

Sherman Oaks Center for Enriched Studies

18605 Erwin Street, Tarzana, California 91335-6824

Telephone: (818) 758-5600

Facsimile: (818) 344-5909



AUSTIN BEUTNER
Superintendent
of Schools

JOSEPH NACORDA
Local District Northwest
Superintendent

KATIE MCGRATH

Sherman Oaks Center for Enriched Studies Title I Parent and Family Engagement Policy 2020-21

Sherman Oaks CES has jointly developed with, and distributed to parents/guardians of students the following written Title I Parental Involvement Policy. The policy has been agreed upon by parents of Title I students and describes the means for carrying out the following Title I parental involvement requirements. It is distributed in a language that parents/guardians understand.

Section I: POLICY INVOLVEMENT

Sherman Oaks CES carries out the following legal requirements in the manner described below:

Convene an annual meeting to inform parents/guardians of students of the requirements of Title I and their rights to be involved.

- Our school holds its annual Title I meeting in which parents/guardians are informed of the history, purpose, legalities, and their rights and resources.
- Ongoing advertisement and promotion serves as a means to recruit as many parents/guardians and community members as possible to this informative meeting. The school's Connect ED telephone message system, written reminders, web page announcements, e-mails, Schoology announcements, Coffee with the Principal, and other means will be utilized to inform our parents/guardians.

Offer a flexible number of meetings.

- Sherman Oaks CES holds committee meetings for the English Learner Advisory Committee (ELAC) and the School Site Council (SSC) for a minimum of six (6) meetings each per year.
- Parents/guardians are surveyed at the beginning of each school year regarding preference to morning or evening meetings (ELAC only), and day of the week for monthly meetings.

Involve parents/guardians of students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I program and Title I Parental Involvement Policy (PIP).

- Parents/guardians are involved in the planning, review, and improvement of the Title I program throughout the school year during advisory School Site Council meetings, sub-committees, and agenda planning sessions.
- Flyers announcing the meetings are sent out to parents/guardians with the meeting time and date and topics to be covered.
- Topics that are discussed during the meetings include data analysis of test scores, review and annual evaluation of the *School Plan for Student Achievement*, budget allocations and budget expenses.
- Complete annual surveys to determine parent/guardian training topics and areas of interest.
- The Title I Parent Involvement Policy is reviewed each year by the SSC. Revisions to the Parent Involvement Policy are made based on student achievement data and suggestions of various stakeholder groups.
- Parent/guardian subcommittees are formed to review the school's Parent Involvement Policy and School Compact. The subcommittee reports back to the SSC with suggestions and timeline.

Provide parents/guardians of students with timely information about the Title I program.

- Parents/guardians receive additional information through phone calls, parent/guardian trainings, parent/guardian conferences, flyers, mailings, newsletters, e-mails, and the year-long calendar of all Title I meetings/events.
- Parents/guardians are informed and provided information on curriculum and assessments as to student achievement during Title I meetings.
- Parents/guardians are given opportunities to participate in decisions related to the education of students through advisory committees.

Provide parents/guardians with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.

- Parents/guardians are invited to attend informational meetings throughout the year to receive information and data (related to test scores), to offer suggestions, celebrate successes and assess needs.
- During Back to School Night, Open House, and Magnet Conference Nights teachers explain and share state standards with parents/guardians. Throughout the year, administrators, English Learners and Title I coordinators give workshops to help parents understand rubrics, standards, assessments, and how they can help their child be successful in school.
- Report cards, progress reports, parent conferences help parents/guardians understand their child's academic proficiency.
- The EL Coordinator will explain ELPAC testing, reclassification, and how the school uses the results of the test.

Provide parents/guardians of students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

- Parents/guardians are invited to attend School Site Council, and ELAC meetings and participate in decisions related to their children.
- All support personnel are available to meet with parents/guardians to discuss individual student needs. Support personnel regularly present information during advisory council meetings (SSC and ELAC).

SECTION II: SHARED RESPONSIBILITIES FOR HIGH ACADEMIC ACHIEVEMENT

Sherman Oaks CES has jointly developed with, and distributed to, parents/guardians of students a school-parent/guardians compact that outlines how parents/guardians, school staff and students will share the responsibility for improved academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve the California Content State Standards (CCSS). A copy of the compact is attached to this policy and describes the following items:

- The school's responsibility to provide high-quality curriculum and instruction by lesson planning that includes the CCSS;
- The parent's/guardian's responsibility is to support their children's learning by monitoring student progress via Schoology, making sure they are getting adequate sleep, attending school daily and arriving on time;
- The importance of ongoing communication between parents/guardians and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

Sherman Oaks Center for Enriched Studies

18605 Erwin Street, Tarzana, California 91335-6824

Telephone: (818) 758-5600

Facsimile: (818) 344-5909



AUSTIN BEUTNER
Superintendent
of Schools

JOSEPH NACORDA
Local District Northwest
Superintendent

KATIE MCGRATH

SECTION III: BUILDING CAPACITY

To improve academic achievement, to ensure effective involvement of parents/guardians, and to support a partnership among school staff, parents/guardians, and the community, Sherman Oaks CES carries out the following legal requirements in the manner described below:

Assist parents/guardians in understanding academic content, achievement standards, assessments, and how to monitor and improve the achievement of their children.

- Teachers explain the state content standards to parents/guardians during the annual "Back to School" meeting held at the beginning of the school year. Parents are also given tips on how to monitor and improve the achievement of their children.
- During parent-teacher conferences teachers explain strategies to improve student achievement.
- The coordinator trains parents/guardians on the types of questions they can ask teachers in order to monitor and improve the achievement of their children. A pamphlet that includes the questions (in the language of the parents) is distributed to all parents/guardians who attend the training.
- Monthly School Site Council meetings will occur.
- The Parent Center will provide materials and training to help parents/guardians work with their children to improve their child's achievement.
 - Monthly calendars which display dates and times of all workshops and activities for parents/guardians.
 - Workshops conducted by school personnel, district invited personnel, local and community agencies.
 - Resources to parents/guardians in the Parent Center (sample textbooks, supplemental materials, pencils, paper, folders, college guides, copies of district memos, test-prep materials, etc.)
- Support staff provides a series of workshops that parents/guardians may attend. Parents/guardians are surveyed annually on topics they would like to have presented. Parents/guardians receive a schedule of workshops and a list of contact numbers should they have questions.
- The school provides a number of teacher and other professional-led parent/guardians trainings/workshops.

Educate staff, with the assistance of parents/guardians, in the value of parent/guardians contributions and how to work with parents/guardians as equal partners.

- The advice of parents/guardians is valued. Parents/guardians are regularly asked about their role in their child's education, and how they would like to be treated by school staff. Parents/guardians volunteer at the school in a variety of ways so that they support the entire school program.

Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents/guardians in participating in the education of their children.

- The school coordinates with a number of outside agencies:
 - Local psychologists present information to parents/guardians about student physical and mental health.
 - The local police department makes presentations on community awareness, crime prevention, and educational programs open to students.
 - The school holds college nights, AVID nights and scholarship/funding nights with both school and outside professionals.
- Parents/guardians have the opportunity to volunteer in classrooms. Volunteers attend a training given by the coordinator. Volunteers sign up for two to four hours a week and are recognized annually.

Distribute information related to school and parent/guardian programs, meetings, and other activities to the parents/guardians in a format and, to the extent practicable, a language the parents/guardians understand.

- All correspondences (flyers, bulletins, website, phone messages, etc.) with parents/guardians are in English and Spanish.
- The school arranges for translation services for all council and committee meetings if necessary.

Provide support for parental involvement activities requested and educational activities.

- Title I funds are used to support the activities (materials, presenters, conference attendance). The times of the activities are based on parent/guardian request.
- The website highlights school activities parents/guardians can attend. Further invitations are carried to parents/guardians inviting them to student assemblies and performances.
- Parents/guardians are able to serve as volunteers and take part in classroom observations.

Section IV: ACCESSIBILITY

Sherman Oaks CES, to the extent practicable, provides full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory students, including providing information and school reports in a format and, to the extent practicable, in a language parents/guardians of Title I students understand.

Revised and Approved by SOCES School Site Council, December 12, 2020