

CITY HEIGHTS PREP

CHARTER SCHOOL

Parental Involvement Policy

Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, City Heights Preparatory Charter School (the "LEA") has adopted this parent involvement policy in order to promote learning and provide a more positive learning experience for the students of its schools.¹ This policy has also been incorporated into the LEA's plan developed pursuant to NCLB, and submitted to the California Department of Education with the LEA's Consolidated Application.

I. Involvement in Drafting the LEA Plan

Parents of participating children will be involved in the development of the LEA plan required by NCLB. On an annual basis, the LEA will submit the LEA plan to the Family Committee for review and suggested changes before the plan is submitted to the California Department of Education ("CDE") with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA plan and submit comments.

If the LEA plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA plan when it is submitted to the CDE.

II. Involvement in School Review and Improvement

Parents of participating children will be involved, to the extent applicable, in the process of school review and improvement under NCLB. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents.

In addition, the parents of participating children will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Identification of a school for improvement: Before the LEA identifies its school for improvement, for corrective action, or for restructuring, it shall provide the parents of all children enrolled in the school with notice of an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based. If the Founding Director of the school believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the Founding Director may provide supporting evidence to the LEA, which shall consider that evidence before making a determination.

School plan: Parents of participating children will be involved in the development and/or revision of a school plan required of the school identified for improvement, corrective action or restructuring, which plan shall be approved by the LEA in accordance with NCLB.

Notice required after school identification: If the LEA's school is identified for improvement, corrective action or restructuring, the LEA will promptly provide to all parents of children enrolled in the school (in an understandable and uniform format, and to the extent practicable, in a language the parents can understand), a notice containing the following:

- An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools served by the LEA and the CDE;
- The reasons for the identification;
- An explanation of what the LEA or the CDE is doing to address the problem of low achievement;
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- As applicable, an explanation of the parents' option to transfer their child to another public school under the control of the LEA, return to their district of residence or to obtain supplemental educational services for the child.

¹ Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

Information regarding corrective action taken: The LEA shall publish and disseminate information regarding any corrective action taken at a school to parents of each student enrolled in the school in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Restructuring: Whenever a school fails to make adequate yearly progress after 1 full school year of corrective action or when the LEA is required to implement alternative governance, the LEA shall provide prompt notice to parents and provide parents with an adequate opportunity to comment before taking any action and to participate in developing any plan required by NCLB.

III. Coordination, Technical Assistance, and Other Support

The LEA will provide the coordination, technical assistance and other support necessary to assist its participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance in the following ways:

The LEA will distribute 95% of the funds reserved pursuant to NCLB to the school for parent involvement activities;

- The LEA (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.

IV. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold 1 additional meeting to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

V. Notice

Within 60 days of the beginning of school, the School will provide notice to all parents containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A link to the most current Parent Involvement Policy and a feedback form for parents to comment on its content.

VI. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy and, the schoolwide program plan, the School will involve parents of participating students as follows:

- The School will create a Family Committee where it will plan, review and improve Title I, Part A programs, the parent involvement policy and the schoolwide program plan. The Parent Council will meet three times yearly at the School and will be made up of any parents who wish to participate.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 30 days or as soon as practicably possible.

- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA.

VII. Building Capacity for Involvement

Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- At triennial Family Committee meetings, the LEA will discuss and provide updates regarding the Standards and Requirements.
- The LEA will publish on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Parents will be invited to attend students' regular classes at the School to learn about State and local academic assessments.

Helping Parents to Work with their Children

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The LEA will have on hand and if requested, provide parents with information on community classes to obtain their GED, develop computer skills and/or literacy skills.
- In its triennial Family Committee meetings, the LEA will provide educational information regarding literacy, parent-child communication, parenting skills, and/or supporting students academically at home.

Education on Parent Involvement

The LEA will annually educate teachers, pupil services personnel, principals 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. Training shall take place each year in staff orientations, annual staff development materials and/or other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the LEA's schools:

- School will solicit information as to which types of parental involvement programs are of most interest to parents.

Other Optional Parent Participation

In order to maximize parental involvement and participation, the LEA will ensure that teachers will be available to schedule meetings, at mutually agreeable times, with parents who are unable to attend Family Committee Meetings.

The LEA will adopt and implement model approaches to improving parental involvement.

The LEA may develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, creating internships for students.

VIII. Coordination with Other Programs

The LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs operated by the School such as Family Committee meetings/events, Student Orientation, and welcoming parents to observe classrooms, to encourage and support parents in more fully participating in the education of their children.

The LEA will coordinate and integrate parent involvement programs and activities with these programs as follows:
1) requiring that the school conduct meetings involving parents and educators to discuss the developmental and other needs of individual children.

IX. Annual Evaluation

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under NCLB. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy. In part, this evaluation will include a family survey and focus group discussion.

X. School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline 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 Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

XI. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The LEA shall implement an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

XII. Notices

In accordance with NCLB, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card;
- A notice regarding the professional qualifications of the student's classroom teachers;
- Notice regarding language instruction programs;
- Any other notices required by law.

XIII. Miscellaneous

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA will provide other reasonable support for parental involvement activities as requested by parents.