent out schoolwide via Parent Square. Parent Square has the capability to send messages in the language of their choice.