



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Cadman Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Cadman Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. Input has been sought through meetings with parents, surveys on Family Fridays, data from the California Healthy Kids Survey and other conversations at PTA and The Clairemont Cluster Community of Schools meetings. This policy outlines how the families, the entire school staff and the students will share responsibility for improved student academic achievement and the means by which the school and the families will build and develop a partnership that will help scholars achieve California's high academic standards.

It has distributed the policy to parents of Title I students.

We will distribute the policy to Families of Title 1 students during the annual Title 1 parent meeting as well as to all families who have scholars who attend Cadman through our Monthly SCOOP newsletter.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The information is given out in our Monthly SCOOP newsletter.
- The Single Plan for Student Achievement has the information included.
- The Policy is posted in our Breezeway with all other important school notices.
- The Policy is posted on our Cadman Website.
- The policy was sent home via School Messenger as we are currently in online learning as we begin the 2020-2021 school year.

To involve parents in the Title I, Part A programs, the following practices have been established:

- We offer a variety of ways for families to receive the information and be involved at Cadman. We recognize that we need to have more than one way for families to be connected to the school process. We are currently working on expanding more ways for families to connect virtually for information and celebrations of success.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- This takes place at multiple times to accommodate the schedules of parents.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

At Cadman we offer: (currently all sessions are virtual)

- A morning session
- An evening session
- A session at the SSC/SGT meeting
- A session at Family Friday

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

We engage families in a variety of opportunities to provide input and review data related to student achievement. We actively seek information from families about how we can improve the supports at Cadman. As we launch the year, we ask about the hopes and dreams of families for their scholars to align our staff in-services, activities and supports.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

We provide data on an individual student basis and also seek input from families on what areas they might see a need to provide support in to increase access to core instruction and achieve high levels of academic and behavioral success.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

This is available through Family Fridays and other in-service opportunities for families where they are able to teach some of the High Impact Reading Strategies that Improve Student achievement. Teachers provide clear information about classroom standards and expectations while keeping in contact with families regularly regarding student progress toward standards.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

All of our site meetings are publicized in a variety of ways and are currently being held virtually:

- School Messenger
- Cadman Webpage

- Parent Information Board in the Breezeway
- Cadman SCOOP

We encourage families to join us for all events and learning opportunities.

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

Cadman Elementary School distributes to parents a school –parent compact. The compact, which has been jointly with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the 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.

- The school’s responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children’s learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual 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.

The school provides Title I, Part A parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

This is done through progress monitoring and meetings with classroom teachers to go over grade level standards and expectations for student growth.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children’s achievement (ESSA Section 1116[e][2]).

Staff provides resources and materials for families to encourage their support of the academic achievement at home.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Parents and staff work collaboratively to support student achievement and social emotional growth. They share tools and resources that they have both found useful when supporting scholars. This connection helps scholars know that they have a circle of support.

The school coordinates and integrates the Title I, Part A 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 the education of their children (ESSA Section 1116[e][4]).

Cadman continues to seek input on what families would need in terms of supports and services.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

The information is provided in a variety of ways. Translations are used when needed as well as interpreters for meetings.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Input is actively sought from families and then the team at Cadman looks for ways to create new opportunities for parent activities.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Information is translated into languages other than English
- Interpreters are used for meetings such as an IEP or Parent conferences to provide information in the primary language of the family.
- Input is gathered and shared at small meetings such as Family Friday where parents are able to sit in small groups to discuss a topic and provide input.
- Surveys are provided in multiple languages.

If the school wide 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.

- Parent comments are shared and reviewed in a variety of ways. The staff to look at patterns and trend over time reviews them. Data such as review of SPSA goals and progress and California Schools Data (Student, Staff and Parent) and California Dashboard is provided to parents at Family Friday presentations, SSC/ SGT meetings and through other forms of communication such as our School Newsletter and Website.
- The input is then used to revise the goals and progress monitoring measures to strengthen the instruction for scholars.

This policy was adopted by Cadman Elementary on October 9, 2020 and will be in effect for the period of 2020-2021 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 12, 2020.

Linda Trousdale, Principal

Signature of authorized official here

October 9, 2020