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## **SAN DIEGO COOPERATIVE CHARTER SCHOOL**

### **PARENT AND FAMILY ENGAGEMENT POLICY**

The San Diego Cooperative Charter Schools (“SDCCS” or the “Charter School”) has developed a written Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. SDCCS has distributed the Policy to parents of Title I students by having it posted on the website as well as included in our parent handbook. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

SDCCS strongly believes that parent involvement is key to student’s success. However, no parent involvement plan or policy shall require mandatory service from parents, and under no circumstances shall any student suffer any adverse consequences, including without limitation, denial of admission or readmission based upon a parent’s or families’ level of service to or other contribution to the Charter school.

The SDCCS Board of Directors (“Board”) recognizes that parents and families are their children’s first and most influential teachers and that sustained parent and family involvement in the education of their children contributes greatly to student achievement and a positive school environment.

#### **Charter School Expectations and Objectives<sup>[A3]</sup>**

In establishing the Charter School’s expectations and objectives for meaningful parent and family involvement, SDCCS has established the following practices:

1. SDCCS involves parents and family members in the joint development of the Charter School’s Parent and Family Engagement Plan.
  - By seeking input through surveys, PSA and at School Site Council meetings

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2. The site Principal or designee shall work with staff and parents and family members to develop meaningful opportunities at all grade-levels for parents and families to be involved in school activities; advisory, decision-making and advocacy roles; and activities to support learning at home to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

- San Diego Cooperative Charter offers a variety of ways for parents to engage in meaningful ways such as meeting with teachers, attending and participating at project nights or school activities, attending or becoming a PSA or Board member

3. Parents and families shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to do so.

- Parents are encouraged to participate in their child's education through orientation, classroom meetings, email communications, and PSA meetings.

4. SDCCS coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.

- SDCCS is a single school LEA. Therefore, many of our groups and committee's overlap. For example, our PSA, SSC and ELAC groups provide feedback for this policy as well as our LCAP.

5. SDCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.

- SDCCS will evaluate the content and effectiveness of this policy through the process already in place for the SDCCS's LCAP where we involve parents throughout creating that plan and look closely at academic achievement annually.

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6. SDCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to economically disadvantaged parents, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

- SDCCS will closely look at the participation of families from various groups and will implement more targeted outreach if the participation of any student group is deemed to be concerning. Targeted outreach may involve phone calls, text messaging, or other communication as well as activities designed to increase engagement and attract more families.

7. SDCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with their children's learning, including engaging with Charter School personnel and teachers.

- SDCCS will look at findings that might be language, technology, or culture related and will make necessary changes to our communication and outreach to have more effective involvement.

8. SDCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter Schools and family interactions.

- SDCCS is a small single school serving over 450 students. A representative parent body must be a manageable size to be a good representative group. We will utilize the following groups to represent the needs of the population adequately:
  - Buenos Dias Coffee (coffee with the Principal)
  - ELAC
  - Parent Surveys LCAP Surveys
  - Feedback from other School-Wide Events

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9. SDCCS uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.

- SDCCS's Title 1, Part A is schoolwide thus all family members of the school have children that participate. Our PSA, ELAC, Parent Surveys, and Annual Title Meeting will all provide parents and family members the opportunity to be involved in this School Parent and Family Engagement Policy.

10. SDCCS involves parents in the activities of the Charter School to represent the needs of the population adequately.

- SDCCS works to make sure that all families are invited and feel a sense of belonging in our school community. Communications are translated so that information is easily accessed and ensures that both parents and staff understand each other on multiple levels.

11. The Executive Director shall regularly evaluate and report to the Board on the effectiveness of the Charter School's parent and family involvement efforts including, but not limited to, input from parents, families, and school staff on the adequacy of parent and family involvement opportunities and barriers that may inhibit parent and family participation.

### **Involvement of Parents in the Title I Program**

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

1. SDCCS 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.

- SDCC's Title 1, Part A is schoolwide thus all family members of the school have children that participate. Our PSA, ELAC, LCAP, and Parent Surveys will all provide parents and family members the opportunity to be involved in this School Parent and Family Engagement Policy.

2. SDCCS offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

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- SDCCS offers a variety of meetings at which parents may be involved in. Our PSA meetings occur monthly on site and on-line. Our ELAC and LPAC meetings occur multiple times throughout the year on-site. Monthly SDCCS holds Board of Directors meetings which are open to all families.
3. SDCCS involves parents of Title I students in an organized, ongoing, and timely way, planning, reviewing, and improving the Charter School's Title I programs and the Parent and Family Engagement Policy.
- Parents and family members are involved in an organized, ongoing, and timely way in planning, reviewing, and improving programs under Title I through the various parent meeting groups listed throughout this policy and through our LCAP process.
4. SDCCS provides parents of Title I students with timely information about Title I programs.
- SDCCS provides information through emails, meetings, ELAC, and newsletters, ensuring that we translate information for all families' access. Our front office staff is welcoming and works hard to include and encourage all families to be involved and welcomed into our community, and this is the foundation for wanting to even engage in the information.
5. SDCCS provides parents of Title I students with a description and explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Parents of Title I students are invited to class meetings and conferences where they learn not only about the curriculum but also about their student's strengths and areas for growth. Parents are updated on what is happening in the classroom with a weekly newsletter and a regular Administrative newsletter. Assessment results are distributed and explained to parents at the beginning of the school year and are mailed to parents with the end-of-the-year report card.
6. If requested by parents of Title I students, SDCCS provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

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- SDCCS provides regular opportunities for parents of Title I students to participate in decisions relating to their children's education and to have ample opportunity to collaborate with school staff.

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If SDCCS has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

### **School-Parent Compact**

SDCCS distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students:

1. SDCCS's responsibility is to provide high-quality curriculum and instruction to meet the challenging State academic standards.
2. The ways parents will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
3. SDCCS believes in the importance of ongoing communication between parents and teachers through, at a minimum, biannual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

### **Building Capacity for Involvement**

SDCCS engages Title I parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, SDCCS has established the following practices.

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1. SDCCS assists Title I parents in understanding challenging state academic standards, state and local assessments, and how to monitor and improve their children's achievement.

- SDCCS provides translated materials and translation in meetings in order to ensure that all parents are informed about our program and how we are working to meet the challenging academic standards.

2. SDCCS provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.

- SDCCS works with Title I parents to ensure they know how to best work with their students at home to support their learning goals best.

3. With the assistance of Title I parents, SDCCS educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.

- Parent participation and engagement is a foundational belief at SDCCS. Our educators work hard to ensure that parents feel welcomed, informed and invited to participate in multiple levels of our educational program.

4. SDCCS coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in their children's education.

- SDCCS has a counseling program that works with parents to support them and their parenting needs. Our program encourages and invites Title I parental involvement and works to eliminate barriers.

5. SDCCS distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- SDCCS regularly informs parents of activities and meetings on a platform that can be translated into many languages.

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6. SDCCS supports parental involvement activities requested by Title I parents.
  - SDCCS supports parental involvement by providing multiple invitations and opportunities for engagement and creating a welcoming environment.

### **Accessibility**

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

The communication platform can be translated into multiple languages.