

**San Andreas High School  
School-Parent and Family Engagement Policy  
2024-2025**

The governing board of each school district and county office of education shall establish and adopt a written parent and family engagement policy and program for each school in the district that receives funds under Title I, Part A of the ESEA, as amended by the ESSA. 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 upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 U.S.C. Section 6318[b][1-4])

**This policy is distributed and made available to the community in the following manner:**

The Title 1 Parent Involvement Policy is distributed in the annual student registration packet, now provided digitally on Aeries. In addition, the policy is described and made available at the annual Open House event. The policy is available in the school office and on the school website. It is reviewed, revised, and approved by the School Site Council annually.

**The school-level parent and family engagement policy shall describe the means for how each school shall carry out the following requirements: (20 U.S.C. Section 6318[b][1])**

(a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

**The annual meeting will be completed as follows:**

Title 1 meeting takes place annually at our Open House. Title 1 is also presented during SSC meetings and made available on the school website.

(b) Offer a flexible number of meetings, such as meetings in the morning or evening, and the school may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. Section 6318[c][2])

**The school offers flexible meetings as follows:**

There are many opportunities for parents of SAHS students to participate in Title I related topics. San Andreas High School offers meetings such as School Site Council (SSC), English Learner's Advisory Committee (ELAC) and African American Parent Advisory Council (AAPAC). Meeting schedules are posted on our school website, on our family engagement site at [www.bit.ly/sahsfamilyengagement](http://www.bit.ly/sahsfamilyengagement), and via Parent Square. Parents are notified of meeting dates and times as far in advance as possible via our website(s), Parent Square and social media. Agendas and sign-in sheets are maintained to document the event. Meetings are held virtually to accommodate schedules and make attendance less cumbersome for attendees. Additional training and information opportunities are shared via Parent Square and social media.

(c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the Schoolwide program (SWP) plan. (20 U.S.C. Section 6318[c][3])

**The school involves parents/family in the joint planning, review, and improvement of the Title I Program and school Parent-Family Engagement Policy in the following way(s):**

Our school values our community and parents' opinions when it comes to planning, evaluating, editing, implementing, and improving the school's Single Plan for Student Achievement (SPSA) and Title I Parent Involvement Policy. Input is gained through a variety of ways, including:

- SSC Meetings
- ELAC and AAPAC Meetings
- Parent Surveys (such as Panorama)
- Phone Calls Home
- Parent Square Posts
- Social Media
- Intakes/Orientation Meetings

(Agendas and sign-in sheets are maintained to document events.)

(d) Provide parents of participating children with the following:

i. Timely information about the Title I programs. (20 U.S.C. Section 6318[c][4][A])

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. Section 6318[c][4][B])

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. Section 6318[c][4][C])

**The school will provide this information and opportunities in the following way:**

Title 1 programs are described and evaluated at ELAC, SSC and AAPAC meetings. The parental involvement policies are reviewed and revised annually. The school maintains copies of all minutes for review.

(e) If the SWP plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. (20 U.S.C. Section 6318[c][5])

2.2 To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. Section 6318[e])

(a) Provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. Section 6318[e][1])

**The school will assist parents-family in understanding academic standards, assessments, and how to monitor their child's achievement in the following ways:**

SAHS provides parents with explanations of the curriculum, academic assessments, and proficiency levels in the following ways:

- Monthly Meetings (SSC, ELAC, AAPAC)
- Teacher/Parent meetings (by appointment)
- Counselor/Parent meetings (by appointment)
- Teacher Syllabus
- Aeries Parent/Student Portal
- Parent Square
- In addition to helping families understand the state standards and assessments and the requirements of Title I, Part A, we work in conjunction with the Family Engagement Office and other departments to help families monitor their child's progress toward their college and career goals, in addition to helping families to accelerate their child's academic development and/or access remedial resources, as needed.

In addition, SAHS will assist families by helping them to understand:

- The amount, kind and level of work their child needs to complete to have a better than average chance of entering the college or career of their choice.
- How to use measures beyond grades to monitor their child's progress.

(Correspondence will be translated upon request. The school maintains copies of the correspondence on file for review.)

(b) Provide materials and training to help parents to work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. Section 6318[e][2])

SAHS offers several, unsolicited opportunities for parents to participate in the school's SPSA development including, but not limited to, during the SSC, ELAC, and AAPAC meetings. These meetings are designed to build parent capacity and allow a forum for

comments and feedback. Parents are also given a survey to assist with identifying program strengths and areas of need. Parents are able to request a meeting with teachers, admin and/or counseling relating to their student's education. We coordinate with the Family Engagement Office and other district departments to provide centralized and site-specific family engagement materials and training to help families improve their children's achievement, especially in math and writing. These materials are available via Parent Square and social media.

- In addition, SAHS will support families with finding resources for their child to use in completing work above and beyond class grades to monitor their child's progress toward their college, career and scholarship goals.

(c) Educate teachers, specialized instructional support personnel, principals, and other school leaders, 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. (20 U.S.C. Section 6318[e][3])

With assistance from the Family Engagement Office, as well as SWSS and other district offices, we work together with district level parent groups and leaders to provide training and assistance to our staff regarding the value of parents and how staff and families can best work together, focusing on mutual support and dual-capacity building. Teachers participate in ongoing, weekly professional development in various areas, including family engagement. New teachers receive a year of onboarding through the district emphasizing the Basics of Excellence and the Speed of Trust. Our campus as a whole focuses on Basics of Excellence, Speed of Trust and overall wellness and every meeting.

(d) To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children: (20 U.S.C. Section 6318[e][4])

In addition to the efforts of site staff, we work with the Family Engagement Centers and their staff to provide support and resources to our families as well as coordinating other programs by working with district departments such as ATLAS (foster/homeless), Categorical Programs, English Learners, Family Engagement, Secondary Education, Special Education, Student Wellness, and Youth Services.

Our Community Resource Center is currently not operating at full capacity due to staffing shortages. We are working to fill the vacant position and ensure that our Community Resource Center is fully functioning.

(e) Ensure that information related to school 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. (20 U.S.C. Section 6318[e][5])

#### **The school does this by**

San Andreas High School has continued to fund the community resource worker position. In response to the position vacancy, and high needs of our campus, we allocated additional funds to increase the hours of the position and hopefully make the position more attractive to an ideal candidate. The person in this position is responsible for contacting members of the community, including parents, when there are meetings on campus or other activities where the presence of parents would be desired. This person ensures the materials provided are in a format which is easily understood by all attending parties. Examples include, translated documents, electronic copies, etc. This person is also present at events and offers translation when needed. The creation of flyers and room to room announcements is also managed by our community resource worker.

(f) Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. Section 6318[e][14])

San Andreas welcomes families as partners in their child's education and their feedback about the governance of the school. Involvement activities are available to parents in multiple formats, including in-person and virtual events, conference calls and surveys.

2.3 In carrying out the parent and family engagement requirements of Title I, Part A, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 111 of the ESEA, as amended by the ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. Section 6318[f])

2.4 As a component of the school-level parent and family engagement policy, each school served under Title I, Part A shall jointly develop with parents for all children served under this part a school parent compact that outlines 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 school-parent compact shall carry out the following requirements: (20 U.S.C. Section 6318[d])

(a) Describe 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; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. Section 6318[d][1])

(b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. Section 6318[d][2])

i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (20 U.S.C. Section 6318[d][2][A])

ii. Frequent reports to parents on their children's progress; (20 U.S.C. Section 6318[d][2][B])

iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (20 U.S.C. Section 6318[d][2][C])

iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. Section 6318[d][2][D])

**San Andreas High School  
School-Parent Compact  
Shared Responsibilities for High Student Academic Achievement  
2024-2025**

This school parent compact outlines 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 school-parent compact shall carry out the following requirements: (20 U.S.C. Section 6318[d])

- (a) Describe 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. (20 U.S.C. Section 6318[d][1])

- San Andreas High School will support student learning in the following ways:
- Providing high-quality curriculum and instruction in a safe and effective learning environment that enables students to meet the State's student academic achievement standards.
- Communicating high expectations for every student and make every reasonable attempt to motivate students to learn.
- Participating in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforcing rules equitably and involving students in creating a safe and effective learning environment.
- Providing parents with frequent reports on their children's progress. Specifically, the school will provide updated grades in Aeries on a weekly basis, progress reports and/or report cards every 3-4 weeks, individual phone calls home regarding specific instances, and parent conferences as needed.
- Providing parents reasonable access to staff. Specifically, staff will be available for consultation with parents via email, phone, Parent Square and in-person (by appointment). Additionally, we offer parents the opportunity to participate in shared decision-making with other school staff and families for the benefit of students during regularly scheduled parent group meetings (SSC, ELAC, and AAPAC).
- Providing parents opportunities to volunteer during school activities and on campus
- Respect the school, staff, students, and families.
- School staff will reach out to families/guardians when issues arise, including phone calls, emails, texts, Parent Square communication and home visits.
- Grades and progress toward college, career and scholarship goals are monitored regularly by teachers and counselors, and extra support is offered through Student Interns, PBIS and Wellness teams.
- Helping families to match their child's effort to their highest college, career and scholarship goals.

- (b) The ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. Section 6318[d][1])

I as a parent/guardian will support my child's learning in the following ways:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor extra-curricular time commitments to make sure my child completes school assignments.
- Make sure that my child attends school every day, on time, and with homework completed.
- Call to clear absences when my child is unable to attend school for issues such as illness, within 3 days of the absence.

- Support the school's discipline code.
- Monitor my child's progress in school via Aeries and communication with school staff.
- Make every effort to attend school events, such as parent-teacher conferences and Open House.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participating, as appropriate, in decisions relating to my child's education.
- Respecting the school, staff, students, and families.
- Encourage my child to complete extra work beyond what their teachers require as it aligns with their highest college, career and scholarship goals. (100 hours per year recommended)
- Encourage my child to complete a college/career project and to seek out mentorship and internship opportunities.

(c) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. Section 6318[d][2])

i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (20 U.S.C. Section 6318[d][2][A])

**Conferences will take place as follows:**

- Upon request by parent, teacher, student or administration.
- When a student is changing sessions, or participating with a team/group to further support student needs.

ii. Frequent reports to parents on their children's progress; are **provided as follows:** (20 U.S.C. Section 6318[d][2][B])

- Progress reports are sent out 6 times per school year.
- Grade reports are sent out 6 times per school year.
- Daily attendance is available through Aeries.

iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; is **provided as follows:** (20 U.S.C. Section 6318[d][2][C])

- Upon request by parent
- Upon the organization of any event, including but not limited to Open House, field trips, career pathway events, etc.

iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. Section 6318[d][2][D])

**Parents/family members and staff members have regular two-way communication in the following ways:**

- During SSC meetings
- At Open House
- Via Email/phone calls home
- Via Parent Square
- At volunteer event/field trips/Career Pathway events
- During intake days/senior meetings

**Students will be responsible for improving their academic achievement.**

As a student, I will share the responsibility to improve my academic achievement and achieve the State's high standards in the following ways:

- Maintaining a positive, ready-to-learn attitude.
- By attending school regularly, coming to class on time, ready to learn and with assignments completed.
- Completing my classwork and homework every day and asking for help when I need to.
- Knowing and following the school and class rules.
- Following the school's dress code.
- Regularly talking to my guardians and my teachers about my progress in school.
- Doing more work than my teachers require as it aligns with my goals.
- Learning to measure and monitor my own growth and progress beyond class grades.
- Respecting my school, classmates, staff, and family.
- Following the San Andreas Unshakeables: Be Respectful, Be Responsible, Be Safe, Be Successful.