



Rio Real K-8 Dual Immersion Academy 2021-2022

Title I School-Level Parent and Family Engagement Policy

2.0 With approval from the local governing board, **Rio Real K-8 Dual Immersion Academy** 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]).

Rio Real School developed a written Title I parental involvement policy with input from Title I parents.

- Parents are given the opportunity to provide input during the following meetings with teachers and administration: School Site Council, ELAC, PTA and Coffee with the Principal.
- Parent / Guardian feedback is also obtained through: YouthTruth and ThoughtExchange Surveys.

Rio Real School distributes the policy to parents of Title I students:

- At our Annual Title I Meeting at the beginning of every school year.
- On our school website
- In our Parent / Student handbook
- At School Site Council, ELAC and Coffee with the Principal meetings.

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 **Rio Real K-8 Dual Immersion Academy**, 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])

Rio Real School holds 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.

- An annual Title I meeting is held within the first trimester of each year.
 - Parents are reminded of the meeting through a telephone message to the home, our parent communication platform (ParentSquare), the monthly calendar and via school newsletter.
 - The annual Title I meeting may be held in conjunction with another regularly scheduled parent meeting such as Back to School Night, Coffee with the Principal etc.
- 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])

Rio Real School offers a flexible number of meetings for Title I parents.

- Parents can be involved through PTA meetings, School Site Council meetings, Coffee with the Principal, ELAC, parent conferences, parent education nights and parent workshops.
- 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])

In order to obtain the greatest amount of joint collaboration on the parent involvement policy, **Rio Real School** will:

- Provide parents with the opportunity to provide input as to how we can improve our program and policy. We provide this opportunity at the following meetings: PTA, SSC, ELAC in which the parents/guardians are encouraged to actively participate and advocate for the learning needs of their child, as well as share ideas on increasing and improving parent participation
- Collect survey information throughout the school year, at appropriate intervals as to maximize participation
- Share survey information with parent groups to gain additional feedback

- Review annually the Parental Involvement Policy and the School-Parent Compact by the School Site Council, English Language Advisory Committee and the School Instructional Leadership Team
 - Conduct an annual review of the Title I program is reviewed as part of the development and of the SPSA.
- 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])
 - Through School Site Council, ELAC, and Title 1, and Back to School meetings.
 - School Site Council, ELAC, and Title I meeting date information will be sent to parents via Parent Square communication system
 - Agendas for all meetings will be posted on the school website and entrance to the school at least 72 hours prior to the meetings.
 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])
 - Information is provided at our annual Title I meeting.
 - All parents receive information about the curriculum and programs at Back to School Night.
 - Parents are informed of programs during fall parent-teacher conferences.
 - At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards will be explained to parents including the curriculum being used, grade-level expectations for proficiency, data reporting for state and local assessments and available interventions in reading, ELA and mathematics for students needing assistance
 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])
 - Through formal parent-teacher conferences, informal requests by parent meetings, Back to School Nights, SSC, ELAC and PTA, monthly parent meetings led by the counselor.
 - Parents are provided with parent rights at IEP meetings and reminded that they have the right to call a meeting at any time to discuss their child's education.

- Rio Real holds 6 parent meetings a year to which parents are invited and provided with a translator in their own dialect (Mixteco).
- 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])
- Rio Real School will submit all written documentation of parent comments that reflect that the program is not satisfactory to LEA

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 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 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])
- During Back to School Night
 - During parent-student-teacher conferences
 - During Title 1, SSC, and ELAC
 - Monthly parent meetings focusing on student achievement, learning, and parent support.
 - School communication regarding State Assessment results and student progress
- 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])
- During Coffee with the Principal, ELAC, SSC and PAC meetings, the principal conducts Powerpoint presentations and holds discussions to educate parents about the Common Core State Standards, assessments, and monitoring their child's progress or lack thereof.
- 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])

- **Rio Real** provides Title I parents with materials and training to help them work with their children to improve their child's achievement.
 - i. Parent Education Nights take place 3 times a year during which time teachers offer parents tips and strategies to help their child in Language Arts and Math. Teachers provide handouts with directions, provide free books with reading guides for parents to use when reading as well as modeling for parents how to use the materials provided.
 - ii. At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.
 - With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
 - i. The principal provides teachers with feedback and comments from parent discussions held during Coffee with the Principal meetings.
 - ii. A panel of parents and community members are invited in to a staff/professional development meeting to present information about their indigenous culture.
- 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])
- Promotoras and Family Development workers conduct outreach to families who might not otherwise be able to connect with the school by conducting home visits and providing translation services.
 - Evening parenting classes are offered to families struggling with students who are considered at risk or participate in high risk behaviors in or out of school.
 - The school will develop and foster networking opportunities that involve and support parents in engaging in their student's education
 - Through parent newsletters, orientations, and referral to viable parent resources

- Appropriate roles for community organizations will be developed and may include: supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling
- 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])
- All written information is sent out to parents in Spanish and English.
 - A Mixteco translator holds office hours during various times of the day for parents who speak Mixteco.
 - Automated telephone messages are programmed to be sent out in both Spanish and English, depending on the language preference indicated by parents.
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- 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])
- Parents are provided support in translation during parent conferences, as well as support in filling out school related forms in the office through a dedicated Family Support Specialist.
 - Parent involvement strategies within the SPSA are integrated based on parent input through survey data.
 - Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.

2.3 Accessibility

Rio Real School, 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])

- Meetings are scheduled during evening hours and on Saturdays for the parents of Migrant students who would otherwise be unable to attend meetings held during the day.
- All school buildings and classrooms are accessible to parents who are physically disabled to allow them to participate fully in all school parent meetings and activities.
- All notices and fliers sent home are both in English and Spanish.
- All school meetings are held bilingually when required by the attendance of both Spanish and English speakers.

2.4 School-Parent Compact- UPDATED 12/9/2020

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 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])

Student-Teacher-Parent Compact which is attached below and is reviewed annually by Rio Real Dual Immersion Academy community stakeholders.

- 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])
 - a. Parent-Teacher conferences will be held formally twice per year. Once during the first trimester, and again during the second trimester.
 - b. Informal conferences can be held throughout the school year.
 2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
 - a. Progress reports will be provided at the trimester mid-point.
 - b. Report cards will be sent at the end of each trimester.
 - c. Parents will have access to grades via the Parent Portal.
 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])
 - a. Parents will have access to teachers through email, Parent Square communications software, and conferences.
 - b. Parents will have the opportunity to participate in committees such as SSC, ELAC, and PTA.
 - c. Board policy will be followed regarding parent classroom visits and participation.

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])
 - a. School information, including communication about the Title I, Part A program, will be distributed in all the major languages spoken by the families of the students at the school.
 - b. Translators will be available for parent meetings and activities.

Río Real Elementary K-8 Dual Immersion Academy

Title I, Part A School-Parent Compact

The Río Real Elementary School, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how 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; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Río Real Elementary School understands the importance of the school experience for every student. The school agrees to carry out the following responsibilities to the best of their ability:

Instruction

- Provide high-quality curriculum and instruction in a supportive and effective learning environment which allows the children served under Title 1, A to meet the challenging state standards,
- Utilize research based intervention programs such as: Dual Immersion, Imagine Learning, ST Math, Desmos, and other programs that support student learning
- Provide support in targeted areas as identified by formative and summative assessments such as the district CFA Benchmark exams in Math and ELA, unit formative assessments, and/or based on teacher input.
- Utilize district support staff to implement engaging instructional strategies.
- Provide highly quality teachers and instructional aides to deliver instruction and Multiple Tiered System of Support (MTSS) strategies.

Communication

- Acknowledge that parents are a vital to the success of the child and school
- Communication will be established through Parent Square, EdConnect, use of communication apps such as Remind, email, Session 1, 2, and 3 Progress reports, parent-teacher conferences, and personal phone calls.
- Hold Intervention Progress Team Meetings.
- Personal phone calls.

Parent Involvement

- Parents will provide a quiet place for their child to study nightly, ensure homework is complete, frequently monitor their child's progress by reviewing progress reports from both classroom teacher and Title 1 program,
- Parents are encouraged to participate in school committees such as PTSA, ELAC (English Language Advisory Committee), and School Site Council (SST)
- Volunteering in their child's school
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Send the student to school on-time, well-fed, and well-rested on a regular basis
- Attend school functions and conferences

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- Parent-teacher conferences twice annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- frequent reports to parents on their children's progress;
- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Conferences:

- Parents will have the opportunity to participate in conference twice per year in Trimester 1 and Trimester 2, student progress toward grade level standards or IEP goals will be shared,
- Parents and teachers will work together to find ways in which to support student learning. Parents may request a conference throughout the year,
- The ELD coordinator will provide information on progress of RFEPs and reclassified students annually

Student Progress:

- Middle School progress reports will be mailed half-way through each of the trimesters and K-8 Report cards will be mailed home at the end of each trimester
- Parents are encouraged to sign up for Parent Portal to access progress

Parent Involvement Opportunities:

- Attend parent meetings such as Back to School Night, Math & Literacy Nights, Title 1 Parent Meeting, History/Science Night, and the overall involvement in their child's education is encouraged.
- Coffee with the Principal and Parent Workshops
- High School information nights
- Extra-curricular activities such as sports events, cultural celebrations, volunteer in school events,

Communication Accessibility:

- To the extent possible communication will be made possible in a language that is understandable to our parents/guardians,
- Translator will be available for conferences,
- To the extent possible events will be held in a language that provides access, or a translator will be present

This Compact was established by **Rio Real Elementary School** on December 9, 2020, and will be in effect for the period of the 2020-2021 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: **December 18, 2020**.

Signature Page

Enter Name and Title of Authorized Official

Dr. Maria M. Hernandez, EdD

Enter Signature of Authorized Official

Dr. Maria M. Hernandez

Enter Date

December 9, 2020

California Department of Education
April 2020

<https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp>