Title I School-Level Parent and Family Engagement Policy

Sparks Elementary

2024-2025

2.0 With approval from the local governing board, Sparks Elementary has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. Parent input occurred during monthly meetings:

- Coffee with the Principal
- SSC
- ELAC

The school has distributed the policy to parents and family members of children served under Title I, Part A. This policy will be distributed to parents of Title I students at the beginning of the school year with the emergency/district information packet. (20 United States Code [U.S.C.] Section [§] 6318[b][1])

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 Sparks 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]) Sparks convenes an annual Title 1 meeting during Back-to-School Night where we provide English-Spanish translation.

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

- Parents are invited to the monthly Coffee with the Principal meetings to discuss issues of Title I and/or ELL programs or any other factors important to parents.
- There are a minimum of five (5) SSC meetings which are planned to develop the Single Plan for Student Achievement (SPSA), review legal assurances and issues related to Title I, budget priorities, and academic achievement.
- Additionally, Sparks will hold meetings for SSC and/or ELAC whenever needed to discuss the following: new budget priorities, revisions to the school plan, analysis of data, or any other concern that parents may have.

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])

- SSC meetings are held where the Title I programs are reviewed annually before the SPSA is approved.
- Parents are also to complete the school climate needs assessment that is given at the end of the year. Results are discussed during SSC parent meetings.

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

1. Timely information about the Title I program through: (20 U.S.C. § 6318[c][4][A])
    - Monthly School Calendar with events
    - Marquee
    - Parent information board
    - Annual Title I meeting
    - Back to School Night
    - Open House
    - ELAC and SSC meetings
    - Coffee with the Principal
    - Parent Square (Parents and Teachers)-weekly

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])
    - Parent workshops (College prep)
    - Parent conferences
    - SSC and ELAC
    - Coffee with the Principal
    - Back to School Night
    - Furthermore, teachers meet with parents at least two times every year to discuss classroom and state exam assessments for Title I students.

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])
    - SSTs
    - Response to Intervention (RTI) referrals

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])
    - Parents will have the opportunity to share any suggestions/concerns through:
        SSC
        ELAC
        Coffee with the Principal
        SSC & ELAC Evaluations
        Annual School Climate Needs Assessment

2.2 Building Capacity for Involvement

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 establishing 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 through:. (20 U.S.C. § 6318[e][1])

- Parent-Teacher Conference
- SSTs
- Response to Intervention referrals which can be done by the teacher (parent meetings/conferences, SST's, and RTI)

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

- Parent education classes (College prep)
- Reading/math workshops
- Resources addressing topics such as strategies to work with their children, effective discipline techniques, and college information

c) The school educates teachers, specialized instructional support personnel, principals, and 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 through: (20 U.S.C. § 6318[e][3])

- Professional Development
- Staff Meetings
- These meetings are provided to aid teachers and staff when working with parents as well as the perceived needs of staff members.

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 through: (20 U.S.C. § 6318[e][4])

- Parent volunteer program that encourages and supports parents to actively participate in the education of their children.
- School personnel as well as other personnel who have been trained by the district also use the room to give parent workshops in different areas (e.g. Reading and Math workshops and Adult Ed).

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]) All materials are sent home in Spanish and English.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request through: (20 U.S.C. § 6318[e][14])
- Monthly Coffee with the Principal
- Annual school needs assessment. It gives parents the opportunity to discuss the most pressing needs of parents.

2.3 Accessibility

The school, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members 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 a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])
- Translation support available for all school meetings and events
- Documents sent home are translated (Spanish and English)
- Monthly Calendar of Events
- Parent bulletin board
- Bilingual office personnel
- Parent Square
- Social Media
- School Web Page

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) Sparks Elementary School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire 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. The school-parent compact describes the following items in addition to items added by parents of Title I: (20 U.S.C. § 6318[d][1])

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parents' responsibility to support their children's learning.
3. The importance of ongoing communication between parents and teachers through
   - Annual conferences
   - Regular reports on student progress
   - Access to staff

- Opportunities to volunteer and participate in and observe the educational program.

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])
    - Parent-Teacher Conferences at least two times a year

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
    - Parent-Teacher Conferences are held at least two times a year
    - Teachers communicate with parents via phone, email or home notes
    - Teachers use other digital means, including Parent Square, Google Classroom, AERIES etc. to communicate with parents regarding academic and social progress

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 can access teachers through emails provided through our school webpage, as well as by appointments
    - Teachers are normally available to speak with parents before school and at dismissal.
    - Volunteer applications and information are available at Business Day before the school year begins and throughout the year in our front office.

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])
   English-Spanish Translation is offered for all:
    - Annual Title 1
    - Annual ELL Meeting
    - SSC Meetings
    - ELAC Meetings
    - Coffee with the Principal
    - Parent Workshops
    - Parent-Teacher Conferences
    - IEPs
    - SFT Meetings
    - Back to School Night
    - Award Assemblies