



Santa Monica-Malibu Unified School District
Educational Services Department
John Adams Middle School (JAMS)

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

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

John Adams Middle School (JAMS) has developed a written Title I parent and family engagement policy with input from Title I parents.

John Adams Middle School developed a written Title I parent and family engagement policy with input from Title I parents. The school developed the policy with parent input. Input is collected at spring meetings of English Learner Advisory Council (ELAC), School Site Council (SSC), and Title I Family meetings to develop the plan for the upcoming school year. The plan is adopted by the SSC as part of the annual SPSA adoption process

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

The policy is distributed each fall via blackboard, the first Principal's weekly newsletter (hardcopies provided upon request) and placed in the online registration documents. It is also posted for ongoing viewing on the website, and available in the school office.

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 policy is posted on the website and a hard copy is in the office.
- The policy is shared annually via blackboard, the first Principal's weekly newsletter (hardcopies provided upon request) and placed in the Aeries online registration documents.
- Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently Spanish falls into this category.
- The policy is available in Spanish per Ed Code 48985 and in other languages via technology applications, and support is available from the Bilingual Community Liaison.
- The policy is updated annually each spring, with the input of parents given at parent meetings.
- The policy is reviewed and adopted by the SSC in conjunction with the SPSA.

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

- As federally mandated, ELAC provides recommendations for the SPSA to be considered by the SSC.
- The Title I meeting is advertised to all families via blackboard and the Principal's Weekly newsletter.

- This policy is developed with input from parents and family members of participating children. Parent and family member input is gathered through the needs assessment process which included district family surveys and discussion at parent meetings.
- The Title I program is reviewed as part of the annual review of the SPSA.

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:

- Information about Title I is given at our annual Back to School Night and Open House
- Each September the annual meeting is held and parents are given Title I information at this time.

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:

Specific Title I meetings will be held twice a year in September and May.

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?

- The Parental Involvement Policy is reviewed annually by the School Site Council, English Language Advisory Committee and PTSA.
- Various parent groups are asked for feedback on programs and parent education supports
- The school invites parents of Title I students to the annual meeting Title I meeting and provides various opportunities for feedback.
- All parents and family members are encouraged to take an active role in the school by participating in site decision-making councils and advisory committees, as well as district-level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.
- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in the school's School Plan for Student Achievement (SPSA).
- The school will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.

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?

- Program information is shared in multiple ways including the school website, district website, the Principal's Weekly Update, blackboard, flyers, and school events such as Open House.

- The school provides weekly information in both English and Spanish through a weekly newsletter that is emailed and texted to parents. These newsletters are placed on the school website.

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?

- The school provides information on the curriculum used at the school, the assessments used to measure student progress, and school-wide data and information at Title I meetings, SSC, ELAC and PTSA meetings.
- Parents have access to the student information system and communication from the district about benchmark tests such as the Star Reading and Math tests.
- We provide information for parents at events like Back to School Night, Parent Education nights, ELAC, PTSA and the parent education series
- Progress Reports are available on Aeries and winter and spring report cards are mailed home
- Resources, letters, and flyers shared on the school and district website and, the Principal's weekly update

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?

- Student/Parent/Counselor/Teacher team meetings
- Student Success Team (SST) Meetings as needed
- 504 annual meetings
- IEP annual meetings
- Teacher communications with parents via emails, calls, and classroom apps.

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:

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]).

- Parents are provided information on standards mastery, assessment data, intervention and how to support their child's education at informal parent requests, parent trainings, and through teacher's ongoing parent communication,
- The counselors and the administration with the support of the bilingual community liaison provide this support.

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]).

- Through the formal (ELAC and PTSA) and informal parent education meetings and individual meetings with the school team of teachers, administrators, and other support staff parents are provided training and materials to help them work with their children.
- Training to enhance parents' abilities to support and assist their children's education. This may include activities such as: Counselor meetings, Parent Support Groups, Parent/Counselor Books Clubs, Parent Education Nights and AVID parent meetings

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]).

- Faculty Meetings
- Staff Professional Development
- Training and workshops
- Resources and materials provided
- Coaching and resources from specialists such as Instructional Coaches, Counselors, the mental health social worker and the School Psychologist

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]).

- Annual workshops and training such as the School Smarts Academy, Reflective Parenting Workshop, Parenting Support Group (focused on SEL & academic support) and parent book clubs
- Advertisement and promotion of parent committees like ELAC, SSC, ELAC, Science Magnet and PTSA.
- The Bilingual Community Liaison supports families and helps connect families to the school.
- The PTSA works in collaboration with the school staff and leadership to support family engagement.

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 policy is available in other languages via technology applications, with support from the Bilingual Community Liaison.
- All postings on the website are viewable in numerous languages via a translation app.
- Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently Spanish falls into this category.

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

- The Bilingual Community Liaison provides support to families
- The PTA works in collaboration with school staff and leadership to support family engagement

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]).

- School information and reports are provided in a clear understandable format that is accessible to families
- Potential barriers to access are identified through this policy development process and actions will be put into place to address the needs of families such as taking extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

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.

- Parents and family members are welcome and encouraged to provide ongoing feedback regarding this policy at any time by submitting written comments to the school principal.
- Input can be shared at the annual meetings
- Input can be shared at the public SSC meetings and ELAC meetings

The school provides opportunities for the participation of all 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).

This policy was adopted by John Adams Middle School (JAMS) on 04/27/2023 12:00 am and will be in effect for the period of 06/12/2024 12:00 am1 a.

The school will distribute the policy to all parents of students on, or before: 08/24/2023 12:00 am.

Name of Authorized Official: Martha Chacon

Signature of Authorized Official here:

Date Approved: 3/23/2023





Santa Monica-Malibu Unified School District
Educational Services Department
John Adams Middle School (JAMS)

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2023-2024

John Adams Middle School (JAMS) distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- This compact is posted on the website, available in the office, and shared annually via blackboard, the first Principal's weekly newsletter (hardcopies provided upon request) and placed in the Aeries online registration documents
- Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently Spanish falls into this category.
- This compact is available in other languages via technology applications, and support in reviewing the document is available from the Bilingual Community Liaison.
- The compact is updated annually each spring along with the Title I Family Engagement Policy. Input from parents is given at the annual parent Title I Community meetings in the spring.
- The meeting is advertised to all families on the website and in the Principal's Weekly Newsletter.
- The compact is reviewed and adopted by the SSC in conjunction with the SPSA.
- As federally mandated, ELAC provides recommendations for the SPSA to be considered by the SSC.
- The school invites and encourages parents of Title I students to be involved in school engagement opportunities such as ELAC, PTSA, Campus Beautification Committee, and Event Committees. These meetings and group events are advertised throughout the school year.
- All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to

be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in school's School Plan for Student Achievement (SPSA).
- The school will continue to use findings from all data sources to revise the Title I School Parent Compact so that it reflects the needs of all families.

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

The school provides Title I, Part A parents and family members 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]) in which ways?

- We provide information for parents at events like Back to School Night, Parent Education nights, ELAC, PTSA and the parent education series
- Fall and Spring Report Cards
- Letters with student assessment scores mailed home in fall, spring, and winter.
- School wide data and information shared at ELAC, SSC, PTSA and other meetings.
- English Learner reclassification meetings in the winter and spring
- Consistent communication addressing chronic absences (letters, phone calls, parent meetings)
- Resources shared by the school via email and Principal's Weekly Newsletter
- Information shared at parent group and council meetings
- Decision making and advisory group trainings, conferences, and/or events.
- Posting of resources on the website (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) for families to access remotely.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Annual workshops and training such as the School Smarts Academy, Reflective Parenting Workshop, Parenting Support Group (focused on SEL & academic support) and parent book clubs
- Advertisement and promotion of parent committees like ELAC, SSC, ELAC, Science Magnet and PTSA.
- The Bilingual Community Liaison supports families and helps connect families to the school.
- The PTSA works in collaboration with the school staff and leadership to support family engagement.

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

- Faculty Meetings
- Staff Professional Development
- Training and workshops
- Resources and materials provided
- Coaching and resources from specialists such as Instructional Coaches, Counselors, the mental health social worker and the School Psychologist

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Annual workshops and training such as the School Smarts Academy, Reflective Parenting Workshop, Parenting Support Group (focused on SEL & academic support) and parent book clubs
- Advertisement and promotion of parent committees like ELAC, SSC, ELAC, Science Magnet and PTSA.
- The Bilingual Community Liaison supports families and helps connect families to the school.
- The PTSA works in collaboration with the school staff and leadership to support family engagement.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- The policy is available in other languages via technology applications, with support from the Bilingual Community Liaison.
- All postings on the website are viewable in numerous languages via a translation app.
- Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently Spanish falls into this category.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- The Bilingual Community Liaison provides support to families
- The PTA works in collaboration with school staff and leadership to support family engagement

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- School information and reports are provided in a clear understandable format that is accessible to families
- Potential barriers to access are identified through this policy development process and actions will be put into place to address the needs of families such as taking extra measures to reach out to underrepresented families,

strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

This Compact was adopted by the John Adams Middle School (JAMS) on 04/27/2023 12:00 am, and will be in effect for the period of 6/12/2024.

The school will distribute the Compact to all parents and family members of students participating on, or before:08/24/2023 12:00 am.

Name of Authorized Official: Martha Chacon, Principal

Signature of Authorized Official here:

A handwritten signature in blue ink, appearing to read 'Martha Chacon', with a long horizontal flourish extending to the right.

Date Approved: 3/23/2023