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## **PARENT AND FAMILY ENGAGEMENT POLICY**

The Board of Directors (“Board”) of the Capital College and Career Academy (“CCCA” or the “Charter School”) has developed a written Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. CCCA has distributed the Policy to parents of Title I students by including the policy in registration and intent to return documentation, posting the policy on its website, and making the policy readily available in the main office. Additionally the policy was discussed and developed with input from the CCCA parent committee. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

### **Charter School Expectations and Objectives**

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

1. CCCA involves parents and family members in the joint development of the Charter School’s Parent and Family Engagement Plan.
  - Parent input was solicited through the CCCA parent committee
  - School-wide climate surveys helped shape the development of the policy
  - Parent input is solicited on an ongoing basis through small group listening sessions including coffee with the principal and on-campus family nights
2. CCCA provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities 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.
  - CCCA has partnered with a number of community based organizations who provide wrap around services for students and families
  - Dedicated counselor led information sessions
  - Parent input is solicited on an ongoing basis through small group listening sessions including coffee with the principal and on-campus family nights
  - Engagement with community, higher education, and business leaders to support further parental involvement
3. CCCA coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.

- Advisors will hold individual parent–teacher meetings
  - Signed grade sheets indicating student progress
  - Employers will be expected to review, evaluate, and report on students’ job performance approximately every 9 weeks to ensure they are learning the required competencies.
  - Parental involvement in SSTs and other academic support meetings
4. CCCA 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.
    - Annual survey completion rates
    - Strategy and planning documents related to engagement of families
    - Agendas and attendance for family engagement events
  5. CCCA 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 parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
    - CCCA leadership will reach out to underrepresented families to solicit specific feedback
    - CCCA will work with Community Based Organizations representing diverse demographic groups for input and feedback around current school wide structures and potential barriers to access
    - Climate surveys will provide baseline data points
  6. CCCA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
    - Pre year family kickoff meeting
    - Parent nights
    - Lunch with the counselor
    - Coffee with the director
  7. CCCA conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
    - Annual parent/ student climate surveys
    - WASC Process
    - English Learner Advisory Committee (ELAC)
    - CCCA Parent Committee
  8. CCCA 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.

- With parental feedback garnered within the following groups noted above schoolwide goals will be established to represent the needs of the CCCA community
  - Additional meetings or meeting structures will be altered in response to feedback received in the groups above
9. CCCA involves parents in the activities of the Charter School to adequately represent the needs of the population.
- The parent committee and representatives participating in the groups listed in number 7 above will primarily drive the activities of the charter to ensure the representative needs of the population are addressed
  - CCCA will work collaboratively with community based organizations and parents representatives to ensure all of our diverse stakeholders are represented

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

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

1. CCCA 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.
  - CCCA will inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program annually at Back to School Night or other highly attended parent event at the beginning of each school year. This may also include publication via CCCA's various social media platforms.
2. CCCA offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - Meetings for Title I parents will occur at various times throughout the year to ensure as much parental involvement as possible
3. CCCA involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent and Family Engagement Policy.
  - CCCA 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 through the CCCA parent committee and other informal parent and community meetings. Documents used in these meetings are translated into languages that parents understand. Finally, parents are involved through an annual parent needs assessment survey
4. CCCA provides parents of Title I students with timely information about Title I programs.
  - CCCA provides parents of Title I, Part A students with timely information about Title I, Part A programs as appropriate through the Title I meetings at

Pre-year family kickoff meetings, parent nights, lunch with the counselor events. and coffee with the director events. Information may also be published on the schools website and via the schools various social media platforms.

5. CCCA 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.
  - CCCA provides students with an explanation of the curriculum used in the school through publication of its annual course catalog, parent student handbook, back to school nights, parent teacher conferences, and open house/ showcase events. Progress reports, report cards and SSTs are all used to articulate student progress and the proficiency students are expected to meet.
6. If requested by parents of Title I students, CCCA 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.
  - CCCA hosts a wide range of parent involvement opportunities at a variety of days and times to ensure equal access and greater participation. The small school, community based approach to education also allows families to regularly communicate and collaborate with school leadership throughout the school year.

### **School-Parent Compact**

CCCA 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. CCCA’s responsibility 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. 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 and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

CCCA will develop the Compact with Title I parent input leading into and during the inaugural school year. Once developed, CCCA will prominently display the compact on campus, online,

and potentially via the school's various social media outlets. Once completed, a copy of the Compact will be attached to this Policy.

### **Building Capacity for Involvement**

CCCA 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, CCCA has established the following practices.

1. CCCA provides Title I parents with assistance in understanding challenging state academic standards, state and local assessments, and how to monitor and improve the achievement of their children.
  - Assistance for parents in understanding the state's academic content standards, assessments and how to monitor and improve the achievement of their children is provided through information on the CCCA school web page, through scheduled parent/teacher conferences, through parent nights and information sessions, as well as through formal communications regarding state-mandated assessments and score reporting.
2. CCCA 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.
  - CCCA provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement through regularly scheduled parent/teacher conferences, and annual parent information/education nights.
3. With the assistance of Title I parents, CCCA 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.
  - CCCA educates staff members about the value of parent contributions through internal staff training, collaboration and training with community based organizations, weekly email communications, and sharing of resources regarding parent engagement at staff meetings.
4. CCCA 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 the education of their children.
  - CCCA coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as parent education/information sessions, student showcase nights, and student-led parent teacher conferences all to encourage and support parents in more fully participating in the education of their children.

5. CCCA 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.
  - The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in English and Spanish.
6. CCCA provides support for parental involvement activities requested by Title I parents.
  - The school provides support for parental involvement activities requested by Title I, Part A parents through a wide range of on campus events and activities including ELAC, annual school climate surveys, and through the CCCA parent committee

### **Accessibility**

CCCA 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:

- CCCA provides a home language survey annually to determine what languages to translate key school reports and information to allow equal access and increased parental involvement. Additionally, interpreters may be provided when there are no English speaking members of a family attending a meeting.