



Title I, Part A School-Parent Compact 2024-25

The Santa Rosa High School, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Santa Rosa High School strives to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards by hiring and retaining highly qualified teachers, ensuring curricular materials are standards-aligned, providing teacher professional development to promote best practices and high-impact strategies that are shown to have positive impacts on student achievement, and monitoring student progress to identify students who need additional supports. Santa Rosa High teachers strive to provide:

- *cross-curricular environments allows students to connect concepts across different subjects, which can deepen their understanding and make learning more engaging. For example, integrating math and science projects or combining literature with social studies can help students see the relevance of what they're learning in a broader context.
- *Differentiated Instruction: Tailoring teaching methods and resources to meet individual student needs.
- *Project-Based Learning: Engaging students in projects that require them to apply their knowledge in real-world scenarios.
- *Collaborative Learning: Encouraging group work to foster teamwork and communication skills.
- *Technology Integration: Utilizing digital tools to enhance learning and provide additional resources.

Santa Rosa also provides a printed planner and trains both students and families on using the planners as an effective tool for executive function and communication between home and school. Progress reports are sent home each four weeks, and all families have access to the AERIES platform to view academics, attendance, conduct, and other student information. When needed, students are put on daily reports and academic or behavior contracts that are developed collaboratively with families to help students focus on academic success and be accountable for their learning. Parents are always invited to participate in Student Study Team meetings, IEPs, graduation plan meetings, and parent-teacher conferences requested by teachers and/or families/caregivers.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

A) At Santa Rosa High School we have a proactive approach to fostering communication between parents and teachers, even without scheduled parent-teacher conferences. We encourage parents to reach out directly and provide dedicated Family Engagement Facilitators, ensuring that there's always a pathway for parents to stay informed and involved in their child's education. This can be beneficial for addressing individual concerns and supporting student success. We are always open to anything specific caregivers would like to discuss or any questions they may have about improving our system.

B) Santa Rosa High School has a robust system for keeping students and families informed! Here's a brief overview of how the communication and grade reporting system works:

ParentSquare: This platform allows guardians to receive updates and communicate directly with teachers through direct messaging.

Aeries: This system provides real-time access to student grades and other important academic information through both parent and student portals.

Grade Reports: The school sends home detailed grade reports four times per semester to keep families updated on student progress. Parents are always encouraged to schedule meetings with teachers as needed.

Direct Communication: Guardians can also reach out to teachers via email directly from the school website or by calling the school office at any time.

These tools and practices are designed to ensure that parents and guardians are well-informed and actively involved in their child's education.

C) Santa Rosa City Schools has an online platform for which all parents or community members wishing to volunteer in schools can access on the Santa Rosa City Schools webpage. Santa Rosa High School frequently asks for help for guardians through our Panther Weekly Family Newsletter that goes out each Sunday evening. Santa Rosa High School has multiple groups on campus, ELAC, STP, Student Clubs, School Site Council, Santa Rosa High Foundation, and Santa Rosa High School Hall of Fame.

D) Santa Rosa High School utilizes ParentSquare for most communication between school and families. ParentSquare enables the guardian to choose which language they prefer to have information recorded in. We also have two full-time family engagement facilitators who are bilingual in Spanish. In addition, we use our language line to make phone calls with families that may speak a language other than Spanish or English. We utilize YouthTruth Data, Panorama, Coffee with The Principal, student activities and extracurricular events, ELAC schoolwide needs assessment, Site Council monthly meetings, ASB House Of Representative monthly student meetings, and all other scheduled meetings to gain feedback from all Santa Rosa High School students, caregivers and staff.

This Compact was established by Santa Rosa High School on August 26, 2024, and will be in effect for the period of school year 2024-2025. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: September 19, 2024.

Dr. Mark P. Ryan, Principal

Name and Title of Authorized Official



Signature of Authorized Official

8/26/2024

Date

California Department of Education

April 2020