



Title I, Part A School-Level Parent and Family Engagement Policy 2025-26

- 2.0 With approval from the local governing board, Rancho Elementary School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b](1-4))

We will utilize every opportunity available to communicate with our parents regarding student achievement, school improvement, and school-wide activities. We will solicit parent involvement via classroom teachers, parent-teacher conferences, school newsletters, the school marquee, social media parent surveys, and phone/email communication. We will also take every effort to offer information to solicit input in multiple languages, as required. All public convened meetings are published at the beginning of the year for all parent advisory meetings to allow ample planning time encouraging maximum parent attendance.

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how Rancho Elementary School shall carry out the following requirements: (20 U.S.C. § 6318[b](1))

- 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))

An annual Title I meeting is held with parents at Back to School Night in the fall. A presentation is shared with information about the Title I program, the California State Standards, student performance data, and parental rights are explained to parents. The presentation is repeated on another date and time by the end of September. Interpretation services are offered at the meetings for those parents who are not English speakers.

- 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 parental involvement. (20 U.S.C. § 6318[c](2))

Our school holds meetings with parents at a variety of times. An annual Title I meeting is held with parents at Back to School Night in the fall. The presentation is repeated on another date

and at a different time of the day by the end of September. Meetings are held for School Site Council (SSC), English Learner Advisory Committee (ELAC), and Title I parents in the morning, after school, and evening. Back to School Night, PTA Meetings, and family engagement events are scheduled at varying times to accommodate the needs of stakeholders. Conferences in the Fall are also held throughout the day to allow for parent participation.

- 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])

Parents are involved in the planning, monitoring, and modifications involved with the Title I program primarily through the participation in planning all reforms of the school. Elected representatives from parent and community stakeholders work with the SSC to analyze data, monitor progress, and make modifications to the instructional program, both through the School Plan for Student Achievement (SPSA) and the Parent Engagement Policy. The policy will be reviewed and updated annually during a SSC meeting in the spring.

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

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

Parents receive information about Title I programs at the annual "Title I" meeting held during Back to School Night, and an alternative time. They are informed of their rights, program requirements and the vehicles by which they can provide input. On-going collaboration and updates about the programs are also done through updates via telephone and email, at SSC meetings, ELAC meetings, Title I parent meetings, and other parent events. Information is posted on the school website, in the main office, and sent through the U.S. Mail, when necessary.

- ii. 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 an explanation of the programs in place at our school during the annual Title I meeting, Back to School Night, family engagement/curriculum events, SSC meetings, and ELAC meetings. Teachers provide a more detailed overview of curriculum, how they use assessment to monitor student progress, and grading (as appropriate) at Back to School Night, in their start of the year communications and during fall conferences where parents speak with teachers one-on-one about their child's academic achievement.

- iii. 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])

Our school invites and encourages parent participation in decision making regarding students' education. Formal meetings such as parent-teacher conferences in the fall in addition to on-going meetings throughout the year for individual students or students in special programs (i.e.: IEPs, 504s, SSTs). Additionally, parents experience an open door policy at our school. Parents and families are encouraged to meet with staff (formally and informally) on an on-going basis to establish a collaborative relationship in decision making around students' educational needs. Parents' are also supported and encouraged to give input at a program level through the SPSA by attending or sending comments to SSC meetings and ELAC meetings.

- e) If the schoolwide program (SWP) 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 (LEA). (20 U.S.C. § 6318[c][5])

All school plans are given to the board in June for approval.

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 under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

- a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic 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])

a) Offering site and district workshops for parents and families to support them with working with their children, including in the areas of literacy, math, and social emotional well-being.
b) Consider the needs of working families when scheduling events and meetings, such as meetings in the morning, evenings, or via zoom.
c) Consider the needs of multi-lingual families by providing translation and translation services as needed

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

a) Provide materials and resources to assist families with working with and supporting their children, including websites, parent handbooks, and schools/classroom newsletters.
b) Works with social worker and parent liaison to connect parents to resources in the community and provide educational classes to support parents/care-givers in helping their students achieve.

- 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. (20 U.S.C. § 6318[e][3])

a) The site and district collaborate to create a welcome environment.
b) Identify best communication method for parents and families.
c) Identify key information parents and families need regarding topics through the use of an annual parent survey.

- 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, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

SPSA goal 4 ties into our district LCAP Goal 2. We seek to engage students and families to ensure the skills and support necessary for social, emotion, and physical well-being.

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

Interpretation and translation services are available and used as needed to support parents. Parent liaisons are available to work with families in both Spanish and Pashto at this time.

- 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])

We utilize the data from our annual parent surveys to ensure that we are engaging in activities and strategies that the LEA and the parents/families of LMSVSD feel are appropriate and consistent with the goals of the parent and family engagement policy.

2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Rancho Elementary School, to the extent practicable, shall provide 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])

The school works closely with the district to ensure resources are available to parents and family members to support them in engaging with their child's education.

2.4 School-Parent Compact (If your school has a separate compact to address this requirement, the policy does not need to include this section)

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 following requirements: (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 Title I, Part A 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])

Our school is dedicated to establishing an atmosphere where students, families, and staff work together to provide a caring, safe, educational environment where all children thrive. We believe that all children come to school with a desire to learn and our responsibility is to meet students where they are and

support them to high levels of learning. We honor student identities, backgrounds and experiences as valuable assets. We strive to provide high quality, relevant and engaging learning experiences and believe that children are successful when home and school build powerful collaborative partnerships and share responsibility for student learning. This 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.

As a Title I school, parents receive information about Title I programs annually during the annual Title I meeting and during Family/Teacher Conferences in the fall. At the Family/Teacher conferences, parents are provided a hard copy of the School-Parent Compact, Title 1 Family Engagement Policy, and resources to support families to stay informed about student academic achievement and progress. Teachers share each individual student's academic achievement and progress with their families at this time. They are also informed about overall student achievement data at the site's annual Title I meeting and at other family meetings. At SSC, ELAC, and other meetings convened throughout the year, families learn about the Title I program and how it can serve their children through supplemental programs. Families also receive information through District and school websites, via phone and/or email, family/teacher conferences, Family Nights, and Back to School Night.

During Family/Teacher Conferences, specific, grade-level content standards are shared as well as each child's progress toward meeting and achieving the academic standards. We host several family engagement nights throughout the school year focusing on core subject areas. Families are provided information about curriculum, standards, assessments, progress monitoring, and state assessments via the annual Title I meeting, ELAC meetings, SSC meetings, the school website, the district website, and district parent trainings and meetings, including DELAC and the District Advisory Committee.

Our school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices to help children achieve the state's high academic standards:

Teachers will:

- provide a safe and supportive environment conducive to learning
- use research-based practices that work best for each of my students
- ensure students know what they are learning and why
- monitor and respond to student learning progress
- treat all students and families with courtesy and respect, understanding and embracing cultural diversity
- provide timely information to the parent on the student's progress
- help each student grow and learn to their fullest potential
- maintain open lines of communication with my students and care-givers in order to support student learning and build positive relationships
- help my students resolve conflicts in a helpful and safe manner (assisting them to report conflict and challenges proactively, participate in school facilitated restorative practices and accept responsibility for their role in any conflicts)

Parents, Families and Caregivers will:

- help my child understand and communicate what they need to be successful at school
- communicate to school staff what we (as a family) need to help our child to be successful at school
- ensure my child attends school daily and arrives on time, reach out to school staff for assistance to address barriers to regular attendance
- maintain good communication with my child, my child's teacher, and the school
- help my child resolve conflicts in a helpful and safe manner (assisting them to report conflict

and challenges proactively, participate in school facilitated restorative practices and accept responsibility for their role in any conflicts)

- ensure my child completes assignments daily
- attend and participate in school family involvement activities when possible

Students will:

- believe that I can learn and I will learn
- attend school daily, unless I am sick
- do my best to understand what I am learning and track my progress
- do my best in class ask for help when I need it
- complete all my classwork
- read regularly and practice key skills at home
- be considerate and cooperate with all students and adults
- participate in community service to contribute to their school community

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (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])

Parents will have the opportunity to participate in yearly conferences where student progress toward grade level standards or IEP goals will be shared. The School-Parent Compact will be shared at this time.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Our school also provides parents with frequent reports on their children's progress in English, however, when requested and as required, reports can be translated into Spanish. Reports are translated into other languages whenever possible, as needed. All families are able to schedule additional conferences or meetings with staff members throughout the year. Interpreters are available, as needed, for conferences and meetings such as IEPs and SSTs. Our school also translates into Spanish all school-wide notices regarding Title I, ELAC, and SSC that are sent home to students through print.

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])

All families have reasonable access to staff members through before and after school conferences, meetings, phone calls, and emails, and parents have opportunities to volunteer and participate in their child's class and to observe classroom activities.

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])

Interpretation and translation services are available and can be accessed, to the extent practicable, to ensure that family members can engage in regular two-way, meaningful communication with the school staff.

*It may be helpful to include the parent and family engagement policy review in the annual review of the School Plan for Student Achievement.

**The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.

Type signature here.

A handwritten signature in blue ink, appearing to be "S. J. [unclear]", with a long horizontal line extending to the right.

Signature of Authorized Official

Enter date approved.

5/22/24

Governing Board Approval Date

California Department of Education
April 2020